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The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes toward EFL in Jenin District

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The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes toward EFL in Jenin District

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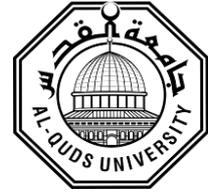
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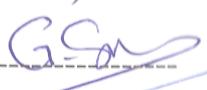
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Dedication

I would like to dedicate my work:

To my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up. Thank you for teaching me to believe in God, in myself, and in my dreams.

To My wife (Ibtihal), for her encouragement, endless love and guidance, who taught me to be patient and successful. Anything good that has been is a result of her guidance and love.

To my lovely children Nassamat, Abed Al-Jabbar, and Elaf whose love gave me the strength to achieve my goal. They have carried with me the hardships of processing this work and kept quiet many times in order to offer the suitable atmosphere. Their smiles were a source of energy that drove me to work long hours without boredom. You have made me stronger, better, and more fulfilled than I could have ever imagined.

Finally, to my amazing brother (Adel) and sister (Salsabeel), who supported me until the completion of this work. I love you to the moon and back.

Mu`taz Qabaha

Declaration

I certify that this thesis, submitted to Al-Quds University for the Master`s degree in education, is the result of my own work in design and research, except were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed

Name: Mu` taz Abed Al-Jabbar Shaker Qabaha.

Date: 22 / 07 / 2019

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The researcher

Mu'taz Abed Al-Jabbar Shaker Qabaha

Abstract

The present study aimed at investigating the impact of using drama on 6th graders' speaking skills and their attitudes toward English foreign language in Jenin district.

The study was applied on a purposeful sample of 6th graders in governmental schools in Jenin district in the academic year 2018/2019. The sample of the study included (93) students (51 males and 42 females) at Faquaa Secondary Boys' School and Faquaa Secondary Girls' School. Students were assigned to experimental and control groups, the experimental groups were taught through using drama strategy, while, the control groups were taught through the ordinary method.

The researcher prepared an oral speaking test with a scoring rubric, and a questionnaire for measuring attitudes. Content validity and reliability were established for the two instruments, it was 0.75 for the questionnaire and 0.8 for the oral speaking test with a scoring rubric. The experiment lasted five weeks, a pre post-test was performed using oral speaking test with a scoring rubric and a questionnaire to measure the impact of using drama strategy.

The findings of the study showed that there were statistically significant differences in students' speaking skills due to gender and in favor of the female group. Moreover, The results of the study also showed that there were statistically significant differences in students' attitudes toward English foreign language due to the method and in favor of experimental group.

The researcher recommended the necessity of implementing drama in teaching speaking skills for better outcomes. Moreover, training programs should be offered to train teachers on using drama, and new studies should be conducted on different variables and subjects.

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Chapter One

1.1 Background

Learning English language is essential for many people who consider it as an international language because it is the language of economics, sciences, and many others fields. In order to learn English, learners must master the four skills (listening, speaking, reading and writing).

By speaking, the human beings can express ideas, messages, information, thoughts and opinions to each other. In this way, pupils at schools can also express their feelings through speech. Moreover, others will depend on speaking skills to express their points of view (Fitri et al, 2016).

Speaking is a worthwhile skill for native and non-native speakers; so learning to speak English is a significant part of learning a second or a foreign language; and success is measured based on different criteria, some of which are: pronunciation, fluency, accuracy, vocabulary, and grammar. Consequently, speaking is the most difficult skill and one of the four language skills, so persons who learn the language are indicated as speakers of that language. The major goal of teaching English is to provide pupils with the capacity to utilize English efficiently and properly in communication (Leong & Ahmadi, 2017).

Palestinians learners face many problems in learning English such as the speaking skill which affects the learners' achievement and motivation towards leaning the foreign language. They cannot convey a simple message in English because they lack the confidence while speaking English. There are several reasons for this problem; some are related to the learner, teacher, the methods, and the material itself that might be a reason

for this problem. So, it is important to find a way to help both teachers and learners to overcome this problem (Juma, 2016).

Drama is a mixed type of art in which the individuals reflect the human circumstances, imagination, reformation and conversion. It presents meaning in a double process as a cognitive existence: one is reality and the other is imaginary (Gundogan et al, 2013).

Drama is "a key component in English language training; it not only develops the four language skills in English, but also enables learners to realize meaningful learning acquisition" (Tezi, 2010, p.2).

According to previous studies, drama is a powerful and influential learning method for learners in an interactive manner. This method can enhance the language skills of learners, including reading, writing, listening, and especially speaking, by providing an innovative and stimulating context (Güzel, 2017).

Using drama in learning English language can motivate learners to learn English with a positive attitudes toward English and enjoy learning the language (Sirisrimangkorn& Suwanthep, 2013).

In his study, El-Nady (2000), mentioned (3) reasons for applying drama as an effective tool in teaching the English language:

First, drama offers supportive intellectual and emotional environments that promote pupils to think and apply their communication skills.

Second, a teaching method based on drama can enhance long-term vocabulary retention and could improve students speaking ability.

Third, drama gives students an opportunity to learn, use, and practice the foreign language as a communication tool (Ishak, 2009).

Therefore, this study will identify the impact of using drama on 6th grader's speaking skills and their attitudes toward EFL in Jenin District.

1.2 Statement of the Problem

Through his working as an English teacher for more than 8 years, the researcher noticed that learners face common difficulties in speaking English as a foreign language such as:

1-Vocabulary: many learners try to talk orally about their ideas but they miss the important vocabulary so it becomes difficult to say what they're thinking.

2- Pronunciation: for nonnative speakers, English words can be difficult to pronounce in addition to the "rhythm" and intonation of the sentence.

3- Confidence: some students feel nervous and are afraid of making a mistake while speaking English because they worry too much about grammar, and also they have negative attitude towards English language.

That means using drama and drama activities have positive advantages on language learners because it helps them to communicate effectively through verbal and non-verbal communication such as: body movements, gestures and facial expressions. There are also a number of other factors which make drama a very powerful tool in the language classroom. Try thinking about the ways in which reading a dialogue aloud from a textbook is different from acting out that same dialogue. One will find that the list is along one. This is because drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction. In addition, using drama in the classroom is useful to develop pupils' speaking skills; it removes fear and anxiety from learning English language and creates positive attitudes among learners. This problem forced the researcher to look for and apply suitable methods in class to solve those problems until he noticed that drama is one of the most effective ways to improve students' performance. The study aims to find out the impact of using drama on 6th graders' speaking skills of and their attitudes toward English as a foreign language in Jenin district. So the main question of the study is:

What is the impact of using drama on 6th graders' speaking skills and their attitudes toward EFL in Jenin district?

1.3 Purpose of the Study

This study aims to investigate the impact of using drama on 6th graders' speaking skills and their attitudes toward EFL in Jenin district attributed to the method of teaching, gender and the interaction between them.

1.4 Questions of the Study

The present study aims at answering the following questions:

- 1- Is there an impact of using “drama” on development of 6th graders’ speaking skills of the English language? And, does this impact differ due to the teaching method, gender and interaction between them?
- 2- Is there an impact of using “drama” on 6th graders’ attitudes towards English as foreign language? And, does this impact differ due to the teaching method, gender and interaction between them?

1.5 Hypotheses of the Study

The current study aims at testing the following null hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in mean scores of the degree of development 6th graders’ English language speaking skills due to the teaching method, gender and interaction between them.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders’ attitudes toward English foreign language due to the teaching method, gender and interaction between them.

1.6 Significance of the Study

The importance of the study is due to the fact pupils and their teachers are in need of modern teaching strategies that help in improving the pupils’ oral skills and change their attitudes toward EFL. The significance of the study also offers useful information on the following fields:

On the theoretical field, this study is expected to examine the impact of using drama on 6th graders’ speaking skills and their attitudes toward EFL.

Whereas, on the practical field, it is expected to provide supervisors, curriculum designers, and specialists with real results on the impact of drama on the teaching and learning

process and also will encourage teachers to adopt drama as a strategy of teaching for all stages in addition to enriching the Palestinian curriculum with new dramatic activities.

On the research field, this study is expected to encourage other researchers to conduct more studies with different variables and stages and establish training programs for teachers to use drama in classes.

1.7 Limitations of the Study

The study is limited to the following:

- 1- Locational limitation: The study covered Faquaa Secondary Boys' School and Faquaa Secondary Girls' School in Jenin District.
- 2- Temporal limitation: The study was carried out in the first semester of the academic year 2018-2019.
- 3- Human Limitation: The sample of the study consists of (51) male students in the 6th grade from Faquaa Secondary Boys' School and (42) female students from Faquaa Secondary Girls' School in Jenin District.
- 4- Topical limitation: The study examines the impact of using drama on 6th Graders' speaking skills and their attitudes toward EFL in Jenin District through using drama in teaching units two and three from English for Palestine book –6A-.

1.8 Definition of Terms

Impact: "Is the effect of a test on individual test takers. Impact evaluation related to assess the benefits of the training program, or curriculum innovation, after the innovation has been implemented" (Longman Dictionary, 2010, p. 272).

The impact in the research is defined as development of 6th graders' English language speaking skill and their attitudes toward EFL that may result from using the educational drama.

Drama: "Is an art where students interact in a social setting that imitates real life situations" (Afana, 2012, p. 13).

Drama in the research is defined as a teaching method that can be used to develop 6th grader's speaking skills and their attitudes through variety of techniques or activities which give students the chance to speak English by acting out the lessons.

Sixth Graders: They are students aged between (11-12) years old. They have been studying English for 6 years at Palestinian schools.

Speaking skill: "Is an interactive process of building meaning that includes producing, receiving, and processing information" (Juma, 2016, p. 12).

Speaking skill in the research is defined as the pupils' ability to describe the pictures, make dialogue, or tell a story from English for Palestine book –A- .

Attitudes: "It is a psychological trend conveyed by assessing a certain unit with some levels of positivity or negativity" (Eagly & Chaiken, 1993, p.12).

Attitudes in the research are defined as positive or negative beliefs, feelings and reactions that 6th graders hold towards English as a foreign language.

English as a foreign language: "Is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught in schools for the purpose of communicating with foreigners or for reading printed materials in the language" (Longman Dictionary, 2010, p. 224).

English as a foreign language in the research is defined as the language which is taught in Palestine through the Palestinian curriculum, which aims to give the student the ability to express himself in the present and complete his education in local or foreign universities and this language is considered foreign because the Palestinians do not use it as a means of communication.

Jenin District: Is a Palestinian city, located in the north of Palestine and is 112 kilometers away from Jerusalem. The population of the city is 60.000 people.

Chapter Two

Literature Review and Related Studies

2.1 Introduction

This chapter clarifies and explains the literature and previous studies related to the impact of using drama on 6th grader's speaking skills and their attitudes toward EFL in Jenin District. This chapter consists of two sections; the first one focuses on drama, speaking skills and attitudes toward EFL. The second one discusses the related studies.

2.2 Literature Review

2.2.1 Drama

Active learning strategies are beneficial because they shift the emphasis on learning from the teacher to the student. Students are constantly interacting with the material and making a personal connection to the content. In doing this, they quickly move from simple short-term retention to utilizing higher-order thinking skills. This helps them develop a stronger understanding of the material and apply it in real- world scenarios. One of these modern methods is drama, which gives students chances to use language meaningfully and enables them to communicate the target language.

The main goal of bringing students to schools and gathering them in classrooms is to provide them with effective communication skills, build their personalities, and develop self-confidence through their interaction with each other. The researchers have made efforts to develop strategies and methods that enable students to learn English as a global language. The drama emerged as one of those methods that the teacher and the student can use in classrooms to acquire different and important skills in their life. Drama includes

various activities that stimulate participants to integrate, focus, and interact (Ekmekci, 2017). Drama as a teaching method changes the subject into a realistic life to give learners and teachers an extraordinary power to learn and use the language properly without stress (Usakli, 2018).

Drama is related to active learning strategies that integrate learners into real social situations. It's important to say that the implementation of drama depends on verbal and nonverbal means of communication. That means that the participants in drama activities in the classroom not only exchange speech, but also rely on gestures, facial expressions, movements of body, and tone of voice. All of the above and many more enable the learner to perform his or her role with high efficiency (EKMEKÇİ,2017).

2.2.1.1 Definitions of drama

"Drama is one of the modern instruction methods that could be used in developing speech, which is one of the most utilized forms of expression by the students in daily life. The word drama has its roots in Greek "dran" that means "to do, act and to perform" (Kardaş & Koç, 2017, 65).

"Drama is a framed and an imaginative activity where the participants think and/or behave as if they were different persons in a different context. They respond differently as if they experience another set of social and interpersonal relationships" (Afana, 2012, 59).

"Drama is the act of using imagination to become someone or something other than yourself. It can take one any place to any period of time. It is only limited by imagination, participants' fear of risking, or the leader or teacher's set limitations" (Moore, 2004, 5).

"Drama is a highly effective method that enables children to improve their social, emotional, physical, mental, creative and imaginative development. In drama, participants impersonate another person and use their imagination to look at the situations from that person's point of view and thereby solve a given problematic situation" (Gundogan et al, 2013, 207).

"Drama is regarded as a suitable method that motivates students to learn English with a positive attitude and have fun with language learning. Even though students were given

situations to create scripts for, they still had the freedom to select the topic for themselves" (Sirisrimangkorn & Suwanthep, 2013, 48).

"Drama can be defined as an activity that requires students to use verbal and nonverbal forms of communication. Both were thought to play an important role in the language learning process. It also represents the relationship towards oral skills where speakers and listeners in drama are able to build and share meaning" (Ishak, 2009, 5).

2.2.1.2 Elements of drama:

According to Al Janabi (2011) elements of drama consist of:

- **Plot:** The plot is the organization and arrangement of events transmitted from the story logically and reasonably. It is the line of story development, that is, the order of arranging the events transferred from the story and the style of its formulation dramatically from the imagination of the dramatic author.
- **Character:** There are many views on the personality, some of them see that the character in the theater is a human being referred to in the text of the theater and is represented by an actor on stage through non-linguistic signs, or those forces in the play that performs the act in the play through its individual entity, words, and actions.
- **Dialogue:** The dialogue in each play is more formal than the usual daily conversations because the dramatist always depends on the choice of a language with a more descriptive style than any other person does during his daily conversations.
- **Thought:** Is an element that exists in all the plays, even the plays that appear to be empty of intent because the playwright cannot avoid the expression of thoughts, and the method of linking characters and events always reflects his view of human behavior. The thought is a kind of mental text that summarizes moral meanings and refers to the symbolic and total meanings of the play.

2.2.1.3 Types of drama:

According to Odeh (2010) types of drama are:

- **The opera:** It is a dramatic form of art, which originated during the Renaissance, in which drama, music, and theater are combined.
- **The silent play (pantomime):** The silent play is used in stories that present myths and folk tales, usually focusing on moral dilemmas. This type of drama is very entertaining, making it an effective way to reach many people.
- **Improvisation Drama:** The improvisational drama is meant to produce texts and dialogues based on imagination and improvisation, in which the characters with full control over every thought or action. The improvisation means the formation of a dialogue about an idea or subject and develops naturally. It is a kind of creative drama. It has different images, including writing a poem after a dramatic performance, writing a story in the form of a play or vice versa.
- **Puppet Theater:** The puppet theater consists of a wooden wall with sides. The characters are puppets made of different materials. The dialogue is presented by actors using puppets or silhouettes. It is important to focus on movement and tone of voice.

2.2.1.4 Advantages of using drama in teaching languages

The use of drama in education is not limited to a particular topic, but can be used in teaching many topics because drama depends on the essence of collaborative learning, and thus make all students engaged in dramatic activities, which depend on the use of senses. The application of drama in the classroom requires an organized, stimulated and safe environment so that learners can practice what they learn well. This environment created by the drama gives a great motivation to learn and encourage students without asking for critical thinking and creativity (Aldavero, 2008).

Kambouri and Michaelides (2014) assert that drama is characterized by allowing learners practice their hobbies and talents and express their inner feelings through playing roles they like or wish to become like, regardless of imaginary or reality. In this way, students gain confidence and ability to express thoughts and feelings without fear or hesitation. Moreover, drama opens the door for building and analyzing scientific concepts by acquiring the necessary knowledge and experience for real life.

In order to encourage students to engage in classroom activities and master the four skills (speaking, listening, reading and writing), it is essential that the teacher follow learner-centered strategies and make them the focus of the learning process rather than just the teacher. Drama is one of the methods that provide learners with the great opportunity to learn a foreign language by teaching the language in an active, communicative, and contextual way through the use of body language and movement (Albalawi, 2014).

Campbell (2008) indicates that drama is distinguished by its great effectiveness in learning a foreign language through its use in the classroom because it includes many activities and events such as plays, dialogues, and verbal expressions. In addition, drama helps students improve their achievement, academic performance, and gain cultural concepts and behavioral trends.

Taskin (2013) asserts that drama, as a method of education, has great effectiveness and a clear impact on the development of creative thinking among students at all levels because it helps students develop their intellectual skills such as creativity, problem solving, communication, socialization and empathy, and gives individuals chances to self-activity and teamwork and share their responsibilities.

Özdemir and Çakmak (2008) confirm that many studies have indicated that drama has had a positive impact on students' development of language, motor skills, developing emotional intelligence, and social skills of students. The importance of drama can be demonstrated through the imaginary world provided by these dramatic activities, which the teacher, in partnership with the students, constructs to encourage students practice useful activities that develop thinking and language, and remove the fear and tension from participating.

The works of Brian Way and Dorothy Heathcote in the 1960s and 1970s influenced greatly on drama in education, and then people started to realize the importance and capability of drama in classroom. The most significant interest of drama in education was investigating how drama can influence learning process in classroom. Drama gives more concentration and attention to learning. Persons who practice drama can be named actors/actresses, students, players, participants, and performers (Pacyga, 2009).

Drama usually applied in both English as a second language and as foreign language lessons to improve communicative capability, particularly verbal language skills. In general, teachers agree that drama, especially role-play, is an essential and basic technique in classroom, which has been described as a useful and valuable method of learning a language (Tezi, 2010).

Boudreault (2010) mentioned the benefits and advantages of teaching language, as follows:

- Developing fluent communication in the English language.
- Absorption of a complete domain of pronunciation and characteristics in a totally contextualized and interactional way.
- The completely contextualized absorption of new vocabulary and grammar.
- An enhanced feeling of confidence in the student in his or her capability to learn the target language.

Through his experience that lasted more than 8 years and through training courses, workshops, meetings held by the Ministry of Education and the British Council in Palestine, the researcher is able to touch a lot of benefits through using drama activities with students as follows:

1. Drama gives students enough chances to express themselves through foreign language.
2. Drama gives opportunities for community-building in class where students interact through different levels of abilities.
3. Drama removes fear, stress, and shyness among many students because it involves them in classroom activities full of movement and activity in a safe and encouraging atmosphere.
4. Drama and a remedial plan can be used for weak students.
5. Drama is an effective way to help students remember the knowledge they learn and use in new life situations.
6. Drama mainly develops speaking skills as well as other skills (listening, reading, and writing) and creates positive attitudes toward the teacher and the school.

