

**An-Najah National University
Faculty of Graduate Studies**

**The Effect of Drama on Enhancing Students'
Critical Thinking Skills and their Achievement
from the Students' and Teachers' of English
Perspectives in Salfet Directorate**

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English Language, Faculty of Graduate Studies, An-Najah
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This thesis was defended successfully on 21/3/2018, and approved by

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Dedication

***To my mother Subhiya who nourishes my way in life and offers
invaluable wisdom and advice***

To my father Jum'a who sacrifices his life to lighten my route

To my wife who has been my largest source of inspiration

To my sons Laith and Mahmoud, and my daughter Laila

***To my parents-in- law Ziad and his wife Roze for their endless support
and care that they gave to me during my period of study***

***To my brothers, sisters, uncles, nieces, nephews, friends, cousins and
colleagues***

To the Palestinian martyrs

To my brother's soul Hamza

To anyone who reads and appreciates this thesis,

I dedicate this work.

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الإقرار

أنا الموقع أدناه، مقدم الرسالة التي تحمل العنوان:

The Effect of Drama on Enhancing Students' Critical Thinking Skills and their Achievement from the Students' and Teachers' of English Perspectives in Salfet Directorate

أثر الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر كل من معلمي اللغة الانجليزية والطلبة في محافظة سلفيت

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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name:

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Abstract

This study sought to investigate the effect of drama on enhancing students' critical thinking skills and their achievement from the students' and teachers' of English perspectives at Salfet schools through a quasi-experimental study. The study examined the effect of drama on the following variables: (gender, qualification, years of experience, training sessions and specialization) from teachers' of English perspectives. The researcher used three tools which were: (62) classroom observations applied on 10th graders at Bidya Secondary Boys' and Girls' Schools which lasted for 4 weeks, interviews on 8 teachers and 16 students from Salfet schools and 25 questionnaires distributed randomly during the first semester of the academic year 2017/2018. After analyzing the collected data by using means, T- test and one way ANOVA, the researcher found that the outcomes of the classroom observations were in harmony with the outcomes of the interviews and the questionnaire which meant that teachers and students had the willing toward using drama at schools. The researcher also concluded that the findings of the questionnaire and the interview demonstrated that teachers' gender and specialization affected their attitude positively toward using drama whereas teachers' years of experience and training sessions affected their attitude toward using drama in favor of 4-6

session and 5-10 experience years respectively. The questionnaires' results revealed that the total degree of the effect of teaching drama on enhancing 10th students' critical thinking skills was (4.36) which suggested students' willingness to learn dramatic activities. As for the findings of classroom observation they were as the following: the longer time students know about drama the more they interact with the dramatic activities.

The outcomes of the independent variables were as the following: there were no statistical significant differences at ($\alpha=0.05$) of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variables of qualification, specialisation and gender. On the other hand, there were statistically significant differences at ($\alpha=0.05$) for training sessions which were (0.642) and years of experience which were (0.678). The findings of the study demonstrated that the majority of students and teachers of English had the willingness to use drama. Accordingly, the researcher advises teachers to use dramatic activities in order to develop critical thinking skills as one of the means that builds up students' personality, remove their shyness and their ability to interact with daily life situations. In a similar way, the researcher recommended the curriculum designers in the Ministry of Education to focus more on drama in learning in the English curricula for all levels. Another recommendation was that researchers are advised to make similar studies that seek to study the effect of using drama on enhancing students' critical thinking skills and their achievement.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background

1.3 Statement of the Problem

1.4 Objectives of the Study

1.5 Questions of the Study

1.6 Significance of the Study

1.7 Limitations of the Study

1.8 Definition of Terms

1.9 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Taylor (2010) emphasized that drama is one of the most important subjects in the recent decade. It is a window that not only allows its audience to look into the cultural values of the people but also allows for reflecting a social life in which the reader can extract and determine the culture and the way of living in any society. Actually, drama in learning is a means of self-expression by which students play the role of the actors and the audience, so students learn by the resolutions and choices they make during their development. Teachers of English language have chances to change the context into imagined one so as to form dramatic actions. Drama also helps students create interpersonal skills and builds up cooperation between students. Students can act the role of leadership when they plan certain activities in creative dramatics. They can feel empathy when acting about different cultural values because they see people from different point of view.

Anderson (2012) also stated that drama helps students to employ vocabularies from different angles, explore ideas, reinforces critical thinking and self-confident. Creative dramatics encourage students to go to school because it creates positive attitudes toward it. Students' absence from school may decrease as the teacher encourages them to engage in. Students' comprehension would improve when the teacher uses dramatic techniques such as dialogue, they also understand the content of the text

very well and their listening skill will improve, too. Therefore, the researcher's motivation to conduct this study came from the need to investigate the effect of drama on enhancing students' critical thinking skills and their achievement. The researcher observed that drama equips students in a good stage for exploring practical areas of the English language context. Therefore, it gives students the opportunity to develop their communicative critical skills in real life situations. By using drama in the classroom, teachers can encourage students to interact effectively. There is little information found on how to effectively teach drama in critical thinking skills, and previous research does not specify what makes these skills improve or which skills students need to improve.

This research served a model for teachers and learners on how to identify, teach, and employ critical thinking skills in teaching drama. So, it introduced an accessible way for teachers to further more research to suit their own classrooms and be used to develop critical thinking skills in teaching drama for students. Actually, there was a goal to start more research about critical thinking skills in teaching English as foreign language (TEFL) on students to teach them drama at schools in an effective way. This study examines the relationship between critical thinking skills and the use of drama in learning. The researcher focused his study on the use of open-ended tasks, real-world or authentic problem contexts. In the modern time, there has been a trend toward identifying drama in learning to enhance critical thinking skills as one of several learning and creative skills

which are vital to prepare students for future education and the workforce. (Isil, 2013)

1.2 Theoretical Background

1.2.1 What is the Importance of Drama in Learning?

Fleming (2011) assured that drama in learning is a communicative strategy that depends on using various types of activities such as role-play, games and songs that depend totally on a speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. Drama in learning could shift from TTT (teacher talking time) to STT (student talking time) inside and outside the classroom because this increases the amount of pupils' production. It is the most effective way to practise speaking skills by the use of pair or group work. In large classes, it is one of the ways to ensure that the pupils have adequate speaking practice. Role play is regarded as one of the most essential area in drama. For a short period of time, in role-play; for example, students can be anyone they like. For instance, they perform the role of a teacher, an actor, a doctor, a carpenter, a plumber, a president, or even a millionaire. Students were able to choose for and against debates can be used inside or outside the class, so students can be divided into groups who were expressing their