2.2.1.5 Reasons for using drama in language classroom:

Burke and O’Sullivan (2002, as cited in Albalawi, 2014) identified different reasons to incorporate drama in the language classroom:

1. Improving pronunciation for both teachers and students through oral expressions and activities that enhance listening and speaking skills
2. Motivating the students through dramatic activities which encourage students to participate effectively, so students must have sufficient time to talk in addition to instill confidence among students. Even shy students need continuous supporting to express fluently.
3. Students feel relaxed: Many students suffer from fear and reluctance to commit linguistic mistakes while they speak orally. So, the teacher must work hard to create a comfortable atmosphere for all students in the classroom. No one can produce a distinguished work under one's thumb.
4. Students use language for real purposes: that touch the needs of students and their desires for example, English language proficiency as a universal language to complete the study in universities after graduation from school, as well as the tendency of the student to communicate with friends inside and outside the region through social media using English as a means of communication.
5. Risk-taking equals heightened language retention: Zúñiga (2013) asserts that risk taking has a positive impact on the development of English as a foreign language, especially the ability to speak. Through a risk-taking skill, a student can overcome his fear of verbal expression or discuss a classmate. The importance of taking risks as a means of reducing anxiety and encouraging students to speak and participate actively in classroom activities through working within the team.

Drama gives the opportunity for learners to acquire language and develop it until they achieve English proficiency, because drama activities motivate learners to participate in the learning process without effort, boredom, or fear. On the contrary, drama spread comfort, fun, and pleasure among students when they learn English or any other subject. Drama plays an important role in promoting speaking skills through enhancing the participation of learners within various activities and techniques, including group work, role playing, simulation (Siririmangkorn, 2018).

2.2.1.6 The impact of using drama on students' speaking skills:

Speakers need to obtain many factors and components to speak a foreign language, interact and communicate efficiently. Therefore, the improvement of speaking is not restricted on the absorption of linguistic forms, but involves knowing the communication contexts, which define the content and method of oral expression. The capability to explain and react appropriately to nonverbal evidence like facial expressions and tones of voice also plays an important part (Janudom & Wasanasomsithi, 2009).

The process of teaching speaking usually involves the use of drama since it makes the classroom atmosphere different. Drama builds a learning environment that is animated and interesting, gives students the motive to involve in classroom activities, and assists to build trust and confidence in students in learning the target language. This means that drama can create the motive in students to learn speaking (Fitri et al, 2016).

Drama can be effective in developing oral language skill of English language learners. Drama can increase students' motivation in learning English, reduce anxiety, and enhance language acquisition especially speaking. Through drama, students can gain greater experience in using the language. Furthermore, in drama the students work in group, they work as a team that should help each other. Some pupils are more intelligent than others. While some are more talented in learning language, some students are outgoing, communicative, extrovert personalities, while others are shy, with drawn introverts. In drama, all these types of learners can meet and mix, compensating for one other's strongpoint and deficiencies as language learners. Hopefully, it can build the students confidence because they are not working alone. Then, in drama each student gets role to speak. The teacher will provide the script and give the students enough time to practice at home, so that hopefully, the students can speak English. Based on that explanation, it's clear that drama does not only take its part in the world of art, but it also can be applied as a teaching technique where the students can get real life experiences in a real life language, so that the students will be able to practice their speaking skills (Yuniwati et al, 2014).

Drama helps students to get rid of impedance to the foreign language and the scare to make mistakes. It produces an innate need to speak since it does not focus on language itself, but on creating drama (Křivková, 2011).

2.2.1.7 The impact of using drama on students' attitudes toward English Language:

In general, attitude can be recognized as what someone believes, whether positively or negatively, towards something. The attitude also indicates behavior and the way of acting, in addition to the learner's sense of or opinion about the target language or culture, target language speakers, or language learning status (Pacyga, 2009).

The utilization of drama in teaching English language is valuable and effective since such technique makes learning environment joyful, comfortable, and cordial. It also reinforces relationship between the learners and their teacher (Janudom&Wasanasomsithi, 2009).

Learning English through drama turns the lessons into more motivating and joyful; and the pleasing and comfortable environment helps students obtain confidence in talking about themselves. Also applying drama in learning increases students' confidence to use their language skills, particularly expressing themselves. In addition, drama helps learners enhance their thinking skills, and helps them arrange and explain their thoughts so that they can express the purposed meaning more efficiently (Janudom &Wasanasomsithi, 2009).

Therefore, engaging in a learning experience through drama activities without stress changes attitudes toward participation in the classroom, especially for English language learners.

2.2.1.8Drama techniques

Afana (2012) asserts that drama techniques relates to a different dramatic activities which aim to develop the learners' speaking skills. It is also regarded as strategies that convey the meaning through wide range of activities. Drama strategies used in teaching language consist of hot seating, role playing, simulation, storytelling, and games. Every dramatic technique has special purposes and learning outcomes. They are regarded as pedagogical methods vital for classroom interaction.

2.2.1.8.1 Hot Seating

This technique is an educational game which is carried out at the end of the subject or lesson in order to measure the students' understanding of the main idea and the concentration level. The advantages of this technique are that students are able to use the foreign language effectively; thus developing the ability to speak to the students and enable them to pronounce letters and words correctly through asking questions and giving answers. It is important to note here that this technique also gives students the skill to think and ask questions in a comfortable atmosphere. This technique is implemented after the performance of the dramatic scene. One student is chosen to sit on a chair in front of his colleagues to answer their questions about the events that were represented or the characters who participated in the plays. This strategy is very easy and does not require much effort and comes at the end of dramatic activities to reveal the details of events or personalities from start to end (Kambouri&Michaelides, 2014).

Hot seating is a dramatic technique filled with activity and vitality and relies mainly on role-playing that means that a student sits on the chair in front of other students to play the role of a character without revealing his name to leave it to other students who are able to reveal the person's name through critical and creative thinking. Since students can make dialogues about this character, it is important to point out that students may play the role of detective, television reporter, judge, journalist ... etc. The teacher can also play an important role through organizing the activity, explaining its rules and encouraging students to participate in addition to the reorganization of classrooms to suit the dramatic scene (Billikova&Kissova, 2013).

2.2.1.8.1.1Steps to use hot seating

The researcher mentioned the following steps as he recommended in lesson plans

- 1- After performing the play, the teacher and students should hide all the tools used in acting (such as masks, customs and pictures) to start applying the technique.
- 2-The teacher and students cooperate in reorganizing the classroom, such as desks and chairs, so that the shape of the desks becomes U form, and then they put the chair (the hot seat) opposite to the students.

3-The teacher encourages the students to work in small groups of 5-6 students, and then volunteers represent a character and be ambiguous at first but is revealed by answering questions from students.

4-Students start asking questions orally to the target student. It is best that the questions are varied (Wh questions& Yes/ No questions). The students may write notes on a piece of paper. The role of the teacher is to correct the grammatical and linguistic structures of the students.

2.2.1.8.2 Role-Playing

Redden (2015) asserts that role playing is one of the most effective techniques used in the teaching -learning process because it promotes students to take part in the classroom activities. Therefore, foreign language students speak English language in context like real-life situations where shyness is removed. So role-playing is a technique that allows students to use foreign language effectively.

Blatner (2009) adds that students learn about the cultures around the world by learning the foreign language they practice in the classroom through role-playing. Role-playing enables students to acquire and adopt correct and useful attitudes and behaviors to enable them to participate positively in life. This is demonstrated by the use of knowledge which they acquire in solving problems and finding solutions. Playing roles is one of the tools that support the thinking of the individual, and which instills in his mind many practical concepts that are practical in real life, such as self-confidence and love of work in a team.

2.2.1.8.2.1Steps to use role-playing

Kodotchigova (2002) identifies six necessary stages for implementing the technique of playing roles successfully and effectively:

First: the teacher, in collaboration with his students, chooses the main idea of the dramatic activity with the need to take into account the capabilities of students and their needs and previous experiences. For example, we may not ask teenagers to do the same role as children in the first grade, because this causes the failure of the technique.

Second: depending on students` levels, the teacher will choose the students who will play the roles. In many cases, the teacher will be able to leave the students themselves to choose their roles they wish to represent.

Third: the teacher measures or evaluates the linguistic level of the students and then provides them with necessary vocabulary and phrases to be used in the implementation of the representative work. This stage is called mental and linguistic preparation.

Fourth: each student takes (name- role - costumes) and other representative tools to support and help him to carry out such a dramatic activity.

Fifth: the drama is carried out in its final form.

Sixth: the teacher opens the door to discussion and dialogues as a means to evaluate the effectiveness of role play technique and also students can give any observation about pronunciation, fluency, grammar, vocabulary, and other criteria to be provided in any oral activity.

2.2.1.8.3 Simulation

Simulation is easily defined as being oneself or someone else in a simulated real-life situation. The materials used to make the simulation should be as true to life as possible . The benefits of adopting this technique include the realism of materials and tasks, personal involvement, and motivation. Language learners are encouraged to use the target language functionally and cohesively because they have roles, duties, and responsibilities within a structured situation involving problem-solving and decision-making (Reed and Seong, 2013).

The simulation examples used by the researcher in this study are simulating a group of students for a traffic accident and simulating various characters as an eyewitness, journalist or an injured person. The role of the teacher is very important in explaining the steps to be followed in addition to encouraging students to engage and participate in such techniques.

In the field of education, the simulation can be divided into three sections:

1-Live simulation: This type uses real people, tools, or puppets to simulate real world out of the imagination. This gives the learner room to gain experiences and behaviors useful in real life.

-2-Virtual simulation: This is used by real people for simulation in the simulated world or the virtual environment and this type gives learners the ability to acquire abstract concepts that cannot be identified in reality.

3-Constructive Simulation, which is used by simulated people and simulated tools in a simulated environment. Through this type, students enjoy and feel entertainment (Sharifi, et al.2017).

2.2.1.9 Fear of using drama in classrooms

Through Royka (2002) interviews with English language teachers, he found that some of the negative attitudes that obstruct using drama in classrooms. It is necessary to point that these are just some of the problems he encountered during his study:

- 1- Many teachers consider that training is the basis for using drama in classrooms without training they cannot use drama correctly.
- 2- Some teachers didn't want to show themselves silly in front of their students .This is a big problem because they feel that drama may have effects on their management of classroom and may lose control. This point is a dangerous barrier for using drama in teaching.
- 3- Traditional style teachers reject using drama because they believe that drama can't be a serious study method for learning English language. Those teachers are afraid from focusing on "drama" more than the real subject; so they feel relaxed while they use only the textbooks and board. There is another important issue related to control. For example, 25 children who are working in groups may be a nightmare for a teacher who wants to control the timing and language use.
- 4- Some teachers have a desire to use drama techniques in education but they are frustrated because they suffer from two things:
First: the time is limited which means that a teacher doesn't have enough time to prepare drama activities. Second: the lack of dramatic material or resources needed to implement drama in class.

2.2.2 Definitions of speaking

Speaking is "a reactive process which is the foundation of all human relationships in language learning. It is one of the four language skills (reading, writing, listening and speaking)" (Kaddour, 2016, 4).

Speaking is a worthwhile skill in the first and second languages. Learning to speak is the most significant part of learning a second or foreign language, and success is measured based on the capability to make a conversation in the language. It is also one of the most significant skills of all four language skills because persons who learn the language are indicated as speakers of that language. The major goal of teaching English is to provide students with the capacity to utilize English efficiently and properly in communication (Leong & Ahmadi, 2017).

2.2.2.1 Speaking skills

Speaking is considered the most significant skill in the communication process because it expresses the utilization of the verbal language to communicate straight and instantly with other people. In learning a second language, speaking is the core of the learning process, as well as in the business and governmental field, where speaking is of high importance in the global market communication and interaction. Furthermore, students who have good English speaking skills are more exposed to have better opportunities in their lives regarding the type of job they may practice, earn promotions, or continue their higher studies (Baniabdelrahman, 2013).

Speaking skill occupies a significant place for language learners. It fosters communicative competence, and teachers aim to make students capable to employ the language confidently and properly as much as possible. Speaking also has the priority in students' learning process, since it is considered the effective utilization of the language to define the meaning (Kaddour, 2016).

The importance of speaking in learning is also evident in that it assists learners to improve their skills in terms of vocabulary and grammar in addition to their writing skills. Students can explain their feelings and thoughts, tell stories, talk, argue, debate, and use the different functions of the language. In the environment outside of the classroom, speaking

is important and valuable in that learners who speak well can find jobs with good conditions in various organizations and firms (Leong & Ahmadi, 2017).

2.2.2.2 Speaking components

2.2.2.2.1 Pronunciation

Many users of the language believe that the concept of pronunciation is related only to the sounds of letters and words but this is not true. Pronunciation rises to learn and practice the correct ways to pronounce sentences and linking them together to form a clear meaning and concept (Gilbert, 2008).

Pronunciation is related to rhythm and intonation, which distinguish words from each other in meaning and use, and make speech comprehensible. The concept of pronunciation extends to include nonverbal communication such as facial expression and eye movement (Fraser, 2001).

Pronunciation plays a major role in speaking, especially when a speaker commits a mistake in the pronunciation of a word that will affect the meaning of spoken language and will make misunderstanding by listeners who will respond based on what is said. So, we should be careful when we pronounce the words of the language (Batko, 2004).

2.2.2.2.2 Grammar

This component includes the regulatory framework for language and the correct construction of the sentence to form its structure and preserve the exact image of spoken and written language (Batko, 2004).

Grammar is an organized method followed by the speaker or the writer in constructing sentences and linking words to express his ideas in an ideal manner. So, fixed grammar can guide learners to follow it. Therefore, grammar of a common language, including rules, principles and systems that need to be used, whether the language is second or foreign language (Purpura, 2004).

The concept of grammar refers to the rules for constructing sentences and paragraphs through words. Grammatical rules describe how we structure words and relate them to each other and also refer to the way in which the forms of words are changed and used in meaningful sentences (Harmer, 2001).

2.2.2.2.3 Vocabulary

Vocabulary is "a set of lexemes including single words, compound words and idioms" (Longman Dictionary, 2010, 629).

Turk (2002) asserts that the practice of speaking skills correctly and meaningfully requires us to learn English vocabulary, because the density of vocabulary affects positively the development of speaking skills and gives students a wide opportunity to use a foreign language in many situations and not limited to limited areas.

Without vocabulary, a person cannot succeed in oral skills and also other skills (listening, reading, writing) and therefore will not be able to use the language as a means of effective communication and thus fails to utter or write a meaningful sentence.

Vocabulary is one of the basic items for the construction of spoken language; so vocabulary must be given great importance in education in terms of meaning, spelling and pronunciation. If a student misses the word, he or she will have a different meaning that will change the meaning of the context. This will lead to misunderstanding; so it is necessary for the teacher to begin teaching students to pronounce, read, and write familiar words that enable them to practice or use the language more widely (Hiebert & Kamil, 2005).

2.2.2.2.4 Fluency

The teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, the idea being that too much correction interferes with the flow of conversation. In such

situations, the teacher notes down errors and comments on them after the activity. The role of the teacher in this type of activity is to ease difficulties in communication and prompt where necessary (Pollard, 2008).

2.2.2.3 Functions of speaking

Human interaction through language aims at achieving many goals and functions in life. Brown and Yule (1984), as mentioned in Richards (2015), have classified the speaking functions into three categories:

- 1- talk as interaction
- 2- talk as transaction
- 3- talk as performance.

The researcher explains below each category based on the references available to him.

2.2.2.3.1 Talk as interaction

This refers to conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, and recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message Richard (2015).

Brown and Yule (1984) illustrate the features of the interaction:

1. Reflects social function
2. Draw role relationships
3. Clarify speaker's identity
4. Can be formal or casual
5. Uses generic words
6. Employs conversational register
7. May be jointly constructed

2.2.2.3.2 Talk as transaction

Jones and Hodson (2006) assert that this function focuses on the content and meaning of the message to convey information without focusing on the person and his or her conditions, rules, and vocabulary. Talk as transaction is often used when a speaker wants to give information, express his opinion on a subject, or request food in a restaurant. The purpose of this conversation is only content. It is important that teachers focus on this type because it is necessary in human transactions with the need to focus on the grammar and vocabulary.

Richard (2015) mentioned the main features of talk as transaction as follows:

- The focus is the message
- It's important to employ communication methods to show their understanding
- It is not important to focus on linguistic accuracy

2.2.2.3.3 Talk as performance

This is the third function of speaking skills, which is the most common in the world because it is used frequently in advertisements and exhibitions to convey information to audience. This type does not rely much on dialogue, but it rather relies on monologues to focus on the message that conveys detailed information about a product.

Talk as performance has features as follows:

- It focuses on the audience and the content (message),
- It pays attention to sequencing,
- Its necessary to focus in the accuracy,
- It is monologic (Richard, 2015).

The researcher summarizes the previous information that the second and third functions(Talk as Transaction& Talk as performance) are easier according to teaching and acquiring than the first function(Talk as interaction), because the focus is on the message. Therefore, we find the students in many educational situations are using the second and third functions, but in the first function, they suffer from interacting with others for a long time as a result of confusion between understanding and responding in the right way.

2.2.2.4 Speaking difficulties

There are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across. Al-Sobhi and Preece (2018) mentioned many factors that cause difficulty in speaking as follows:

(1) Lack of exposure to language

According to Kumaravadivelu (2006), learners need a fertile environment that motivates them to learn and acquire any subject. This is also reflected in the student's learning of speaking skills. The acquisition of a foreign language is difficult if there is no suitable environment that encourages the learner to practice skill with his teacher and colleague. If we suppose that mastering the speaking skill is related only to the educational classes, acquiring the learner of the language will be impossible because he has lost a strong factor that is related to the living practice of what he learned in school. Therefore, it is necessary for the learner to be exposed to live situations that push him to use English language as a foreign language.

Likewise, Rahman and Alhaisoni (2013) asserted that Arab students suffer from their inability to use English as a foreign language because they are not exposed to it in their daily lives. Their parents and their friends speak Arabic and neglect to use English, so this is a problem for students. As a result, students prefer to use the Arabic language to express what they want and thus neglect vocabulary and phrases they learned at school. In order to overcome this problem, many opportunities must be offered to students to be exposed to the English language so that students can acquire speaking skills.

The low achievement and motivation of students in the English language is attributed to many problems, including the lack of exposure of students to the foreign language and also there are no opportunities to engage them in real- life situations that develop speaking skills and other skills for many learners (Mahboob & Elyas, 2014).

Al-Sobhi and Preece (2018) assert that the big problem with the development of speaking skills is that the Arab world uses English as a foreign language. This means that it is not used as a communication language between individuals; So speakers will not improve their

ability, but it is different for some countries where English is used as a second language because those countries allow people to use English language in many situations.

(2) Lack of motivation

Motivation affects the student's desire to master the speaking skills. Therefore, the student should be taught the importance of English as an international language and provide suitable conditions for the student's which touch their wishes, attitudes, and ideas to control the problem of lack of motivation. On the other hand, the attitudes of students towards English and their teacher affect the extent of increase or lack of motivation. Positive attitudes create motivation while negative attitudes causes lack of motivation towards the English language (Al Samadani, 2015).

The teacher has the responsibility to motivate students to learn English and acquire speaking skills by providing specific means such as cassettes, flashcards, and posters. The teacher plays an important role in providing opportunities for students to speak in English and practice it properly by motivating them to master language properly. The teachers and curriculum designers help in solving this problem through creating a climate full with motivation (Khan, 2016).

(3) Students' anxiety and lack of confidence

Students' anxiety and nervousness affect students' learning of language skills, especially speaking skills, because they need high confidence to speak orally without mistakes. Students who feel stressed cannot express themselves orally because they think that other people who listen to them may find a mistake or discover something wrong so these students suffer from lack of confidence and also are afraid to speak to others .If this feeling remains without remedy, it will affect weak people who cannot express themselves either in a foreign language or in their mother tongue (Asif, 2017)

Confidence is a key element in student learning and skills acquisition because the student accepts the subject he is learning with vigor, courage, and without hesitation. By comparing students' levels, a student with high confidence is able to learn a lot of knowledge and to practice what he learns to master, unlike students who lack self-confidence whom we find reluctant to speak and shy to talk about themselves. The most appropriate solution to this problem is related to creating an attractive classroom

environment for encouraging and supporting students to achieve the highest level of self-confidence (Harmer, 2007).

(4) Limited knowledge of English

To speak fluently, learners must have adequate knowledge of English through which they can enhance their proficiency. The students' knowledge of how sounds are produced as well as how words are put in meaningful sentences is very essential. As far as phonology is concerned, learners should know how to pronounce sounds correctly to avoid common problems that are usually transferred from their first language. In addition, they have to be aware of features of speech such as stress, intonation, and rhythm. Moreover, learners should develop their own vocabulary volume which helps them in their oral interaction. So, learners' lack of words can prevent them from expressing themselves accurately (Goh& Burns, 2012).

The mastery of Arab students in English as a foreign language is difficult because the Arabic language differs from the English language in many aspects such as the sound of letters and the meaning of words. Therefore, the teacher must train his student on listening and reading skills so that he can develop his ability to speak without mistakes because these errors embarrass the speaker, make him make mistakes, and cause him to be wrong and sometimes incomprehensible (Ashour, 2017).

(5) Inefficient teaching methodology

In order to achieve the educational goals and provide the student with speaking skills, the teacher must use suitable methods and strategies in teaching English language to make the student focus in the educational process and increase the activity and concentration of the student during the lesson. The teacher can implement such strategies through active learning strategies such as cooperative learning, interactive boards that enable the student develop positive attitudes toward the school and teacher and change from a negative learner to become a positive one. Most studies confirm that the traditional methods do not help to develop thinking skills of the student, but make the environment boring (Al-Sobhi and Preece, 2018).

The main problem is that most of the traditional methods depend on the teacher. In other words, the most English classes are teacher-centered, so the student does not have the opportunity to practice what he is learning. As a result, the student suffers from pressure

because he is unable to practice what he is learning. The biggest challenge that affects student learning for English is that teaching focuses on the teacher and relies heavily on the lecture and neglects modern methods (Rahman & Alhaisoni, 2013).

2.2.3 Attitudes

Attitudes are closely related to a person's ability to evaluate things around him depending on his knowledge, feelings and behavior. Attitudes must have a target because the importance of attitudes appear from specific goals in our life and can affect negatively or positively the areas of life as education. Therefore, it is necessary to identify the attitudes of others, whether positive or negative. Attitudes play an important role in our teaching-learning process because they cannot be separated from education since positive attitudes of students create positive feelings towards study, and thus he goes to school eagerly whereas the negative attitudes make the student tired and not satisfied. This, in turn, affects his or her academic achievement (Reid, 2006).

Related to the same idea, Darabad (2013) asserts that high academic levels aren't the only factor that language achievement relies on; rather students' attitudes towards learning are also important. That means that your success as a learner doesn't depend only on your academic level, but it also depends on your positive attitudes towards the English language. So, negative attitudes towards the English language cause weak performance in English.

2.2.3.1 Definition of attitudes

According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010, 314), language attitudes are: "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second

language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”

Tahaineh and Daana (2013,164) believe that "attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable / unfavorable reaction towards an object." Whereas AlSamadani and Ibnian (2015, 92) assert that "attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation.”

For Al Noursi (2013,22) attitudes relate to " the students’ perceptions, understandings, beliefs, or experiences of learning English as a foreign language as assessed by a specially designed questionnaire.”

2.2.3.2 Aspects of attitudes

Attitudes have three compounds: behavioral, cognitive, and affective. These three attitudinal aspects are based on three theoretical approaches of behaviorism, cognitivism, and humanism, respectively (Darabad, 2013).

A - Cognitive Aspect of Attitude

Abidin, Mohammadi, and Alzwari (2012) stated that this aspect is related to the ideas and beliefs possessed by the person during his learning in schools, that means that these ideas are learned through his staying at school and also through his communication with the teacher and other students .This type of attitudes significantly affects students' learning language because it depends on three stages: joining previous and new knowledge with each other, creating knowledge, testing knowledge, and applying the new knowledge that learners acquire in new life situations . Darabad (2013) asserts that cognitive aspect of attitude contains the thoughts of the students or pupils about something they learnt or knowledge that they got during language learning.

B - Behavioral Aspect of Attitude

Kara (2009) asserted that positive attitudes have a positive and clear effect on the implementation of the school curriculum because it helps learners to focus and assimilation in addition to help learners to overcome the difficulties they have in learning English as a foreign language. As a result, they will graduate from schools with a strong personality and

high confidence to solve the problems facing them and be able to engage in daily life through the acquisition of foreign cultures, so that the curriculum has achieved all the goals of cognitive, emotional, kinetic aspects.

The behavior of the individual is reflected on his actions in different cases and also helps him in dealing with various aspects of life. It is necessary here to link the individual's acquisition of positive behaviors and attitudes to his ability to acquire a foreign language because positive behaviors motivate learners to learn more and more especially in acquisition and learning a foreign language that helps him to improve his knowledge and develop his character (Abidin, Mohammadi & Alzwari, 2012).

C - Emotional Aspect of Attitude

Emotions have significant role on the process of learning. A good teacher can understand and identify emotions, feelings, and desires of children through carrying out classroom activities, which aim to touch the needs of the emotional learners. Emotions develop students' participation at schools, and also emotions affect the behavior of teachers and their treatment with students, so the professional teacher is an expert in the attitudes of his students and methods that suit them and encourage them to focus and participate. As a result, a good teacher is taking into consideration the emotional side of the children in his teaching to get high levels of vitality and his students excited without fear and exhaustion. We find students eagerly waiting for the teacher and innovate in the subject that teaches them to do so (Feng & Chen, 2009).

As a summary, positive attitudes help the students to express whether they like or dislike the subject or surrounding situations. It is clear that the inner feelings and emotions of foreign language learners have an impact on their attitudes towards the language (Choy & Troudi, 2006).

2.2.3.3 Importance of studying attitudes

Al Noursi (2013) regarded studying linguistic attitudes helps in the success of educational learning process for many reasons:

Firstly, it helps curriculum designers, teachers, parents, and students to understand their conditions, address weaknesses, and develop strengths.

Secondly, studying attitudes reveals the tendencies, abilities, and needs of students and the educational methods that suit them. So, the learning process becomes easy and enjoyable and stems from conviction and strong belief that these methods will help learners to reach their goals in life.

Thirdly, it provides enough space for learners to express their feelings and ideas that can be used as feedback in the teaching-learning process.

Fourthly, it is important to note here that the positive attitude toward the foreign language gives the learners the energy and motivation to learn the language effectively and masterfully, but the negative attitude reduces motivation and causes negative effects on achievement. Therefore, it is necessary for the teacher to recognize the attitudes of his students from time to time.

2.2.3.4 Assessment of attitudes

To assess learners' attitudes towards English as a foreign language, we either use a written test or an oral examination:

A written test which is known as a questionnaire. It's important to say that a well-constructed questionnaire supplies the researcher with accurate insights into how participants or learners think and feel toward things; whereas, an oral examination is a good instrument to identify students' attitudes. It can be used after a questionnaire to gain further insights into the findings (Reid, 2006).

2.3 Related Studies

As mentioned before, the present study aims to investigate the impact of using drama on speaking skills and their attitudes toward EFL.

This part will discuss (16) previous studies to benefit from their methods, instruments, results, and recommendations.

The aforesaid studies are divided into two sections. The first section contains (12) studies which are related to the impact of drama on speaking skills. The second section reviews (4) studies related to the impact of drama on attitudes toward the English language.

2.3.1 Studies Related to the Impact of Drama on Speaking Skills.

Sirisrimangkorn (2018) aimed to investigate the use of project-based learning focusing on drama to promote the speaking skills of EFL learners. For the purposes of the study, the sample of the study was purposively selected which consisted of (23) students. To achieve the aim of the study, the researcher used two instruments: (speaking tests) to measure the development of students' speaking skills, (semi-structured interviews) to identify the students' perceptions towards the use of project-based learning focusing on drama. After that, data were analyzed through descriptive statistics. The outcomes of the research revealed that learners' speaking skills were developed as a result of using drama. The researchers recommended the use of drama in teaching language since it gives students good chances to speak a foreign language.

Kardaş and Koç (2017) sought to investigate the effect of the “drama” method on Turkish students' verbal skills and speech anxiety. The study adopted the quasi experimental research design. The researchers selected (37) seventh graders from a public school in Van provincial center during 2015 – 2016 academic year. The participants were divided into an experimental group (n. 18) who studied through the drama method and a control group (n. 19) who studied through the traditional way. To achieve the study aims, the researcher depended on two instruments: 1- (Speech Anxiety Scale (SAS)) to check speech anxiety of students. This instrument is a five-point Likert (1: Never, 2: Rarely, 3: Sometimes, 4: Mostly, 5: Always) and included 20 items. 2- (Turkish Rhetorical Skills Scale (TRSS)) to measure students' speech skills. This scale contains 24 items; 20 are positive, whereas 4 are negative statements. It is a 5-point Likert-type scale. The results indicated that the “drama” instruction method was more successful than the instructional activities in the existing Turkish curriculum for development of Turkish rhetorical skills. Also, in minimizing students' speech anxiety, the “drama” method was found to be more successful than the instructional activities in the existing Turkish curriculum. As a result, the researcher recommended that the “drama” method is an effective technique in the development of verbal skills and reducing of students' speech anxiety.

Another study conducted by (Karimzadeh, 2017) in Iran aimed to investigate the significant effect of drama-based techniques as language learning strategies that can improve communicative competence to achieve appropriate level of speaking abilities. About 60 primary school children in 3rd to 6th grade in private English Institute in Iran

with Ket Movers Exam. The sample included 30 homogeneous students who were classified in two groups: fifteen in an experimental group who received treatment and the other students in the control group. The results showed the important role of using drama-based techniques as effective learning techniques for improving communicative capability.

Namundjebo (2016) conducted a study to investigate the role of drama in teaching English to improve students' communicative skills at the University of Namibia. The study used the qualitative and quantitative methods. The sample consisted of a class of 45 students joined in the English Access Course (EAC) at the University of Namibia. To gather data, the study used entry and exit questionnaires, focus group interviews, researcher's reflective notes and participants' portfolios that contained students' opinions, attitudes, beliefs, values, thoughts, feelings, and perceptions towards learning and teaching English. After data were collected, results showed the efficiency of drama English lessons to the benefit of students' speaking skills, motivation, self-esteem, and confidence in their capabilities to communicate in English. In addition, the findings showed that drama activities helped students develop society and reinforce group cohesiveness, which assisted in building students' confidence when speaking English in front of their classmates. The findings also showed that motivation is connected with self-confidence where the drama activities gave students the chance to utilize the target language in real life circumstances. It was concluded that drama plays an important role in promoting ESL students' communicative skills.

Juma (2016) examined the effect of using role-playing on students' achievement and motivation in the speaking skills of English Language of eighth Graders. Adopting the experimental approach, the researcher selected (125) (57 males and 68 females) at Al-Maheed Basic school for Boys, and Al-Aouda secondary school for Girls from governmental schools, in Bethlehem District during the academic year 2015/2016. The selected sample was distributed to two groups: experimental group which was taught by using the role-playing technique and control group which was taught by the ordinary method. To collect data, the researcher has prepared a speaking achievement test and a questionnaire for motivation. After two months, a pre-test and post-test were applied to measure the effect of role-playing technique. The results showed that there were statistically significant differences in students' speaking skills achievement attributed to the interaction between teaching method and gender. Moreover, there were statistically

significant differences in students' speaking skills achievement attributed to the teaching method in favor of the experimental group. Also, there were statistically significant differences in students' speaking skills achievement attributed to gender in favor of the female group. In addition, there were no statistically significant differences in students' motivation towards speaking skills attributed to method. In addition, there were statistically significant differences in students' motivation towards speaking skills attributed to gender in favor of the female group. Depending on the previous results, the researcher recommended that it is important to train teachers on using the role-playing technique. Additionally, more studies should be done in the future.

Batah (2016) carried out a study to investigate the impact of using dramatized lessons on developing oral expression skills among third graders in Gaza. A quasi-experimental approach was used with (68 pupils) from Jabalia Elementary Boys' School that were divided into two groups: the experimental group (thirty-five pupils) who were taught through drama and the control group (thirty-three pupils) who were taught through the conventional way. Both of them – the experimental group and the control group- were selected randomly. In order to achieve the aim of the study, the researcher prepared a special teacher's guide for employing drama in teaching the experimental group, and prepared an observation card as an instrument for assessing oral skills for both groups. To assure the validity and reliability of the instruments the researcher applied them on a pilot group that consisted of (25) pupils. After applying the experiment of the study, some statistical processes were used like (T-test, ETA square for effect size and Black's gain coefficient). After statistical treatment, the researcher came up with the result that: There are statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the experimental group students taught by drama and their peers in the control group who were taught through the conventional way in the post application of the observation card. And also using drama as a teaching method was effective in teaching and improving oral expression skills.

Elnada's study (2015) aimed to investigate the effectiveness of using Hot Seating strategy on enhancing speaking skills for the student-teachers of English major at Al-Azhar University, Gaza. The sample of the study consisted of (24) female student-teachers from the 4th level of Faculty of Education at Al-Azhar University, Gaza during the academic year (2014-2015). To achieve the aim of the study, the researcher designed an oral speaking test. Then, data were collected through Wilcoxon which was used to measure the

differences in speaking skills at each level of the three sub-skills (fluency, grammar, and vocabulary). The outcomes of the research revealed that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post oral speaking test of the paired group in each level of speaking skills in favor of the posttest. In light of the previous results, the researcher recommended the necessity of carrying out training programs for teachers to encourage them for using Hot Seating based teaching towards enhancing students' productive skills and also recommended that teachers should use new techniques of teaching English speaking skills .

Alnassir (2014) carried out a study to measure the impact of teaching Arabic grammar by using the curriculum dramatization approach on the scholastic achievement and oral and written composition skills for the sixth grade elementary students in Qatif city in the Kingdom of Saudi Arabia. The researcher applied the study on (62 pupils) divided into two equal groups: experimental group that was taught through dramatization approach while the control group was taught through the conventional way. The researcher applied three tools: an achievement test of grammar, written composition, and an oral composition scale. Data analysis showed the following results: There were statistically significant differences between the means of the total marks of the students in the achievement test of grammar, written composition, and oral composition scales, in favor of the experimental group. The study recommended the importance of using drama as a teaching method.

Furthermore, a study by Sirisrimangkorn and Suwanthep (2013) aimed to examine the effects of using integrated drama-based role play and Student Teams Achievement Division (STAD) cooperative learning on the first year non-English majors' speaking skills, motivation, and self-esteem. A quasi-experimental design study was conducted on a Basic English class in a northeastern university in Thailand with two separate groups. The sample consisted of 80 non-native undergraduate students whose language was not English. The two groups of students were taught English with the same learning content for sixteenth weeks; but, only the experimental group was given drama-based role play and STAD; whereas, while the control group continued utilizing the course with the regular work activities and classroom instruction. For analyzing the results of the research, the researchers used both quantitative (t-test) and qualitative (content analysis) methods. The findings showed the efficiency of drama-based role play with STAD on the experimental group students' speaking skills, motivation, and self-esteem. The findings also showed that using these techniques created a positive attitude towards English. The researcher

recommended using drama and cooperative learning to develop students' English speaking skills.

Afana (2012) sought to investigate the impact of educational drama intervention on Palestinian ninth graders' English language speaking skills at Gaza UNRWA schools. To achieve the study goals, the researcher adopted the experimental method. The sample of the study consisted of (60) ninth female students studying at UNRWA Rafah Prep (D) Girls School in Gaza where the researcher works as an English Language Supervisor. The sample was distributed to two equivalent groups: an experimental (studied via drama) and a control one (studied via ordinary way), each of which consists of (30) students. The study was applied during the second semester of the school year (2011-2012) and lasted for six weeks covering twenty-one hours. The researcher applied two instruments. The findings of the study indicated the superiority of the experimental group who studied speaking skills via educational drama compared with the control group who studied speaking skills via the ordinary way. And also, the findings of the study indicated that there were statistically significant differences between both groups in favor of the experimental one, in developing speaking skills attributed to Drama. Depending on the previous results the researcher suggested that it is important to use drama in teaching English language to get good results in learners' speaking skill. Also the study recommended that using the Educational Drama techniques in teaching English language is necessary for improving the students' speaking skill.

Alnassir and Hamdi (2011) tried to identify 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. The study's sample involved (sixty-two) pupils divided into two equal groups: experimental group which was taught via drama and control group, which studied the same units through the ordinary way. The study depended on three instruments: an achievement test, listening, and oral speaking scales. All these instruments designed especially for the purposes of the study. Data analysis showed 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. The study recommended training Arabic teachers more and more

Jarayseh (2010) aimed to find out the positive impact of using drama on students' fluency and proficiency in the SOS School in Bethlehem and Talitha Kumi School in Beit Jala. To achieve the study purpose, a questionnaire survey was administered on a total of (57) students from 7th and 8th grades to identify their opinions during the drama lessons. Moreover, they took a test after being exposed to the two drama pieces. The results of qualitative and quantitative data analysis revealed a positive impact of using drama in learning English compared to the traditional approaches the researcher clarified that using drama had a positive effect on enhancing students' confidence, self-esteem and oral communication skills.

2.3.2 Studies Related to the impact of Drama on students' attitudes toward EFL

Kaf and Yilmaz (2017) prepared a study to find out the impact of creative drama on pupils' attitudes towards social studies, academic achievement, and retention in Turkey. The researchers adopted the quasi-experimental method. The sample of the study consisted of eighty-one students from a public school in Adana in Turkey who were divided into two groups: forty-two students as the experimental group who studied via drama and thirty nine students as the control group who studied through an ordinary way. The treatment lasted for fifteen hours (three hours a week). In order to collect data, the researchers applied two instruments: the first instrument was (Attitude Towards Social Studies Scale) which consisted of (35) items, (19) were positive and (16) were negative, whereas the second instrument was "Social Studies Achievement Test" that consisted of twenty-two questions; one question was a matching question and twenty one questions were multiple choice. The result revealed that using drama has an impact on students' social studies achievement and promote their attitudes toward social studies.

Khalid (2014) constructed a study to find out maritime students' perception towards drama as a way to reduce their level of Foreign Language Classroom Anxiety (FLCA). The sample of the study consisted of (eighty) diploma students from a maritime university in Malaysia who enrolled for English program called 'Foundation English' for the completion of their diploma. In the aim of collecting data, a 23-item questionnaire was prepared

according to the Likert Scale investigate the students' attitude towards foreign language classroom after implementation of drama. The findings revealed that drama offers an enjoyable and relaxing environment and helps students to build their self-confidence. The findings suggested that the students regarded drama as a fun activity. The results asserted that the students' attitudes toward English language became better after using drama techniques because they became more relaxed.

Janudom and Wasanasomsithi (2009) aimed to investigate the role of drama and questioning techniques for the enhancement of students' speaking abilities and positive attitudes towards EFL Learning. The sample of the study consisted of an intact group of fifteen students: (3) males and (12) females, who were second-, third-, and fourth-year students joined in an elective course offered by the university for (7) weeks through Drama summer course. To collect data, the researchers used two instruments: 1-speaking achievement tests before and after using drama and questioning techniques. 2- An attitude questionnaire, which applied at the end of the experiment, to investigate learners' attitudes towards using drama. The study results showed that there was statistically significant difference between the mean scores students obtained from the pre- and post-tests. Additionally, analyzing the data from the attitudes questionnaire revealed that drama and questioning techniques helped students to have positive attitudes towards EFL learning.

Furthermore, a study for Khalid (2004) in England, aimed to investigate the impact of drama on students' language, mathematics, attitude in two primary schools through the National Theatre's Transformation Drama Project in two primary schools. The sample of the study consisted of all year three learners who participated in the study in September 1999. Those schools were from the same geographical area and also the students were from similar home backgrounds. After 2 years, the findings indicated that the students in experimental group had more positive attitudes than the attitudes of students in the control group as a result of using drama.

2.4 Summary

This chapter included a comprehensive review of previous studies that dealt with the importance of drama in developing speaking skills in addition to other skills and its role in creating positive attitudes. In order to facilitate the discussion, the previous studies were

divided into two parts according to the variable. The first part contained (12) studies which discussed the impact of drama on speaking skills. Most of these previous studies confirmed the effectiveness of drama in developing of speaking skills as: Elnada`s study (2015), Juma (2016), and Batah (2016). Moreover, the second part presented (4) studies that related to the impact of drama on the attitudes. Most of studies proved that using drama leads to positive attitude like: Kaf and Yilmaz (2017),and Janudom and Wasanasomsithi (2009)

According to this chapter, the researcher finds that most of the previous studies studied each variable alone except Janudom and Wasanasomsithi (2009); whereas the current study connected between these variables (speaking skills and attitude) so this study is special.

Chapter Three

Methodology

3.1 Introduction

Through chapter three, the researcher explains the methodology, population, the procedures of the study and the data collection instruments (oral speaking test with a scoring rubric, questionnaire) which used to obtain the necessary data. It also describes the study design and statistical analysis, sample and the geographical area where the study carried out, in addition to a detailed explanation of the steps and stages of implementation of the study. The researcher concludes this chapter by clarifying the statistical methods used to analyze the data and results.

3.2 Methodology

This study adopted the quasi-experimental design carried on four groups. These groups were divided into two experimental and two controlled. The experimental groups were taught via drama, while the control groups were taught via the ordinary way.

3.3 Population of the Study

The population of the study included all sixth graders (males & females) from Palestinian governmental schools in Jenin district during the first semester of the academic year 2018-

2019. According to the official records from the Directorate of Education –Jenin, the whole population was (3669) students (1855 males and 1814 females).

3.4 Sample of the Study

The sample consisted of (51) male students from Faquaa Secondary Boys' School and (42) female students from Faquaa Secondary Girls' School, These two schools are located in a village in the north of Palestine in Jenin. Sample of the study divided into four sections (two males & two females) of 6th graders, they were distributed randomly as follows: section (B) of the boys represents the experimental group which including (25) male students, while section (A) represents the control group including (26) male students. While section (A) of the girls represents the experimental group including (21) female students, and section (B) of the girls represents the control group and also including (21) female students.

The sample of the study is similar in many characteristics, including:

(Age): age of students between 11-12 years.

(Experience): the students spent six years studying English as a foreign language from the first grade.

The sample was randomly selected for many reasons:

First: the agreement of the principals and teachers from target schools to apply the study.

Second: the experience of English teachers in the field of teaching English language as a foreign language.

Third: availability of two sections in each school and this is suitable for quasi-experimental design.

Fourth: (Place) all students, male and females alike, live in one geographical area called Faquaa Village. Moreover, the two schools are close to each other, indicating that the social, economic and psychological conditions surrounding the students are similar. This means that all students have the same environmental and educational background. The table below explains the distribution of the study's sample:

Table (3.1) Distribution of the males` and females` sample between groups:

Group	Male	Female
Experimental	25	21
Control	26	21
Total	51	42

3.5 Design of the Study

EG.	O1	O2	X	O3	O4
CG.	O1	O2	---	O3	O4

EG : Experimental group

CG : Control group

O1 : Pre-speaking rubric

O2 : Pre- questionnaire

O3 : Post- speaking rubric

O4 : Post- questionnaire

X : Treatment (using Drama)

3.6 Instruments of the Study

In order to obtain data from the sample of the study, two instruments were used:

1 Oral speaking test with a scoring rubric: the student had to answer questions orally (**Appendix 2 and 3**).

2 - Questionnaire: to evaluate the students` attitudes toward English language as a foreign language (**Appendix 4**).

3.6.1 Oral speaking test with a scoring rubric

The oral speaking test with scoring rubric was designed by the researcher to measure students' ability in speaking orally for both experimental and control group.

a. The purpose of oral speaking test

To test the first hypotheses of the study and measuring the impact of drama on speaking skills for the sixth graders, the researcher used the oral speaking test with scoring rubric which is regarded as one of two instruments in this study.

b. Source of building the oral speaking test

The researcher depended on different resources for building the oral speaking test for example, previous studies, teacher's book in addition to the meetings with the supervisors. The test was designed by the researcher to measure the pupils' speaking skills. This test (**Appendix 2**) had (3) questions which should be answered by the sample of the study. In the first question students have to introduce themselves. Second question is about a dialogue which must be answered by the students about a problem they had depending on six pictures. Third question is about telling a story orally about an adventure they had last summer in their country Palestine. The total mark in this test was 18 marks depending on the rubric which has six axes as follows: fluency, vocabulary, grammar, pronunciation, coherence and communicative ability. Each axis has three indicator which has the rate from 1-3 (**Appendix 3**).

c. Instructions of applying the test

The researcher sought to give clear instructions for learners from both groups (experimental and control) so as not to feel stressed or confused during the test. At first the teacher welcomed the pupils and clarified the aims of the study. Then the teacher read the instructions of the test. Before examining the students from both groups (experimental, control), he is keen to carry out a prova before conducting the real test, so that the students have a clear idea of how to answer the oral speaking test.

The pupils' evaluation came into two steps: the first is the live observation, and followed by the audio recording included every one with the aim of accuracy in collecting and analyzing data in addition to videos.

d. Time of the speaking oral test

To check the suitability and appropriateness of speaking rubric in terms of time, the researcher applied the instrument on 15 pupils, who were selected randomly. Those pupils share the same characteristics of the study sample but not included in it.

According to Afana (2012), the researcher can compute the time allocated through the following equation:

$$\text{Observation time} = \frac{(\text{the time needed for the first student to end the oral test} + \text{the time needed for the last student to end the oral test})}{2}$$

After using this equation, the researcher found that the total allocated time is among 12-15 minutes for every pupil.

e. Speaking Rubric

To measure pupils' speaking skills and record the pupils' marks in the pre-post oral speaking test for both experimental and control groups, the speaking rubric is adopted (**Appendix 3**). That means speaking rubric is suitable for measuring the impact of using drama on 6th graders' speaking skills and also it has important role in testing the first hypothesis.

Chowdhury (2019) asserts that using rubrics in measuring oral skills are important because they are related to reliability, validity and transparency to assessments. Rubrics enhance transparency in evaluating and reduce subjectivity. It's good for teachers to use them every day in their classes for observing students' activities especially mastering skills like speaking, listening, etc. Using rubric is not limited to evaluating students' activity and interaction in classroom, but rubric plays an active role in helping students to learn knowledge and adopt useful skills. Typically, it is not useful for teachers to use rubrics to evaluate short questions as multiple-choice or true/false.

The speaking rubric adopted in this study testing scale to rate pupils' speaking skills and assess students' speaking according to six major categories as follows: fluency, vocabulary, grammar, pronunciation, coherence and communicative competence. The scores in this scale range from 1 to 3 for each category, which means 1 is weak, 2 is good, 3 is excellent; so 6 is the lowest score and 18 is the highest score that can be obtained. Thus, the total marks of oral speaking test were out of (18). To evaluate the students correctly, each

category includes an accurate description of the performance that required from students major criteria

In order to obtain correct and accurate results, the researcher sought to find a suitable instrument to evaluate the speaking skills away from the traditional instrument. For that reason the researcher reviewed the previous literature such as articles, master thesis and international journals which are dealing with similar subjects until García and Moreno (2015) study was found which the researcher adopted it's instrument with some modifications.

3.6.1.1 Validity of the speaking rubric

In order to ensure the validity of speaking rubric, a number of specialists and expertise in the field of scientific research and methods of teaching English from different Palestinian universities and also English language supervisors at the Directorate of Education - Jenin (**Appendix 1**) were invited to express their opinions. The arbitrators were interviewed; their comments and opinions were examined to make the necessary modification.

3.6.1.2 Reliability of the speaking rubric

In order to examine the reliability of speaking rubric, Test, re-test was piloted on a randomly selected group of students, 15, from the population but out of the sample sixth grader students within two weeks. The person correlation reached (0.8)

3.6.2 Questionnaire

The questionnaire (**Appendix 4**) was divided into two parts: the first part was containing the cover page, the title of the study, instructions for the pupils to answer items, the special data for each pupil in terms of gender and session.

Second part contained 30 items of the questionnaire that related to the subject of the study, including 9 negative items and 21 positive items.

Every pupil reads every item carefully to be able to express his attitude towards each item. The questionnaire is designed based on the Likert scale consisting of 5 options ranging from agrees strongly, agree, neutral, disagree, and strongly disagree. The pupil must choose one option. The researcher translated the original English copy to Arabic (**Appendix 4**) because in this way the researcher helps students to understand the item and also get accurate responses.

a. Purpose of the Questionnaire

The researcher used the questionnaire as an instrument in order to test the second hypothesis related to measure pupils' attitudes toward EFL before and after using drama as a teaching method.

b. Sources of the Questionnaire

To design the questionnaire, the researcher depended on some resources as follows:

1-Two previous studies: Tanni`s study (2015), Gardner (1985)

2- The researcher's experience who works as an English teacher since 2011.

3.6.2.1 Validity of the questionnaire

After writing the items of the questionnaire and then translating them from English into Arabic, the researcher presented the questionnaire to a number of arbitrators and specialists (**Appendix 1**) to ensure its validity. They were asked to state their views on the questionnaire items and the accuracy of the translation from English into Arabic. Their comments and suggestions were considered by the researcher.

3.6.2.2 Reliability of the questionnaire

To ensure the reliability of the questionnaire, it was applied on a pilot study within two weeks. A pilot study of sixth graders from the population, but out of the sample. After two weeks, the same questionnaire was reapplied on the same students, Cronbach's Alpha was applied. Reliability coefficient was calculated. It was (0,75) for the questionnaire.

3.7 Teacher`s Guide

The implementation of the lesson plans (Appendix 7)

1- Main procedures and techniques used in teaching the experimental groups depended on drama activities, which were hypothesized to improve students' speaking skill and their attitudes toward English language; whereas control groups were taught through the ordinary method without implementing of drama.

2-The researcher measured the pupils` level in speaking skills and their attitudes through the pre-speaking rubric and questionnaire before applying the experiment to identify their levels and make sure that all group are equivalent.

3- After pre-test, carrying out the study was started by the teachers to the four groups on 24/09/2018, whereas the researcher offered all the necessary materials and aids like: teachers` guide, prizes and rewards, camera, customs, flash cards, pictures, word cards, microphone, videos and others.

4-During the implementation of the study, which uses drama in teaching speaking English language, the researcher carried out several visits to the schools in order to follow the process of the application of the experiment and the interaction of students with their teachers also.

During the frequent meetings, the researcher listened to the students about their proposals and the level of difficulty and ease in the activities they carried out, and also gave them enough space to express about their views, suggestions and needs

5- The post rubric for the speaking skills and also post questionnaire were applied to the experimental and the control groups from 28thTo 31st / 10 /2018. Data was recorded and statistically analyzed.

3.8 Variables of the Study

3.8.1 Independent Variables:

1- Method of teaching (Drama).

2- Gender (male, female).

3.8.2 Dependent Variables:

-Speaking skills.

-Attitudes towards English Foreign Language.

3.9 Data Collection Procedures

This study was applied in the first semester of the academic year 2018-2019, at Faquaa Secondary Boys' School and Faquaa Secondary Girls' School in Jenin. During the application of this study, the researcher carried out the following procedures:

1. The researcher reviewed different references and previous studies related to the using of drama, speaking skills and the students' attitudes toward English foreign language. In addition, researcher reviewed the Palestinian English Curriculum for the sixth Grade (*English for Palestine -A-*) to choose the units for the experiment which they were unit 2 and 3.
- 2.The researcher analyzed the content units (2 &3) (**Appendix 5**) and build table of specification(**Appendix 6**).
3. The researcher prepared teacher`s guide to help the teacher in implementing or applying the study (**Appendix 7**).
- 4.From previous studies, the researcher adopted two instruments with some modifications which contained speaking rubric (**Appendix 3**) and questionnaire (**Appendix 4**).
- 5.The researcher translated the questionnaire from English to Arabic to help students understand it and get accurate results (**Appendix 4**).
6. After preparing the instruments, the researcher ensured the validity and reliability of the instruments through showing them to arbitrators with experience who wrote down their opinions to make sure that the instruments are suitable for the idea of the study and the students` level.
- 7- The researcher received a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the implementation of his studies in the targeted schools (**Appendix 8**).

8- Based on the permission letter from the university, the Directorate of Education- Jenin sent a permission to facilitate the mission to the principles where the study will be applied **(Appendix 9)**.

9- According to the Directorate of Education- Jenin records the whole population all of the study was 3669 students. (1855males and 1814 females) in the academic year 2018-2019.

Table (3.2)The distribution of the population of the study according to gender

No. males	No. females	Total
1855	1814	3669

10-Resercher chose the schools Faquaa Secondary Boys' School and Faquaa Secondary Girls' School in Jenin purposely because they both have two sections, and they are in the same area.

11-The researcher visited the schools and met the teachers (Ms, Abeer Adel from girls` school and Mr Mohammad Ziadan from boys` school) to clarify the idea of the study and correct steps for applying the method. Besides, he trained teachers (male/female) who will apply the experiment.

12- The researcher bought tools, materials such as masks, customs, educational games and microphone. He also prepared posters pictures and cards to facilitate the application of the study.

13- Before the application of the experiment, the researcher applied the two instruments (oral speaking test with a scoring rubric and questionnaire) to make sure that the groups are equivalent. An independent sample t-test was conducted for both experimental and control. Then, he used Independent Samples T-test to measure the equivalence between the experimental and control group.

Table (3.3) shows T-test results for independent samples to compare between the means of independent samples in the speaking skills of control and experimental groups in the pre-application

Table (3.3) shows T-test results for independent samples in speaking rubric

Domain	Group	N	Mean	STDV	DF	T	Sig.
Speaking Rubric	Experimental	46	1.72	0.495	91	1.576	0.119
	Control	47	1.54	0.591			

It is clear from the previous table that sig. value is (0.119) which is higher than 0.05; so there is no significant differences at the level of significance ($\alpha \leq 0.05$) in the speaking skills between the experimental and control group in the pre-application of the study. This means that both groups (experimental and control) are equivalent.

Table (3.4) shows T-test results for independent samples to compare between the means of independent samples in the attitudes towards English language of control and experimental groups in the pre- application

Table (3.4) shows T-test results for independent samples in attitudes scale

Domain	Group	N	Mean	STDV	DF	T	Sig.
Attitudes Scale	Experimental	47	3.597	0.377	91	-1.030	0.306
	Control	46	3.692	0.496			

It is clear that there is no significant differences at the level of significance ($\alpha \leq 0.05$) in the attitudes towards English language between the experimental and control in the pre-application of the study because sig. value is (0.306) which is higher than 0.05; This means that both groups (experimental and control) are equivalent, therefore the hypothesis is accepted .

13. By tossing, researcher assigned the experimental groups (males and females) and control group (males and females) from two schools.

14. The researcher collected the data for statistical analysis.

3.10 Data Analysis

In the process of analyzing data, the statistical software packages “SPSS” program means & standard deviations were used as well as Person Correlation Coefficient and Cronbach Alpha, Analysis of two – way ANCOVA

Chapter Four

Results of the Study

4.1 Introduction

The current study investigates the impact of using drama on 6th graders' speaking skills and their attitudes towards English as a foreign language in Jenin district. So it studied the impact of drama as a teaching method on two variables: students' speaking skills and their attitudes toward English language. The results of this study are shown in chapter four depending on research questions.

4.2 Results Related to the First Question

Is there an impact of using “drama” on development of 6th graders' speaking skills of the English language? And, does this impact differ due to the teaching method, gender and interaction between them?

The first question was changed into the following hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in mean scores of the degree of development 6th graders' English language speaking skills due to the teaching method, gender and interaction between them.

To find accurate answer for the first question, it was necessary to calculate the mean scores and standard deviations for the pupils' score in four groups (two experimental groups & two control groups) as presented in the following tables (4.1) , (4.2),(4.3) ,(4.4):

Table (4.1): means and standard deviations of groups for pupils' scores in the oral speaking test with a scoring rubric:

Group		Pre-test	Post-test
Control	Mean	1.54	1.56
	Number	47	47
	STDV	0.59	0.61
Experimental	Mean	1.72	2.34
	Number	46	46
	STDV	0.50	0.50
Total	Mean	1.63	1.94
	Number	93	93
	STDV	0.55	0.68

According to table (4.1) , it's clear that the mean scores in the pre-test for the experimental group is (1.72) and the STDV scores is (0.50) , while the mean scores in the pre-test for the control group is (1.54) and the STDV scores is (0.59) . However, the mean scores in the post test for the experimental group is (2.34) and the STDV scores is (0.50) , while the mean scores in the post test for the control group is (1.56) and the STDV scores is (0.61).

Table (4.2): mean scores and standard deviations of gender for pupils' scores in the oral speaking test with a scoring rubric

Gender		Pre-test	Post-test
Male	Mean	1.53	1.75
	Number	51	51
	STDV	0.49	0.64
Female	Mean	1.75	2.17
	Number	42	42
	STDV	0.59	0.66
Total	Mean	1.63	1.94
	Number	93	93
	STDV	0.55	0.68

According to table (4.2), the researcher found that the mean score of the male group in the pre-test is 1.53 and the STDV scores is 0.49, while the mean score of the female group in the pre-test is 1.75 and STDV is 0.59. However the mean scores in the post – test for the male group is 1.75 and STDV is 0.64 and the mean score in the post-test for the female group is 2.17and STDV is 0.66.

Depending on the previous tables (4.1)& (4.2), it appears that there are differences in the mean scores in oral speaking test with a scoring rubric, so to identify if the differences are significant at ($\alpha \leq 0.05$), the researcher used two-way ANCOVA .

Table (4.3): Shows the results of two-way ANCOVA test for pupils' marks in oral speaking test with a scoring rubric due to teaching method, gender and the interaction between them:

Source	Sum of Squares	Df	Mean square	F	Sig
Pre-test	12.513	1	12.513	93.830	0.000*
Method	0.226	1	0.226	1.695	0.196
Gender	1.455	1	1.455	10.907	0.001*
Method * Gender	0.308	1	0.308	2.308	0.132
Error	11.36	88	0.133	---	---
Total	393.981	93	---	---	---

Table (4.3) shows the following results:

Results related to teaching method:

From table (4.3) becomes clear that the significant level equals (0.196). This value is more than the significant value ($\alpha \leq 0.05$). So we accept the hypothesis which says that there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders' speaking skills of English language due to the teaching method.

Results related to gender:

Table (4.3) points that the significant level equals (0.001), This value is less than the significant value ($\alpha \leq 0.05$), so we refuse the hypothesis which says that there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders' speaking skills of English language due to the gender . To show the source of these differences, table (4.4) is used:

Table (4.4): Adjusted means and standard errors of the post test scores by gender

Group	Mean	STDV. Errors
Male	1.763	0.073
Female	2.175	0.081

Data in table (4.4) asserts that the adjusted mean for the male group is (1.763) and that is less than the female group means which is (2.175), so the difference between them is in favor of the female group.

Results related to the interaction between teaching method and gender:

Table (4.3) shows that the significant level was (0.132), and this value is more than the significant level ($\alpha \leq 0.05$). So we accept the hypothesis which says that there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders' speaking skills of English language due the interaction between group and gender.

4.3 Results Related to the Second Question

Is there an impact of using drama on 6th graders' attitudes toward English as foreign language? And, does this impact differ due to the teaching method, gender and interaction between them?

The previous question was changed into hypothesis as follows:

There are no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders' attitudes toward EFL due to teaching method, gender and interaction between them.

To find accurate answer for the second question, it was necessary to calculate the mean scores and standard deviations for the pupils' score in four groups (two experimental groups & two control groups) as presented in the following tables 4.5, 4.6, 4.7, 4.8:

Table (4.5): Means and standard deviations of groups for pupils' scores in the scale of attitudes toward EFL.

Group		Pre-test	Post-test
Control	Mean	3.69	3.19
	Number	47	47
	STDV	0.50	0.60
Experimental	Mean	3.60	4.09
	Number	46	46
	STDV	0.38	0.29
Total	Mean	3.65	3.63
	Number	93	93
	STDV	0.44	0.65

Through table (4.5) , the researcher notices that the mean scores in the pre-test for the experimental group is (3.60) and the STDV scores is (0.38) , while the mean scores in the pre-test for the control group is (3.69) and the STDV scores is (0.50). However, the mean scores in the post test for the experimental group is (4.09) and the STDV scores is (0.29) , while the mean scores in the post test for the control group is (3.19) and the STDV scores is (0.60).

Table (4.6): Means and standard deviations of gender for pupils' scores in the scale of attitudes toward EFL.

Gender		Pre-test	Post-test
Male	Mean	3.58	3.58
	Number	51	51
	STDV	0.44	0.67
Female	Mean	3.73	3.70
	Number	42	42
	STDV	0.44	0.64
Total	Mean	3.65	3.63
	Number	93	93
	STDV	0.44	0.65

Table (4.6) shows that the mean score of the male group in the pre-test is 3.58 and the STDV scores is 0.44 , while the mean score of the female group in the pre-test is 3.73 and STDV is 0.44. However the mean scores in the post – test for the male group is 3.58 and

STDV is 0.67 and the mean score in the post-test for the female group is 3.70 and STDV is 0.64.

Through tables (4.5) & (4.6), the researcher noticed that there are differences in the mean scores in scale of attitudes towards EFL, so to identify if the differences are significant at ($\alpha \leq 0.05$), the researcher used two-way ANCOVA.

Table (4.7): results of two-way ANCOVA test for pupils' attitudes towards EFL due to teaching method, gender and the interaction between them for pupils' scores in the scale of attitudes towards EFL.

Source	Sum of Squares	Df	Mean square	F	Sig
Pre-test	0.733	1	0.733	3.382	0.069
Method	0.768	1	0.768	3.742	0.036*
Gender	0.150	1	0.150	0.693	0.407
method*gender	0.340	1	0.340	1.569	0.214
Error	19.082	88	0.217	-----	-----
Total	1267.186	93	-----	-----	-----

Table (4.7) shows the following results:

Results related to the teaching method:

Table (4.7) shows that the significant level equal (0.036), this value is less than the significant value ($\alpha \leq 0.05$), so there's significant differences between learners in the two groups (Experimental, Control). To show the source of these differences, table (4.8) is used:

Table (4.8) Adjusted means and standard errors of the post test scores by groups.

Group	Mean	STDV. Errors
Control	3.180	0.068
Experimental	4.096	0.069

Data shows in the table (4.8) that the adjusted mean for the experimental group (4.096) and that is more than the control group means which was (3.180). So the differences between the two groups are in favor of the experimental group.

Results related to the gender:

From table (4.7) it's clear that the significant level equals (0.407) this value is more than the significant value ($\alpha \leq 0.05$). So there are no significant differences between learners in the two groups (male, female) group.

Results related to the interaction between teaching method and gender:

It's obvious from table (4.7) that the significant level was (0.214), and this value is more than the significant level ($\alpha \leq 0.05$). So there is no significant differences due to the interaction between teaching methods and gender.

4.4 Summary

In brief, this chapter showed and analyzed the data collected through oral speaking test with a scoring rubric and the scale of attitudes. The results can be summarized as follows:

- 1- There were significant differences among the students' achievement in the speaking skill due to the gender, in favor of female group.
- 2- There were significant differences in the students' attitudes toward English language due to method in favor of experimental group.
- 3-Drama improved certain speaking proficiency components, so the researcher thinks that it is a good technique to be used in classes and it may helps to solve some problems that students face during the teaching-learning process.

Chapter Five

Discussion, Conclusion, and Recommendations

5.1 Introduction

Using drama in teaching English language is important and has clear impact on developing the four skills. It is also important in creating positive attitudes toward EFL which affect the achievement level of English as previous studies have shown.

The current study investigated the impact of using drama on 6th graders' speaking skills and their attitudes toward English as a foreign language in Jenin district.

In brief, chapter five discusses the results of the study, and offers important suggestions and useful recommendations related to the subject of the study.

5.2 Discussion of the Results Related to the First Question

Is there an impact of using “drama” on development of 6th graders' speaking skills of the English language? And, does this impact differ due to the teaching method, gender and interaction between them?

Depending on table (4.3), the results didn't agree with the null hypothesis, which indicated that there are no statistically significant differences at ($\alpha \leq 0.05$) in mean scores of the degree of development 6th graders' English language speaking skills due to gender. The results of ANCOVA show that F value for the gender was (10.907) and the significant level equals (0.001), which is less than ($\alpha \leq 0.05$). So there is statistical significant differences between the mean scores of 6th graders' speaking attributed to gender in favor of the females who studied in the experimental group . The researcher believes that the

reason behind that is that female students seem to be more serious and are more disciplined than male students.

In light of the above, the researcher indicated that the new method “drama strategy” as a method of teaching supports the learning process. So the researcher thinks that teachers should adopt it with their students in their classes. Drama strategy has many positive effects on students; it helped them as follows:

1. Through drama, teachers can train students on the speaking skills in any situation and from different dimensions.
2. Drama supports speaking via the interaction between teacher and student.
3. Drama changes the routine of the class.
4. Drama helps shy students to interact with others.

The results of the study agree with Juma’s study (2016), who indicated that there are significant differences among the students' achievement in the speaking skill attributed to the method.

5.3 Discussion of the Results Related to the Second Question

Is there an impact of using drama on 6th graders’ attitudes toward English as a foreign language? And, does this impact differ due to the teaching method, gender and interaction between them?

The results from table (4.7) showed that F value for the differences between students’ mean scores for the two groups (experimental, control) in attitudes scale was (3.742) and the significant level equals (0.036). This value is less than the significant value ($\alpha \leq 0.05$), so the null hypotheses is not accepted which indicated that there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 6th graders’ attitudes towards EFL attributed to teaching method.

The researcher believes the reason behind that is that their teachers use different educational aids, such as: pictures, puppets, and others. Moreover, the teacher uses new

techniques of evaluation. The teacher also takes into account individual differences which allow them to participate more during classes and motivates them to use English more. Also, the teacher used rewards. Another reason is related to the principal of the school who supported using different techniques in learning with experimental group.

In light of the above, the researcher indicated that the new method “drama strategy” as a method of teaching supports the learning process. So the researcher thinks that teachers should adopt it with their students in their classes. Drama strategy has many positive effects on students; it helped them to:

- 1- build positive attitudes toward EFL.
- 2- encourage pupils toward learning English.

These results are consistent with Khalid’s study (2014) and Fleming’s study (2004).

5.4 Suggestions

Due to the results which showed that pupils’ ability to speak English has improved in addition to the emergence of positive attitudes toward English language, the study suggests the following:

- 1- Drama techniques should be presented in curriculum to promote students’ speaking skills and create positive attitudes toward EFL.
- 2- Speaking skills are important for communication and also it is difficult to teach; So mastering speaking skills need training and practice by both teachers and students.
- 3- Encouraging interaction between the students themselves and their teachers to achieve learner-centered teaching.
- 4- Using drama as a teaching method depends on working in groups and needs to provide sufficient space for movement and discipline by participants and viewers alike. So the teacher must master the skill of classroom management and the distribution of time, tasks, and activities in a fair way and without mess or inconvenience.
- 5- Teachers should use teaching aids such as pictures, flash cards, and e-Learning to practice the speaking skill and to motivate learning.

- 6- It is necessary to integrate the four skills together rather than focusing on one skill and neglecting the other skills.
- 7- Speaking skills are the most difficult; so the language teacher must give enough time and appropriate atmosphere to help the student to master that skill effectively.
- 8- Focusing on letter sounds and word pronunciation is the basis for developing speaking skills.
- 9- According to theory of multiple intelligences, good teachers take into account that each student is different from the other. Some of them prefer learning through music (Musical Intelligence) whereas some of them prefer learning through movement acting, drama, and movement (Bodily-Kinesthetic Intelligence), while others prefer learning through debate and lecture (Linguistic-Verbal Intelligence). So the teacher has to take into account the circumstances of the student and his abilities and use various methods in teaching EFL.

5.5 Conclusion

The results indicated that :

First: There were significant differences among the pupils' speaking skill attributed to the gender, in favor of the females.

Second: There were significant differences in pupils' attitudes attributed to the method, in favor of the experimental group.

Third: It is important to say that drama is just one of the different teaching methods that can be used for teaching English language or any subject. Using drama helps to improve the listening and speaking skills effectively and fluently. It also helps the learner to connect between thoughts and expressions.

Fourth: Drama offers enough opportunities for learners to use the language or any subject they learn. In addition, using drama has benefits for shy students who feel uncomfortable in the case of ordinary classes.

Fifth: The teachers from both schools noticed that using drama helped the pupils from experimental groups to feel relaxed, self – confident, and become less anxious.

5.6 Recommendations

Depending on the previous results, the researcher stated important recommendations in order to improve students' speaking skills and their attitudes toward EFL: for the decision makers, curriculum designers, teachers and students.

Recommendations to decision makers and curriculum designers:

- 1- Offering sufficient time for teachers to employ drama and other modern methods in education continuously and effectively, because many teachers suffer from pressure as a result of the number of weekly teaching hours, which reach to 1000 hours per week.
- 2- Providing the schools with the necessary financial support for building theater and also purchasing costumes, microphone and games ...etc. This can be done through connecting with the community, for example.
- 3- Activating educational programs on Palestinian TV which encourage students to learn effectively, especially if drama is adopted in introducing the material.
- 4- The Palestinian curriculum (in all subjects without exception) should include educational drama activities because the majority of studies and research have proven that drama as a teaching method to develop the achievement, attitudes of students, and remove shyness and fear.
- 5- Opening training programs for students and their families to develop conversational skills and encourage parents to use English with their children at home.

Recommendations to students:

- 1- Students should develop speaking skills through the practice of English language continuously through classroom activities or visiting the educational sites over the Internet.
- 2- Some students speak English very hard and this affects their achievement and ability to speak orally because they lose confidence in themselves. So they have to abandon the negative attitudes towards the English language.
- 3- Palestinian students have extensive and useful resources to learn and use speaking skills, as the British Council and also electronic sites as face book and twitter which

allow students to communicate and build relationships with English native speakers from different countries around the world.

Recommendations to teachers

1. Teachers should create safe, entertaining, and encouragement learning environment to promote students and create a comfortable atmosphere to acquire English and practice in situations simulates reality.
2. Teachers should use drama as a teaching method to make learning centered on the students and give them enough space for the students to listen and speak English fluently.
3. Teachers must assess the performance of their students individually in each lesson, highlight their strengths and weaknesses, and identify their needs and abilities (mental & psychological) so that teachers can use the appropriate activities for their students that meet their needs and abilities.
4. Teachers should use drama techniques (role- play, simulation, hot-seating), because drama depends on team work that allows the students to make social relations in the classroom and express orally their ideas with seriousness and confidence without fear or shame.
5. Teacher should use the tools necessary to motivate students to speak English, which create positive attitudes toward students such as pictures and posters.
6. Good teachers are actors, singers, painters, etc. They play different roles in order to break the barriers between the student and the teacher. In addition, the opportunity should be available to all students without exception.

Suggestions for Further Studies:

- 1- This study was limited to the speaking skills, so the researcher suggests that more studies should be conducted but on other skills.
- 2- This study was limited to the attitudes, so the researcher suggests that more studies should be conducted on achievement and motivation.

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Appendices

Appendix (1) Referee Committee

1. Speaking Rubric 2. Questionnaire 3. Lesson Plans

No	Name	Institute	1	2	3
1	Prof. Afif Zidan	Al-Quds University	√	√	
2	Dr. Mohsen Adas	Al-Quds University	√	√	
3	Dr.Khalid Masoud	Al-Istiqlal University	√	√	√
4	Dr.Mosaddaq Yahya	Arab American University (AAU)	√	√	√
5	Dr. Munther Zyoud	AL Quds Open University	√	√	√
6	Dr. Ziyad Tanni	AL Quds Open University	√	√	
7	Mr. Ahmad Abbadi	An-Najah National University	√	√	√
8	Mr. Jamal Turkman	Educational Supervisor – Directorate of Jenin	√	√	√
9	Mr. Nidal Abu-Baker	Zabda Secondary Boys` School	√	√	√

Appendix (2) Oral Speaking Test

Oral Speaking Test			
Student's name :-----			class : 6th :-
section :	<input type="text"/>	A	<input type="text"/> B
Gender :	<input type="text"/>	male	<input type="text"/> female
Marks : -----			

Dear student;

The researcher is conducting an experimental study to fulfill the requirement of the master thesis in curriculum and mythology. The title of the study is entitled "**The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes towards EFL in Jenin District**".

For this purpose the researcher has designed this oral speaking test to measure the students' speaking English skills before and after the implementation of the strategy and whether the implementation affects the pupils' speaking skills.

Remember:

The test consists of three questions. (You have to answer all) .-

-You have to be relaxed not hesitate, think before answer and speak clearly .

The test is for searching purpose only.-

Every question depends on different technique.-

-You have to look at poster or pictures carefully before answer the questions

Good Luck

Q1: In pairs .Act out as a new student and you want to introduce yourself to your new class as in this example:

Hello ! My name is Mutaz . I am 32 years old, and I am a teacher. I have one brother and one sister. I like playing football. What about you ! Tell me something about yourself .



Note: the teacher allows the pupil to go out the class room and enter again to act out as a new pupil.

Q.2: Look at the following pictures from 1-6 then complete the dialogue about a problem you had.

Note :The Examiner play the role of a reporter.

Reporter : Hi !

Student :-----

Reporter : How do you feel ?

Student :-----

Reporter :What happened ?

Student :-----

Reporter : What did he/she do ?

Student :-----

reporter : What did you do ?

Student :-----

reporter :What happened in the end ?

Student :-----

Reporter :What does a good friend do ?

Student :-----



Q.3: You stay in a hospital and your close friend from Australia came to visit you , so you want to tell him a short story about an adventure you had last summer in your country Palestine.

There are some pictures below to order the events of your story.

Note: the teacher can change the class to simulate a hospital.

August						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1



(1st August)Traveled to Jenin . The bus wheel burst.

2



(2nd August) Picked figs. Fell down



Stayed at hospital (2nd -5th August)



Visited me (8th August)



Appendix (3)(Rubric)

Al-Quds University

Deanship of Graduate Studies

Faculty of Educational Sciences

An Invitation to Referee (Rubric)

Dear referee,

The researcher is conducting a study entitled "**The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes Towards English as a Foreign Language in Jenin District**" in order to examine the impact of drama on the speaking skills of sixth grade students, it is appropriate to use an observation instrument (Rubric) to measure students' performance and mastery of the speaking skills before and after the experiment. **The researcher adopted** with some modifications this instrument from previous studies and it will be applied to both the control and experimental groups to track and observe students' interaction with drama lessons. I would like you to referee the following instrument:

- Is the number of domains enough to assess the speaking skills? Yes . No

- Are indicators in the instrument suitable for study? Yes . No

- Is the Rubric a good instrument to measure students' interaction with drama and how much they improve their speaking skills?
Yes . No

- Is it possible to evaluate students more than one person at the same time due to the large number of students? Yes . No

You can add your comment here

.....

Thank you for your efforts

Name of the referee: Degree

The researcher

Mu` taz Qabaha

Indicators	1	2	3
Domain	Weak	Good	Excellent
FLUENCY	-Can't speak English fluently. And also he/she uses long pauses and long breaks .	-Can speak English mostly fluently with some hesitations and pauses.	-Can speak very fluently with few or non-existing pauses and hesitations .
VOCABULARY	-Uses weak vocabulary, poor expressions and has troubles in using specific topic vocabulary.	-Uses basic vocabulary, expressions and some suitable topic vocabulary.	-Uses a suitable wide variety of specific vocabulary and expressions for the topic of the conversation.
GRAMMAR	-Uses weak grammatical structures with many significant errors .	-Uses basic grammatical structures with several key errors.	-Uses suitable and accurate grammatical structures with very limited errors.
PRONUNCIATION	-Incorrect use or non – existing intonation, word stress and pronounces most words incorrectly.	- Mostly uses correct intonation, word stress and pronounces almost all words correctly.	-Uses correct intonation, word stress and pronounce all words correctly.
COHERENCE	- Does not use connectors and linkers .The message is incoherent and difficult to understand.	- Uses few linkers and connectors. The message is mostly coherent.	- Uses suitable linkers and connectors. The message is coherent.
COMMUNICATIVE ABILITY	-Does not adapt to other speakers' levels and does not use turn taking and interrupting techniques. He /She sometimes remains silent until the other speaker finishes.	-Mostly tries to adapt to other speakers' levels with few errors in using turn taking and interrupting techniques.	-Flexibility to speakers of different levels with effective interrupting techniques and also he/she helps other students when they are stuck in the conversation.

Appendix (4) Questionnaire



Al-Quds University

Deanship of Graduate Studies

Faculty of Educational Sciences

An Invitation to Referee (Questionnaire)

The researcher prepares a study to obtain a master's degree in education, specializing in teaching methods. In order to measure the attitudes of the sixth grade students toward the English language before and after the experiment for both groups (the control and the experimental), a questionnaire of 30 items was built on previous studies.

So I would like you to see the instrument and give your opinion according to the following points:

1. Clear instructions for the student.
2. Suitable for the sixth level students.
3. The items of the questionnaire match the aim of the study.
4. The translation from English to Arabic is correct and accurate.
5. Spelling mistakes.
6. Delete or add some items that were not noticed by the researcher.
7. Any comment you want to add:

Thank you very much for your cooperation

Name of the referee: Degree

The researcher

Mu` taz Qabaha

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I wish I could speak English perfectly.					
2	I consider studying English as an enjoyable experience.					
3	I feel learning English is a waste of time.					
4	I think learning English is really great.					
5	I really enjoy learning English.					
6	I would rather spend my time on subjects other than English.					
7	I think English is an important part of the school program.					
8	I plan to learn as much English as possible.					
9	I love learning English.					
10	When I leave school, I shall give up the study of English entirely because I am not interested in it.					
11	Studying English can be important for me because it will allow me to meet and converse with varied people.					
12	Studying English can be important for me because it will make me knowledgeable person.					
13	Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language.					
14	It embarrasses me to volunteer answers in our English class.					
15	I never feel quite sure of myself when I speak in our English class.					
16	I always feel that other students speak English better than I do.					

17	I get nervous and confused when I speak in my English class.					
18	I think that learning English is a boring experience.					
19	I hate English.					
20	English helps me interact with others through social media sites.					
21	Learning English makes me able to read newspapers, stories and books in English.					
22	I wait for English classes eagerly.					
23	English gives me a better opportunity to go through the internet.					
24	Learning English makes me self- assured.					
25	I enjoy being with people who speak the English language whether they are native or non native speakers.					
26	I enjoy television films and programs which are presented in English.					
27	I wish to be able to think in English as native speakers do.					
28	The decision of starting teaching English from the first basic class is a right decision.					
29	The more I use English in my daily life the more confidence I become.					
30	English classes should be increased in schools.					

الاستبانة /مقياس اتجاهات طلبة الصف السادس نحو اللغة الانجليزية

عزيزي الطالب-ة :

تهدف هذه الإستبانة إلى معرفة اتجاهاتك نحو اللغة الانجليزية , وذلك من خلال إجابتك على فقرات الإستبانة جميعها علما أن إجابتك ستبقى فقط لأهداف البحث العلمي وليس لها تأثير على علاماتك المدرسية , لذلك ندعوكم أعزائنا الطلبة أن تجيبوا عن فقرات الاستبانة بدقة وصدق حتى نحصل على نتائج حقيقية .

تذكروا :

• تنقسم الاستبانة إلى قسمين:

القسم الأول يتضمن التعليمات حول كيفية الإجابة عن الاستبانة والمعلومات الخاصة بالطلبة . القسم الثاني يحتوي على فقرات الاستبانة والمطلوب منكم طلبتنا الأعزاء قراءة العبارة بشكل صحيح وفهمها ومن ثم وضع إشارة (X) أمام العبارة الصحيحة والتي تراها مناسبة.

• إقرأ فقرات الاستبانة بطريقة صحيحة ودقيقة قبل الإجابة عليها.

• لا يجوز وضع إشارتين مقابل نفس الفقرة.

• لا تنسى الإجابة عن أي فقرة من الفقرات.

الشعبة : أ ب

الجنس : ذكر أنثى

ر . م	الفقرة	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1.	أتمنى أن أتحدث اللغة الانجليزية بإتقان .					
2.	أعتبر أن دراسة اللغة الانجليزية تجربة ممتعة.					
3.	أشعر أن تعلم اللغة الانجليزية مضيعة للوقت .					

					4. أعتقد أن تعلم اللغة الانجليزية أمر رائع .
					5. أستمتع بتعلم اللغة الانجليزية .
					6. أفضل أن اقضي وقتي في مواضيع أخرى غير اللغة الانجليزية.
					7. أعتقد أن اللغة الانجليزية جزء مهم في البرنامج المدرسي .
					8. أخطط لتعلم أكبر قدر ممكن من اللغة الانجليزية.
					9. أحب تعلم اللغة الإنجليزية.
					10. عندما أغادر المدرسة ، سأترك دراسة اللغة الانجليزية بشكل كامل لأنني غير مهتم بها .
					11. دراسة اللغة الانجليزية مهمة لأنها تسمح لي بالالتقاء والتحدث مع العديد من الأشخاص .
					12. دراسة اللغة الانجليزية مهمة لأنها تجعلني شخص مطلع .
					13. دراسة اللغة الانجليزية مهمة لأنها تجعل الآخرين يحترموني .
					14. أُخرج من الإجابة في حصة اللغة الانجليزية.
					15. لا أشعر بالثقة أبداً عندما أتحدث باللغة الانجليزية داخل الحصة .
					16. أشعر دائماً أن الطلاب الآخرين يتحدثون اللغة الإنجليزية أفضل مني.
					17. أشعر بالتوتر والارتباك عندما أتحدث في حصة اللغة الإنجليزية.
					18. أعتقد أن تعلم اللغة الإنجليزية ممل.
					19. أكره اللغة الانجليزية.
					20. تساعدني اللغة الإنجليزية على التفاعل مع الآخرين من خلال مواقع التواصل الاجتماعي.
					21. يجعلني تعلم اللغة الإنجليزية قادراً على قراءة الصحف والقصص والكتب باللغة الانجليزية.

					22. أنتظر حصص اللغة الإنجليزية بفارغ الصبر.
					23. تعطيني اللغة الانجليزية فرصة أفضل للدخول للإنترنت .
					24. يجعلني تعلم اللغة الانجليزية أشعر بالثقة .
					25. أستمتع بالتواجد مع الأشخاص الذين يتحدثون اللغة الإنجليزية سواء كانوا من السكان الأصليين أو غير الناطقين بها .
					26. أستمتع بأفلام وبرامج التلفزيون باللغة الإنجليزية .
					27. أحب أن أكون قادر على التفكير باللغة الإنجليزية كما يفعل المتحدثون الأصليون .
					28. تعليم اللغة الإنجليزية من الصف الأول الأساسي هو قرار صحيح .
					29. تزيد الثقة عندي كلما استخدمت اللغة الانجليزية في حياتي اليومية.
					30. يجب زيادة حصص اللغة الإنجليزية في المدارس .

Appendix (5) : Content Analysis

Unit	Period	Objectives	Cognitive domains				Skills
			Knowledge	Comprehension	Application	Hot's	
Two	One	The student will be able to :					
		1-say the new words correctly .	✓				Speaking
		2- read the dialogue loudly and correctly .			✓		Reading
		3- answer concept questions depending on what he hears.		✓			Listening & Speaking
		4-compare correctly between good and bad friends .				✓	Speaking
	Two						
		1- recognize the new words.		✓			Listening
		2- match words with pictures correctly.			✓		Reading
		3-complete the sentences with correct word.			✓		Reading
	Three						
		1-read for information.		✓			Reading
		2-answer questions after reading the dialogue.		✓			Reading & Writing
	Four						
		1- use the new words in context.			✓		Writing & Speaking
		2- use was/were correctly.			✓		Speaking
		3- discuss questions about the events of the lesson.				✓	Speaking
		4-compare between was /were.				✓	Speaking
	Five						
		1- practise the structure (past simple).			✓		Writing
		2- talk about a past event .				✓	Speaking

		3-compare between regular and irregular verbs.				✓	Speaking
		4- describe In pairs, a problem using regular and irregular past verbs.				✓	Speaking
	Six						
		1- listen for comprehension.		✓			Listening
		2-read a poem .			✓		Reading
		3-ask and answer questions in pairs.				✓	Speaking
	Seven						
		1- do a crossword.				✓	Speaking & Writing
		2- write quiz questions.				✓	Writing
		3-use punctuation marks correctly .				✓	Writing
		4-write answers to oral questions.				✓	Speaking & Writing
		5- practice handwriting.			✓		Writing
	Eight						
		1-write new words correctly.				✓	Writing
		2-make a quiz				✓	Writing
Unit	Period	Objectives	Cognitive domains				Skills
			Knowledge	Comprehension	Application	Hot's	
Three	One	The student will be able to :					
		1-say the new words correctly .	✓				Speaking
		2- read the dialogue loudly and correctly .			✓		Reading
		3- answer concept questions depending on what he hears.		✓			Listening & Speaking
		4-compare between adventures /accidents				✓	Speaking
	Two						
		1- Recognise the		✓			Listening

		new words					
		2- match words with pictures .			✓		Reading
		3-complete the sentences with correct word.			✓		Reading
	Three						
		1-read for information.		✓			Reading
		2-answer questions after reading the dialogue.		✓			Reading & Writing
	Four						
		1- use the new words in context.			✓		Writing & Speaking
		2- use was/were correctly.			✓		Speaking
		3- discuss questions about the events of the lesson.				✓	Speaking
	Five						
		1- distinguish between past simple and past continuous.				✓	Writing
		2- talk orally about a adventure he/she had .				✓	Speaking
		3- suggest at least three ideas to be discussed about adventure he/she had .				✓	Speaking
	Six						
		1- listen for comprehension.		✓			Listening
		2-ask and answer questions in pairs.				✓	Speaking
	Seven						
		1- join sentences using ``when``.				✓	Speaking & Writing
		2- use punctuation marks correctly.				✓	Writing
		3-propose some suggestions to solve				✓	Speaking

		problems he/ she had faced.					
		4- practice handwriting.			✓		Writing
	Eight						
		1-write new words correctly.				✓	Writing
		2-make a word cloud.				✓	Writing
		3-speak at least two minutes about his/her adventure.				✓	Speaking
	Total		2	10	14	25	

Appendix (6): table of specification:

Cognitive domains									
Unit	Knowledge		Comprehension		Application		Hot`s		Sum
Two	1 50%	3.70 %	5 50%	18.518%	8 57.142%	29.629%	13 52%	48.148%	27 52.941%
Three	1 50%	4.16 %	5 50%	20.833%	6 42.857%	25%	12 48%	50%	24 47.058%
Total	2		10		14		25		51

Appendix (7) Lesson plans

Unit : 2 Period : 1 Page : 12 6th grade Time 80 minutes (2 classes)

Functions		Talking about what makes a good friend -	
Behavioral Objectives		By the end of this period , student will be able to: - make a conversation about what makes a good friend . - ask and answer questions correctly .	
Key Language		anyone , argue , but , cry , give back , go away , invite , lend , problem , quiz , share , someone , understand .	
Techniques / skill		Role-play , hot-seating / speaking	
Resources		Book , poster , flashcards, cassette , wig , costumes , basketball	
Steps / Objectives	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	10 m	T T T T Ss	Greeting. Introduces his/her self to the class. Explains the main topic to be discussed. Revises Ss with some vocabularies which are important for the topic. Interact with their teacher.
2-Whilst- Activity -Presentation of Drama strategy	15m	T Ss T Ss T T Ss T	Shows unit 2 poster and asks questions like : What can you see? Who can you see? What are they doing? Answer the questions orally depending on the poster. Displays the flashcards and Plays recording to clarify the meaning of new words. Point to the flash cards and repeat the new words. Explains the correct pronunciation for the new words. AskSs to work in pairs to describe the pictures through asking questions like: What can you see? How many characters are in the poster? Can you guess the main idea of the subject? Starts working in pairs & answering the questions orally within three minutes. Gives the Ss three minutes to read the dialogue aloud after listening to recording.
-Procedures of using drama First aim	30m	T T&ss Ss ❖ T&ss	Explains the strategy "Drama" and some techniques that related to it (role-play, Hot-seating). Encourages Ss to work in groups to act out the characters, he/she can divide the class into four groups; each group consists of six pupils. Rearrange the classroom to simulate a place that suits the scene as in the lesson for example: coffee shop, house, playground, and library. Note: the teacher can take all students to the library at school to act out the scene. In addition, the Ss, in cooperation with their teacher, prepare essential objects such as wig, book, costumes, and basketball.

		T	<p>Each S from each group has to choose a character to play it's role and so each group can produce a dramatic scene orally after reading the topic carefully.</p> <p>Suggests a module for performing , he / she chooses good Ss to perform the following module: <i>(I have a problem)</i> The first scene: Amy , Rania are talking . Narrator: Rania was crying. She had a problem. Rania needed her book but Fatima left it at home. Amy: Rania, Whathappened? I don't understand why you are crying. Rania: (is crying) I have a problem. I lent Fatima my favorite book, but she left it at home. I need it. The second scene : Rania ,Fatima and Amy are solving the problem. Narrator: Fatima gave back Rania's favorite book. Rania and Fatima were friends again. Rania: I like sharing my books with someone but I want them back. I don't like arguing with anyone. Fatima: (is crying) Sorry, Rania. I will give back your book. Amy: Let`s go home and do this quiz about friends! The third scene :Ben is sad and Omar tries to understand the reason Narrator: Ben was very sad. Bilal said to Ben "Go away! You're not my friend ". Omar said "We can find someone nice to play with." Omar: Ben, don`t be sad. Ben: Why doesn't Bilal like playing with me? The fourth scene : Ben holds a basketball , Omar is talking and Bilal is watching them Narrator: Ben and Omar wanted to play basketball. Omar saw Bilal . He invited Bilal to play. Ben and Bilal were friends again. Ben: Come on Omar. Let`s play basketball. Omar: Hey Ben,let`s ask Bilal. Bilal: I `m sorry Ben. Watch and listen carefully to the previous module and work in groups to make their own conversation they also can repeat the previous module.</p>
Second aim	10m	Ss T	<p>Gives Ss ten minutes to prepare their activity to show it in front of the class. Act out the scenes. Observes and encourages any simple correct language</p> <p>Depending on Hot seating strategy , the teacher invites one S to sit on a chair facing the class ,and encourage Ss to ask questions to the person at the front and through his answers Ss can identify him/her Here are some questions:</p>

		T Ss	Are you happy or sad? Why are you sad? What do you like? Discuss the answers and reveal the character's name
3- post-Activity Evaluation	5m 10m	T Ss	Activity 4 page 12 Plays the recording and get the students to listen for meaning and answer questions orally Doing worksheet (1) related to the subject

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Unit : 2	Period : 2	Page : 13	6 th grade	Time 40 minutes (1 class)
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Functions		Describing the pictures using new words -	
Behavioral Objectives		By the end of this period , student will be able to: - describe the pictures orally using new words. -summarize text orally in three minutes.	
Key language		anyone, argue, but, cry, give back, go away, invite, lend, problem, quiz, share, someone, understand.	
Techniques / skill		simulation , puppet theater , miming / speaking	
Resources		book , pictures , basket , puppet , cassette,	
Steps	Time	Sign	Procedures
1-Pre Activity Warming up Revision	5m	T T T T Ss	Greeting wears a uniform and presents himself as a new visitor and starts talking about his address, his career and his family. Revises Ss with some vocabularies which are important for the topic. Interact with their teacher .
2-Whilst- Activity -Presentation of Drama strategy	5m	T T T&Ss	Explains the strategy "Drama" and some techniques that related to it (simulation, puppet theater, miming). Selects a student and asks him/ her to simulate a peddler who carries a basket and sells pictures, the rest of Ss have to buy one picture. Reorder the classroom to suit the scene or activity.
-Procedures of using drama First aim	10m	Ss	<u>(What am I ?)</u> Every S will play the role of buyer who buys a picture and turn the picture towards his / herself that only he/she can see it , then each S hides somewhere in the classroom or behind a screen and shows a puppet to tell the others riddles to get them to guess the word , eg.You do me to make a polite, friendly request to (someone) to go somewhere or to do something. What am I? answer: invite . <u>You do me when you disagree with someone. What am I ?answer: argue.</u>

		T	<u>You do me when you are sad or angry. What am I? answer: cry.</u> Encourages Ss to use appropriate words and change the sound tones to approximate the meaning for the listener.
		❖	Note: If the learner finds it difficult to clarify the meaning of a word he can stand in front of the class and mime word.
		Ss	After answering the riddles. Ss display the pictures so that everyone can see them clearly and they start to describe the pictures using the new words in meaningful sentences.
Second aim	10m	T	Gives Ss five minutes to make or write a dialogue that summarize the previous lesson then they have to use puppet theater to display the dialogue, those puppets refer to the main characters in the lesson.
		Ss	Work in groups and write no more two sentences about each picture to describe what happened then Ss test each other by looking at the pictures and trying to recall what they wrote for each one when they finish each group choose one student to retell the sentences orally using the puppet theater .
3- Post-Activity	10m	T	Evaluates Ss through activity 1 ,3 &4 page 13

Functions		-Describing a sequence of events													
Behavioral Objectives		By the end of this period , student will be able to: -pronounce the new words correctly. -describe a sequence of events orally.													
Key words		anyone , argue , but , cry , give back , go away , invite , lend , problem , quiz , share , someone , understand													
Techniques / skill		simulation , role-play , drama games , / speaking													
Resources		microphone , word cards , cassette book ,													
Steps	Time	Sign	Procedures												
1-Pre-Activity -Warming up -Revision	5m	T T T Ss	Greeting. Starts the lesson with a game: he/she throws a ball or balloon and the student who catches it, he should introduce his/ her. Explains the main topic to be discussed. Revises Ss with previous lesson. Interact with their teacher.												
2-Whilst- Activity -presentation of drama strategy -Procedures of using drama First aim	5m 15m	T T&ss T Ss	Explains the strategy "Drama" and some techniques that related to it (simulation, role-play , drama games) and also he explains the idea of next activity . Prepare the classroom to simulate T.V studio. Clarifies that the activity is to simulate the TV program: <u>"Think and Win"</u> . Gives Ss three minutes to read the passage page 12. To be able to answer the questions then asks one S to plays the role of interviewer and before he/she starts the program he/she has to explain the rules of the competition in this way : Dear friends this competition contains six levels and depends on your understanding the passage. The winner stays in the competition. The loser comes out. In the end, only one student remains to win the prize. If you know the answer, raise your hand let's start : Level one : look at word cards and spell it correctly to act out the meaning : "anyone" , "argue" , "but" , "cry" , "give back" , "go away" , "invite" , "lend" , "problem" , "quiz" , "share" , "someone" , "understand" Music Level two : think of words that begin with the following sounds: /a/ , /b/ , /c/ , /g/ , /i/ , /l/ , /p/ , /q/ , /s/ Music Level three : listen , think and clarify the words you hear:												
			<table border="1"> <tr> <td>Diphthong /ei/ a+y=/ei/</td> <td>Digraph /sh/ s+h=/sh/</td> <td>Common cluster</td> </tr> <tr> <td>Away</td> <td>Share</td> <td>Include</td> </tr> <tr> <td>Day 93</td> <td>Shoe</td> <td>Class</td> </tr> <tr> <td>Stay</td> <td></td> <td>Clap</td> </tr> </table>	Diphthong /ei/ a+y=/ei/	Digraph /sh/ s+h=/sh/	Common cluster	Away	Share	Include	Day 93	Shoe	Class	Stay		Clap
Diphthong /ei/ a+y=/ei/	Digraph /sh/ s+h=/sh/	Common cluster													
Away	Share	Include													
Day 93	Shoe	Class													
Stay		Clap													
			Music												

Second aim	10m	T & Ss	<p>Level four: listen to the recorder and think if the sentence is correct (clap), if the sentence is wrong (stamp your feet) and correct it.</p> <p>Music</p> <p>Level five : think and use the word in a meaningful sentence orally</p> <p>Music</p> <p>Level six : think and answer the following questions :</p> <p>Why do think Fatima won't give back the book? <u>She didn't complete it.</u></p> <p>Why do you think Bilal didn't let Ben play? <u>Bilal didn't love Ben.</u></p> <p>Why do you think Omar invited Bilal to play? <u>Omar wants to stop the problem.</u></p> <p>Reward the winner</p>
3- post-Activity	5m	T	asks Ss to do activity 4 page 14

Unit : 2 Period : 4 Page : 15 6th grade Time : 80 minutes (2 classes)

Functions		-Talking about events in the past	
Behavioral Objectives		By the end of this period , student will be able to: - compare between regular and irregular verbs -talk about past events of a story based on visual inputs	
Key words		Once upon a time , because , so , but , then , in the end .	
Techniques / skill		Role-play , singing songs ,story-telling , hot –seating teacher in role / speaking	
Resources		costumes , stories , videos , pictures , masks , CD , Word card	
Steps	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	10m	T T Ss	Greeting. Asks some Ss to introduce themselves through direct questions like: <u>What's your name? where do you live? How many brothers and sisters do you have? What did you do yesterday? Did you visit Nablus last weekend?</u> Interact with their teacher.
2-Whilst- Activity -presentation of Drama strategy	5m	T T&ss	Explains the strategy "Drama" and some techniques that related to it (role-play, Story-telling, Hot -seating) and encourages Ss to work in groups. Have to prepare costumes (old clothes for past tense, word cards). (Go away!) <u>The scene begins with a fight between two brothers :</u>
-procedures of using drama First aim			regular and irregular verbs then their mum comes and the dialogue starts as follows : -Mum: Hey, What are you doing? Why are you fighting?

	20m		<p>Tell me now.</p> <p>-Irregular verb: Why doesn't regular verb like playing with me?</p> <p>Mum: Don't be sad. -</p> <p>-Regular verb: You're not my brother because you're different, you always change your face.</p> <p>-Mum: No No you both talk about past events.</p> <p>-Regular verb :but I end with d or ed but my brother doesn't end with d or ed for example: play : played</p> <p>-Irregular verb: I talk about past events; I have no clear rule so you have to memorize me. For example: tell: told.</p> <p>-Mum: stop fighting. I love you so let's sing a song together.</p> <p>https://www.youtube.com/watch?v=rSbyPWuOuk8</p> <p>Note : students need enough time to act the previous scene .</p>
Second aim	20m	T Ss	<p>Brings short stories to class room or displays videos or short films about events in the past .</p> <p>Prepare short stories similar to what they read or watched using the story telling strategy and past verbs.</p> <p>Every group chooses one S to act as a narrator with suitable costumes and specific place in class room. S who acts as a narrator has to use pictures related to the subject.</p> <p>Note: Using the pictures helps the narrator to narrate the story orally depending on the pictures.</p> <p>Depending on Hot seating strategy, the teacher invites one S to sit on a chair facing the class, and encourage Ss to ask questions to the person at the front and through his answers Ss can identify him/her.</p>
3- post-Activity Teacher in a role	15m	T	<p>Acts as an old man who didn't hear the events of the story well so he wants Ss to answer some questions like:</p> <ol style="list-style-type: none"> 1-Who are the main characters? 2. Where did the story happen? 3. Describe the main events that happened in the story 4. Choose one character. Why was this character important in the story? 5. What happened first in the story? What happened next? 6. Did the pictures help to add meaning to the story? Why or Why not?
	10m	Ss	<p>Doing worksheet (2) related to the subject.</p>

Functions		Making a dialogue	
Behavioral Objectives		By the end of this period , student will be able to: - make a dialogue about a problem, using a new style of his own, with no more five minutes. answer direct questions correctly in past tense . -	
Key words		told, lent , shared ,invited ,argued ,cried , said, went	
Technique / skill		role-play , simulation / speaking	
Resources		Book , flashcards, CD , Word card , board	
Steps	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	5m	T T T Ss	Greeting Asks Ss to introduce themselves. Explains the main topic to be discussed. Revises Ss with previous lesson. Interact with their teacher.
2-Whilst- Activity -presentation of Drama strategy -Procedures of using drama	5 m 15m	T T&s s Ss T Ss	Explains the strategy "Drama" and some techniques that related to it (role-play , simulation) . Work together to make the classroom simulate a market and choose one S to play role of the owner of the market and the other students buy something for example mobile phones, laptop, IPod..... Prepare costumes and other objects as laptop, mobile phones..... Encourages Ss to work in pairs to form a dialogue about a problem as the following module : Scene 1 (At home) a boy : (is crying)- -Mom: Oh my love! What happened? Why are you crying? tell me . -A boy: I have a problem . My laptop doesn't work. -Mom: Ok my heart don't worry. Scene 2 (At the market) -A boy & mum: Enter the market. Mum: Good morning (Sami) how are you?- -Sami: Fine, thanks. -Mum: We bought a laptop yesterday but it didn't work. -a boy : (sad) -Sami:(smile) My little friend don't be sad. I will give you a new one. -Mum: Thanks Mr. Sami.

Second aim	10m	Ss	<p>-a boy: Wow! I am happy now. -Sami: You are my friend; so I will give you anything you need. -Mum: Thank you.</p> <hr/> <p>Work in pairs to achieve the second goal by acting another scene (a meeting between a boy/girl and his/her friends at the park) the following module: Scene 1 (At the park) Hassan: What happened? you look angry . Hani: I lent Maher my laptop , Hassan:What did he do ? Hani: He left it at home. Hassan: Don't worry. I will help you. Hani: How? Hassan: follow me. Scene 2 (At Maher`s home) Hassan &Hani:Good morning Maher! What are you doing? Maher: Good Morning my friends. I am playing computer games. Hani: What about my laptop? I like sharing my things with someone but I want them back. Maher: (cries) sorry Hani. I will give back your laptop. Hassan: Let`s go to the beach and swim together. Hani & Maher: Ok!</p>
3- post-Activity	5m	T	Observes performance by providing the students with feedback then asks pupils to answer activity 2 ,3 page 16

Unit : 2 Period : 6 Page : 17 6th grade Time : 40 minutes (1 class)

Functions		Suggesting ideas to strength the friendship	
Behavioral Objectives		By the end of this period , student will be able to: - make an oral presentation about "friendship" after watching dramatic scene, with no more than three minutes -speak orally about his/ her story with his friend.	
Techniques / skill		Teacher in role, imagination role-playing-watching films	
Resources		Microphone ,LCD, book	
Steps		Sign	Procedures
1-Pre-Activity -Warming up	5m	T	Greeting
		T	Acts as TV reporter and asks students some questions like: Who is your best friend? Why did you choose him / her?
-Revision		T	Revises the pupils with previous lesson

2-Whilst- Activity -Presentation of drama strategy	5m	T T	Explains the strategy "Drama" which is related to imagination a scene and act it out. Encourages students to present some dramatic scenes of activities carried out by good friends from their imagination after dividing the class into groups then the other students should comment on the events ❖ Note: every group should prepare different scene from the others (rescue, giving money for needy friend, etc.)
-Procedures of using drama First aim	15m	Ss	Started working in groups with 5 minutes to produce imaginary scenes from their minds and act them out as the following : Car accident)(Scene 1 Narrator: a driver and his friend were travelling to Jerusalem, suddenly they had accident. One of them had injured so his friend decided to call ambulance to rescue him. (At hospital) Scene 2 :dialogue doctor: What did you do ? driver: I was sleepy and didn't notice the car doctor: How do you feel ? Are you ok? driver: Yes , but I have a problem . doctor: what is a problem with you ? driver: I don't have enough money . doctor: HAHAHA.....Don't worry . driver: Why and how ? doctor: your friend paid money for hospital . driver: I believe he is a good friend .
	10m	Ss T	After ss watching the previous activity they have to make oral presentation about the friendship (they can speak at least two meaningful sentences about the friendship). Asks pupils to watch carefully some films and about friendship and asks ss to tell his / her own story https://www.youtube.com/watch?v=a-R4xBXs1A0
3- post-Activity	5m	T	evaluates performance, monitors students and tries to provide feedback .

Functions		Identify the characteristics of a good friend	
Behavioral Objectives		By the end of this period , student will be able to: -compare between "good" & "bad" friend using "but" - suggest at least one solution that deals with problems we face in our life.	
Strategy / skill		Storytelling/role-playing/ simulation/imagination / speaking	
Resources		Short stories , flashcards, CD , Word card , customs, microphone , LCD	
Steps		Sign	Procedures
1-Pre-Activity -Warming up -Revision	5m	T T T	Greeting Throw playing games , some students will describe their friends with no more ten words Revises the pupils with previous lesson
2-Whilst- Activity -presentation of drama strategy	10m	T Ss	Brings three short stories to the class and reads them aloud then encourages every group to choose one story. Ss read the story twice then they start practicing to act it out (every story has characters, setting, plot, moral).
-procedures of using drama First aim	25m	Ss	After reading the short stories,ss start acting them out using their language, their teacher will be guider and observer.
	10m	T	Asks ss to comment orally about the events of the story and compare between good –bad behaviors.
Second aim	10m	Ss	(Imagine) One student plays the role of a psychologist and suggests a solution for imaginary situations like: -psychologist: Dear Ahmad, close your eyes and imagine something and tell me. -Ahmad: I argued with my friend about the marks -psychologist: You should visit him and say sorry.
	10m	T	Asks the class to prepare a play about friendship and how can we solve the problem between friends
3- post-Activity	10m	T	Activity 2 & 3 page 18

Functions		Making a quiz	
Behavioral Objectives		By the end of this period , student will be able to: -make an orally quiz for your friend - suggest at least one idea to strength your friendship	
Strategy / skill		Drama / speaking	
Resources		Book , flashcards, CD , Word card , board	
Steps	Time	Sign	Procedures
1-Pre-Activity -Warming up - Revision	5m	T T T	Greeting Explains the main topic to be discussed Revises the pupils with previous lesson
2-Whilst- Activity -presentation of Drama strategy -procedures of using drama	5m 15m	Ss T Ss	Read activity 1 page 19 and complete the sentences with suitable words. Asks three Ss to come in front of the class and act out the main characters in the lesson (Rania, Fatima and Amy) who try to answer the quiz in activity 2 page 19. Sit in a circle and imagine that they are in a summer camp and want to spend their time with each other through quizzes that the group leader asks to his/her friends then S whose answers are correct becomes the leader and complete Note these questions will help Ss : Without looking: Do you know your best friend's eye color? Yes No Do you know your best friend's favorite food? Yes No
Second aim	10	Ss	Pretend that they are quarreling. The teacher plays the role of an old man and begins advising Ss to strengthen their friendship. Ss then mimic the previous activity Note: A student can play the role of a wise man that provides advices and guidance to strengthen relations between people and focus on the importance of friendship.
3- post-Activity	5m	T	Activity 2 page 19

Unit : 3 Period : 1 Page : 20 6 th grade Time 80 minutes (2 classes)			
Functions	Talking about summer adventures.		
Behavioral Objectives	By the end of this period , student will be able to: -make a conversation about his/her summer adventure. - ask and answer questions correctly.		
Key Language	thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, "nineteenth, twentieth, twenty-first, thirtieth, adventure, burst, chase, turn (over), when		
Techniques / skill	Role-play , hot-seating / speaking		
Resources	Book , poster , flashcards, cassette , wig , costumes , laptop, pictures		
Steps / Objectives	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	10m	T T T T Ss	Greeting. Introduces his/her self to the class. Explains the main topic to be discussed. Revises Ss with some vocabularies which are important for the topic. Interact with their teacher
2-Whilst- Activity -Presentation of Drama strategy	15m	T Ss T Ss T T Ss T	Shows unit 3 poster and asks questions like : What can you see? Who can you see? What are they doing? Answer the questions orally depending on the poster. Displays the flashcards and Plays recording to clarify the meaning of new words. Point to the flash cards and repeat the new words. Explains the correct pronunciation for the new words. Asks Ss to work in pairs to describe the pictures through asking questions like: What can you see? How many characters are in the poster? Can you guess the main idea of the subject? Starts working in pairs & answering the questions orally within three minutes. Gives the Ss three minutes to read the dialogue aloud after listening to recording.
-Procedures of using drama First aim	30m	T T&ss Ss	Explains the strategy "Drama" and some techniques that related to it (role-play , Hot-seating) Encourages ss to work in groups to act out the characters, he/she can divide the class into four groups; each group consists of six pupils. Rearrange the classroom to simulate a place that suits the scene as in the lesson for example: jungle, forest, camp, beach, and farm. In addition, the Ss, in cooperation with their

		<p>T&ss Ss</p> <p>T</p> <p>Ss</p> <p>T</p> <p>Ss</p> <p>T</p>	<p>teacher, prepare essential objects such as wig,tent,costumes,bike.</p> <p>Each S from each group has to choose a character to play it's role and so each group can produce a dramatic scene orally after reading the topic carefully.</p> <p>Suggest a module for performing , he / she chooses good Ss to perform the following module:</p> <p>(I had some adventures last summer)</p> <p>The first scene: Ben and Omar are talking about some adventures last summer.</p> <p>Narrator:Omar's family stayed at their aunt's sheep farm from the 15th–21st of July.</p> <p>Ben: Welcome back, Omar! I missed you. Did you have some adventures last summer?</p> <p>Omar: Yes I had some adventures. Two of the car wheels burst! The first on the day we were travelling to the farm and the second we were leaving the farm.</p> <p>Ben: Anything else!</p> <p>Omar: I saw a wolf was chasing the sheep when they ran away.</p> <p>The second scene: Rania and Amy are sitting in front of the laptop.</p> <p>Narrator: Amy had an adventure on the 13th of August in England .</p> <p>Rania : Oh Amy! Why are you in the river?</p> <p>Amy: boat riding was great fun but the boat turned over . My shoes floated in the water!</p> <p>The third scene: Omar and Ben are sitting in front of the laptop.</p> <p>Narrator: Omar was telling Ben about his biking holiday on the 14th of August.</p> <p>Ben : : Oh my God ! How did it happen ?</p> <p>Omar : I was looking at my parents when I fell off my bike .</p> <p>Ben : Where did it happen ?</p> <p>Omar : in Jericho but I won a bike race .</p> <p>The fourth scene: Rania`s mum and Amy's mum are talking together .</p> <p>Rania`s mum:We stayed in a beautiful place for three days.</p> <p>Amy's mum: what did to do?</p> <p>Rania`s mum: we saw some baby birds trying to fly.</p> <p>Amy's mum: we lost the way but the clever horses took us back. Thanks God</p> <p>Watch and listen carefully to the previous module</p>
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			<p>and work in groups to make their own conversation they also can repeat the previous module.</p> <p>Gives Ss ten minutes to prepare their activity to show it in front of the class.</p> <p>Act out the scenes.</p> <p>Observes and encourages any simple correct language</p>
Second aim	10m	T Ss	<p>Depending on Hot seating strategy , the teacher invites one S to sit on a chair facing the class ,and encourage Ss to ask questions to the person at the front and through his answers Ss can identify him/her</p> <p>Here are some questions :</p> <p>How did you spend your summer holiday?</p> <p>Did you do something exciting last summer?</p> <p>When did the adventure happen?</p> <p>Where did you go last summer?</p> <p>Discuss the answers and reveal the character`s name.</p>
3- post-Activity Evaluation	5m 10m	T Ss	<p>Activity 4 page 20</p> <p>Plays the recording and get the students to listen for meaning and answer questions orally</p> <p>Doing worksheet (3) related to the subject</p>

Unit : 3 Period : 2 Page : 21 6 th grade Time 40 minutes (1 class)			
Functions	Describing the pictures using new words -		
Behavioral Objectives	By the end of this period , student will be able to: - describe the pictures orally using new words. -summarize text orally in three minutes.		
Key language	thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, "nineteenth, twentieth, twenty-first, thirtieth, adventure, burst, chase, turn (over), when		
Techniques / skill	simulation , puppet theater , miming / speaking		
Resources	book , pictures , basket , puppet , cassette ,		
Steps	Time	Sign	Procedures
1-Pre Activity Warming up Revision	5m	T T T&Ss	Explains the strategy "Drama" and some techniques that related to it (simulation, puppet theater, miming). Selects a student and asks him/ her to simulate a peddler who carries a basket and sells pictures, the rest of Ss have to buy one picture. Reorder the classroom to suit the scene or activity.
-Procedures of using drama First aim	10m	Ss T Ss	?)What am I(Every S will play the role of buyer who buys a picture and turn the picture towards his / herself that only he/she can see it , then each S hides somewhere in the classroom or behind a screen and shows a doll to tell the others riddles to get them to guess the word <u>eg. It is a 9 letter word starting with A and ending with E? answer (adventure).</u> <u>I follow someone to catch him what am I ?answer (chase).</u> <u>I am the eighth month of the year, I come after July and before September what am I ? (August).</u> Encourages Ss to use appropriate words and change the sound tones to approximate the meaning for the listener. Note: If the learner finds it difficult to clarify the meaning of a word he can stand in front of the class and mime word. After answering the riddles. Ss display the pictures so that everyone can see them clearly and they start to describe the pictures using the new words in meaningful sentences.
Second aim	10m	T	Gives Ss five minutes to make or write a

		Ss	<p>dialogue that summarize the previous lesson then they have to use puppet theater to display the dialogue , those puppets refer to the main characters in the lesson .</p> <p>Work in groups and write no more two sentences about each picture to describe what happened then Ss test each other by looking at the pictures and trying to recall what they wrote for each one when they finish each group choose one student to retell the sentences orally using the puppet theater .</p>
3- Post-Activity	10m	T	Evaluates Ss through activity 1 ,3 &4 page 21

Unit : 3 Period : 3 Page : 22 6th grade Time : 40 minute (1 class)			
Functions	-Describing a sequence of events		
Behavioral Objectives	By the end of this period , student will be able to: -pronounce the new words correctly. -describe a sequence of events orally.		
Key words	anyone , argue , but , cry , give back , go away , invite , lend , problem , quiz , share , someone , understand		
Techniques / skill	simulation , role-play , drama games , / speaking		
Resources	microphone , word cards , cassette book ,		
Steps	Time	Sign	Procedures
1-Pre -Activity -Warming up -Revision	5m	T T T S	Greeting. Starts the lesson with a game: he/she throws a ball or balloon and the student who catches it, he should introduce his/ her. Explains the main topic to be discussed Revises Ss with previous lesson. Interact with their teacher.
2-Whilst- Activity -presentation of drama strategy	5m	T T&ss T	Explains the strategy "Drama" and some techniques that related to it (simulation, role-play, drama games) and also he explains the idea of next activity. Prepare the classroom to simulate T.V studio. Clarifies that the activity is to simulate the TV program: <u>"Think and Win"</u>
-procedures of using drama			"Think and win"

First aim	15m	Ss	<p>One S plays the role of interviewer and before he starts the program he has to explain the rules of the competition in this way :</p> <p>The winner stays in the competition. The loser comes out. In the end, only one student remains to win the prize. If you know the answer, raise your hand let's start</p> <p><u>Level one:</u> look at word cards and think about the meaning of the following words in English:</p> <table border="1" data-bbox="874 667 1404 940"> <tr> <td>"thirteenth",</td> <td>"fourteenth",</td> </tr> <tr> <td>"fifteenth",</td> <td>"sixteenth",</td> </tr> <tr> <td>"seventeenth",</td> <td>"eighteenth",</td> </tr> <tr> <td>"nineteenth",</td> <td>"twentieth",</td> </tr> <tr> <td>"twenty-first",</td> <td>"thirtieth",</td> </tr> <tr> <td>"adventure",</td> <td>"burst",</td> </tr> <tr> <td>"chase",</td> <td>"turn (over)",</td> </tr> <tr> <td>"when".</td> <td></td> </tr> </table> <p>Note:Accept any reasonable answer. Encourage the children to use their hands or their body to show some meanings</p> <p>Music</p> <p><u>Level two:</u> think of words that begin with the following sounds : /a/ , /b/ , /ch/ , /w/ , /t/ , /f/ , /s/ ,/n/,/th/</p> <p>Music</p> <p><u>Level three :</u> classify the previous words according to their sounds: e.g.</p> <table border="1" data-bbox="865 1420 1404 1684"> <tr> <td>long /ee/ or /i:/</td> <td>/tw/</td> </tr> <tr> <td>thirteenth</td> <td>twenty</td> </tr> <tr> <td>Fourteenth</td> <td>Twelve</td> </tr> <tr> <td>Fifteenth</td> <td>Twentieth</td> </tr> </table> <p>Music</p>	"thirteenth",	"fourteenth",	"fifteenth",	"sixteenth",	"seventeenth",	"eighteenth",	"nineteenth",	"twentieth",	"twenty-first",	"thirtieth",	"adventure",	"burst",	"chase",	"turn (over)",	"when".		long /ee/ or /i:/	/tw/	thirteenth	twenty	Fourteenth	Twelve	Fifteenth	Twentieth
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long /ee/ or /i:/	/tw/																										
thirteenth	twenty																										
Fourteenth	Twelve																										
Fifteenth	Twentieth																										
Second aim	10m		<p><u>Level four:</u> think and answer the following questions:</p> <p>In which season did the story happen?</p> <p><u>Summer.</u></p> <p>What chased the sheep at the farm?</p>																								

			<p><u>The wolf chased the sheep</u> When did Omar's family drive to the farm? <u>On the fifteenth of July.</u> What was Omar riding when he fell off? <u>His bike</u> When did Amy go in the boat? <u>On the thirteenth of August.</u> Reward the winner</p>
3- post-Activity	5m	T	asks Ss to do activity 4 page 22

Unit :3Period : 4 Page : 23 6th grade Time :80 minutes (2 classes)			
Functions	-Talking about events in the past		
Behavioral Objectives	By the end of this period , student will be able to: - compare between past simple and past continuous. -talk about adventures and when they happened based on visual input.		
Techniques/skill	Role-play , singing songs ,story-telling , hot –seating teacher in role / speaking		
Resources	costumes , stories , videos , pictures , masks , CD , Word card		
Steps	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	10m	T T Ss	Greeting. Asks some Ss to introduce themselves through direct questions like:<u>What's your name? where do you live? How many brothers and sisters do you have? What did you do yesterday? Did you visit Nablus last weekend?</u> Interact with their teacher.
2-Whilst- Activity -presentation of drama strategy	5m	T Ss	Explains the strategy "Drama" and some techniques that related to it (role-play, Story-telling, Hot -seating) and encourages Ss to work in groups. Have to prepare costumes (old clothes for past tense, word cards) .
procedures of using drama First aim	20m		The scene begins with a fight between sisters : present simple and past simple then their mum comes and the dialogue starts as follows : Queen Tense: Hey, What are you doing? Why are you angry? Tell me now Past simple: My name is past simple I wanted to play with my sister but she said no. Past continuous: My name is Past

			<p>continuous I don't play with you because I am different.</p> <p>Queen Tense: How??!!</p> <p>Past continuous : I am longer than past simple and I have two friends (was&were) come before me and (ing)come after me</p> <p>Queen Tense :My love don't cry you have to be happy because you both are important</p> <p>Come here my daughters I love you .</p> <p>Not : the activity ends with a song about tenses</p> <p>https://www.youtube.com/watch?v=sYoWG6eu7bw</p>
Second aim	20m	<p>T</p> <p>Ss</p> <p>T</p> <p>T</p>	<p>Prepares posters about the holy and historical places in Palestine and gives ss from 5-10 minutes to prepare a short story about a tour for Palestine.</p> <p>Work in groups to build a suitable story depending on the pictures (posters). It's important here for dividing the roles of the characters and also choose one s as a narrator.</p> <p>Note: Using the pictures helps the narrator to narrate the story orally depending on the pictures.</p> <p>Asks ss to come in front of the class to act out the roles.</p> <p>Depending on Hot seating strategy, the teacher invites one S to sit on a chair facing the class, and encourage Ss to ask like:</p> <ol style="list-style-type: none"> 2. Did you do something exciting last summer? 3. What did you do? 4. When did the adventure happen?
3- post-Activity Teacher in a role	15m	T	<p>Acts as an old man who didn't hear the events of the story well so he wants Ss to answer some questions like: 1-Who are the main characters?</p> <ol style="list-style-type: none"> 2. Where did the story happened? 3. Describe the main events that happened in Jerusalem 4. Choose one place. Why was this place important in the story?

	10m		<p>5.What happened first in the tour? What happened next?</p> <p>6. Did you have some adventure last summer?</p> <p>7-When did you visit Jenin?</p> <p>Doing worksheet (4) related to the subject</p>
Unit :3 Period : 5 Page : 24 6th grade Time : 40 minutes (1 class)			
Function	Making a dialogue		
Behavioral Objectives	<p>By the end of this period , student will be able to:</p> <p>- make a dialogue about an adventure he/ she had, using a new style of his/her own, with no more five minutes. answer direct questions correctly in past tense and past continuous</p>		
Key words	while, when ,drive ,chase ,ride ,rain ,play ,hike ,valley,		
Technique / skill	role-play , simulation / speaking		
Resources	Book , flashcards, CD , Word card , board ,customs , ,microphone		
Steps	Time	Sign	Procedures
1-Pre-Activity -Warming up -Revision	5m	T T T Ss	Greeting Asks Ss to introduce themselves. Explains the main topic to be discussed. Revises Ss with previous lesson. Interact with their teacher.
2-Whilst- Activity -presentation of drama strategy	5 m	T&ss	Explains the strategy "Drama" and some techniques that related to it (role-play, simulation). Work together to make the classroom simulate a city or famous place, Prepare costumes and other objects.
-Procedures of using drama First aim	15m	T	<p>Encourages students to work in pairs to form a dialogue about an adventure they had as the following module:</p> <p><u>Scene1(at home)</u> Narrator :Salwa`s family are going to take a holiday tomorrow . They are going to visit olive farms in Jenin. Before Jenin they are going to visit Jerusalem. Dad: Where do you want to go? Children : we want to visit Jerusalem and Jenin . <u>Scene 2 (in Jerusalem)</u> Narrator: Salwa`s family arrived Jerusalem on the 17th of July to visit the Dome of the Rock and the church. Salwa`s dad: Are you happy Salwa ?</p>

			<p>Salwa : Yes ! I was looking at the Dome of the Rock when I met new people from Egypt and Jordan.</p> <p><u>Scene 3 (in Jenin)</u></p> <p>Narrator :Salwa`s family had an adventure on the 19th of July in Jenin . It was fantastic</p> <p>Salwa`sbrother : Tell me Salwa about your adventure .</p> <p>Salwa : I was playing with my cousins when the wolf chased me.</p> <p>Salwa`sbrother : Are you Ok now ?</p> <p>Salwa : Yes of Course . Did you do something exciting ?</p> <p>Salwa`sbrother : I had an accident . I was talking on my mobile phone when I fell off my bike.</p>
Second aim	10m	Ss	<p>Ss work in pairs to achieve the second goal by playing the role of a reporter, who is interviewing eyewitness about traffic accident , the following as a module :</p> <p>Reporter: (introduction): I was fortunate to find someone who saw the boy. He`s able to give us a good picture.</p> <p>Reporter: Tell us your name and what happened?</p> <p>Eyewitness: My name is ----- . The driver from white car was very tired. He did not see the boy and they crashed</p> <p>Reporter: Did anyone get hurt?</p> <p>Eyewitness: Yes, the boy was injured.</p> <p>Reporter: What did you do?</p> <p>Eyewitness: I called the police. "There was an accident ", I said.</p> <p>Reporter: thank you.</p> <p>Eyewitness: Welcome.</p>
3- post-Activity	5m	T	<p>Observes performance by providing the students with feedback then asks pupils to answer activity 2 ,3 page 24</p>

Unit :3 Period : 6 Page : 25 6th grade Time : 40 minutes (1 class)	
Functions	Suggesting ideas to strength the friendship
Behavioral Objectives	<p>By the end of this period , student will be able to:</p> <ul style="list-style-type: none"> - make an oral presentation about the summer adventures. - suggest ideas that deal with accidents with at least 20 words.
Key words	Along with , bump, crash ,bang , OUCH, splash , gurgle , sound ,
Techniques / skill	Teacher in role, imagination role-playing-watching films
Resources	Microphone ,LCD, book

Steps	Time	Si g n	Procedures
1-Pre-Activity -Warming up -Revision	5m	T Ss T	Greeting Acts as small teacher and asks each other's some questions like: what is your favorite season ?why? What did you do in summer vacation? Which place do you prefer to visit it in Palestine? Name three famous places in Palestine? Revises the pupils with previous lesson
2-Whilst-Activity -Presentation of drama strategy	5m	T T	Explains the strategy "Drama" which is related to imagination a scene and act it out. Encourages Ss to present some dramatic scenes of adventures through activities carried out by students from their imagination after dividing the class into groups then the other Ss should comment on the events and explain orally the causes of the adventures.
-Procedures of using drama First aim	15m		<u>Our summer adventures</u> Two women are talking about summer adventures Bilal's mum : So what happened? Sameer's mum: we were going to Jericho when one of the wheels of the car burst. And then a wolf chased the sheep. What about you ?! Bilal's mum: Amy was playing in the river when her boat turned over. The water was very cold. She stayed in bed three days . Sameer's mum: Omar was riding his bike in a race in Jericho. He was looking at us when he fell off. But in the end we had a lovely time camping. After watching the previous activity they have to make oral presentation about the causes of the accident through answering the following questions through the interview : 1 -Who was talking? 2 -What was Omar's mum doing when she told the story about the wheels? 3- What was Amy doing when she fell into the river? 4- What happened to Amy after the accident? 5- What was lovely about Omar's family's

			summer? Why?
Second aim	10m	T Ss	Asks pupils to watch carefully some films and about accidents and asks students to suggest ideas that deal with accidents with at least 20 words. Play the role of important figures such as the mayor or the policeman or a tour guide and begins to provide advice to the public through his experience and proposes a plan for how to deal with incidents such as fire in summer camp.
3- post-Activity	5m	T	evaluates performance, monitors students and tries to provide feedback .

Unit : 3 Period : 7 Page : 26 6th grade Time : 40 minutes (1 classes)			
Functions	Identify the characteristics of a Palestinian cities		
Behavioral Objectives	By the end of this period , student will be able to: -identify the most famous cities in Palestine you would like to visit. - talk about adventures you had in summer holiday.		
Strategy / skill	Storytelling/role-playing/ simulation/imagination / speaking		
Resources	Short stories , flashcards, CD , Word card , customs, microphone , LCD , Websites		
Steps	Time	Sign	Procedures
1-Pre-Activity Warming up - Revision	5m	T T T	Greeting Throw playing games , some students will describe their friends with no more ten words Revises the pupils with previous lesson
2-Whilst- Activity -presentation of drama strategy	10m	T & ss	Brings short stories to the class and reads them aloud then encourages every group to choose one story. Ss read the story twice then they start practicing to act it out (every story has characters , setting , plot, moral) .
-Procedures of using drama First aim	20m	Ss	After reading the short stories ,ss start acting them out using their language , their teacher will be guider and observer .
3- post-Activity	5m	T	Activity 3 page 26 .

Unit : 3 Period : 8 Page : 27 6th grade Time : 40 minutes (1 classes)			
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Functions	Speaking about different subjects		
Behavioral Objectives	By the end of this period , student will be able to: -produce dramatic sconces . - produce conversations .		
Strategy / skill	Storytelling/role-playing/ simulation/imagination / speaking		
Resources	Short stories , flashcards, CD , Word card , customs, microphone , LCD , Websites		
Steps	Time	Sign	Procedures
1-Pre-Activity Warming up - Revision	5m	T T T	Greeting Throw playing games , some students will describe their friends with no more ten words Revises the pupils with previous lesson
2-Whilst- Activity -presentation of drama strategy	10m	T Ss	Provides pupils with ideas and shows them some videos .
-procedures of using drama First aim	20m	Ss	Ss are free in choosing and producing dramatic scenes as a revision but it's important to write the plays on papers and introduce them to their teachers and read them before acting
3- post-Activity	5m	T	Chooses the best activity and rewards all pupils during final party .

Names :----- . Group no :-----

In groups. Change the following pictures into dramatic scenes then complete the dialogue.

Note .every group should have 4 pupils . Every pupil has one role and the teacher is organizer.



Narrator : Once upon a time , Rania lent Fatima her favourite book. But -----
----- .So Rania -----.

Amy : Hello.....

Rania :Amy

Amy : Why are you crying?

Rania : I had a.....

Amy : What happened?

Rania : I lent Fatima abut she left it at home.

Amy : let`s visit Fatima .

Fatima : Welcome my friends . Rania I am sorry here you are .

Rania : Let's -----

Good Luck

Work sheet -2- (Talking about events in the past) Unit: 2 Period: 4 Time: 10m

Names :----- . Group no :.....

Work in pairs. One pupil act out the picture and the other one describe it orally using past tense .



Good Luck

Names :----- . Group no :.....

While you were going to visit your aunt last summer, you saw an accident. The driver ran away then the reporter came and asked you.

In pairs give an oral report on what happened.(reporter VS witness)



Good Luck

Work sheet -2- (Talking about events using when) Unit: 3 Period: 4 Time: 10m

Names :----- . Group no :.....

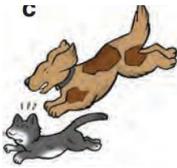
Work in pairs. One pupil act out the picture and the other one describe it orally using past tense and past continuous .



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Good Luck

Appendix (8) Facilitating Letters

Al-Quds University
Faculty of Educational Sciences

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

جامعة القدس
كلية العلوم التربوية

التاريخ: 2018/9/16

حضرة السادة/ مديرية التربية والتعليم العالي المحترمين
جنين

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،
يقوم الطالب معترف عبد الجبار شاكر قبيها ورقمه الجامعي 21620305، بإجراء دراسة
بعنوان:
"The Impact of Using Drama on 6th Graders Speaking Skills and their
Attitudes Towards English as a Foreign Language in Jenin District "

لذا نرجو من حضرتكم تسهيل مهمة الطالب المذكور أعلاه وذلك لتطبيق الدراسة .

شاكرين لكم حسن تعاونكم

د. ابراهيم عرمان
مستحق برنامج اساليب التدريس

Tel/fax 02-2794913 - Jerusalem P.O. Box 20002

تلفاكس 02-2794913 - القدس م.ب 20002

Appendix (9): Facilitating Letters

State of Palestine
Ministry of Education & Higher Education
Directorate of Education - Jenin

دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم العالي/جنين

الرقم : م/ج. ١/٢. ٤٨٧٧ /
التاريخ : 2018/9/20 م
الموافق: 10 / محرم / 1440 هـ

حضرة مديرة مدرسة المحترمة
تحية طيبة وبعد ؛؛؛

الموضوع : تسهيل مهمة/تخصص ماجستير اساليب تدريس

لامانع من قيام الدارس (معتز عبد الجبار شاكر قبيها) باجراء دراسته الميدانية
والموسومة بعنوان (The Impact of Using Drama on 6th Graders
Speaking Skills and their Attitudes Towards English as a
Foreign Language in Jenin District") ، وذلك استكمالاً لمتطلبات
الحصول على درجة الماجستير راجياً تسهيل مهمته على الا يؤثر ذلك على سير العملية
التعليمية.

مع الاحترام

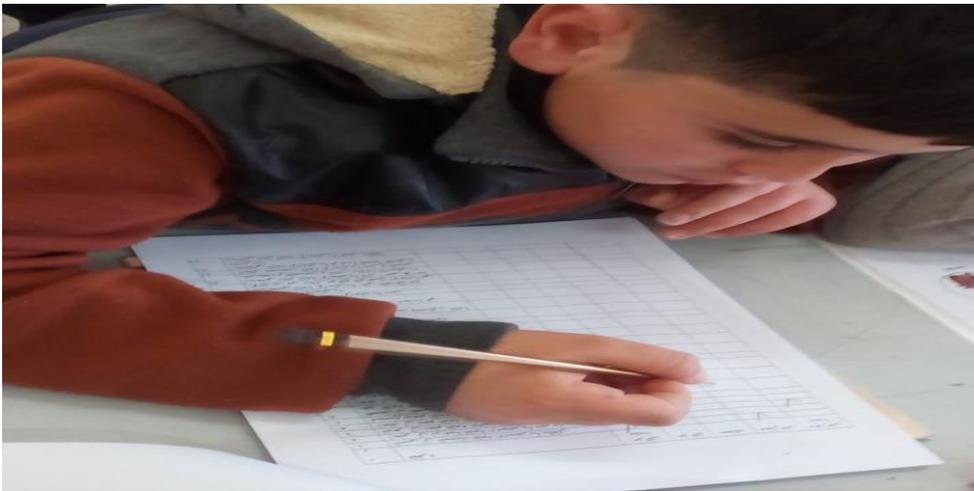
طارق علاونة
مدير التربية والتعليم العالي

دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم العالي/جنين

١.٤.٢٠١٨
ع

Appendix (10)







أثر استخدام الدراما في مهارة المحادثة لدى طلبة الصف السادس واتجاهاتهم نحو اللغة الانجليزية كلغة أجنبية في منطقة جنين

إعداد : معتر عبد الجبار شاكر قبها

إشراف الدكتور: جمال صبحي إسماعيل نافع

الملخص

هدفت الدراسة توضيح أثر استخدام الدراما في مهارة المحادثة لدى طلبة الصف السادس واتجاهاتهم نحو اللغة الانجليزية كلغة أجنبية في منطقة جنين ، تم تطبيق الدراسة على عينة قصدية من طلبة الصف السادس في المدارس الحكومية في منطقة جنين خلال العام الدراسي 2019-2020. تضمنت عينة الدراسة 93 تلميذ منهم 51 ذكر و 42 أنثى من مدرسة ذكور فقوعة الثانوية ومدرسة بنات فقوعة الثانوية. وقد تم تعيين الطلبة في مجموعات تجريبية وضابطة بحيث تم تدريس المجموعتين التجريبيتين باستخدام الدراما، بينما المجموعات الضابطة تم تدريسها بالطريقة الاعتيادية.

أعد الباحث اختبارا شفويا لقياس مهارة المحادثة لدى الطلبة واستبانته لقياس اتجاهاتهم نحو اللغة الانجليزية كلغة أجنبية. وتم التأكد من صدقهما وثباتهما. وقد بلغت نسبة الثبات 0.75 للاستبانة و0.8 للاختبار. استمر تطبيق التجربة لمدة 5 أسابيع. تم تطبيق اختبار روبرك لقياس مهارة المحادثة لدى الطلبة وتم توزيع الاستبانة لقياس اتجاهاتهم نحو اللغة الانجليزية كلغة أجنبية ومن ثم تم جمع البيانات ومعالجتها و جاءت النتائج على النحو الآتي:

توجد فروق ذات دلالة إحصائية في مهارة المحادثة لدى طلبة الصف السادس الأساسي تعزى للجنس ولصالح الإناث. إضافة لذلك، أظهرت نتائج الدراسة انه يوجد فروق ذات دلالة إحصائية في اتجاهات الطلبة نحو اللغة الانجليزية كلغة أجنبية تعزى لطريقة التدريس ولصالح المجموعة التجريبية. بناء على نتائج الدراسة الحالية أوصى الباحث بضرورة تطبيق إستراتيجية الدراما في تدريس مهارات المحادثة وذلك للحصول على نتائج أفضل، كما أوصى بضرورة توفير برامج تدريبية للمعلمين لتدريبهم على استخدام إستراتيجية الدراما. إضافة لذلك أوصى الباحث إلى ضرورة إجراء دراسات أخرى بمتغيرات ومواضيع مختلفة .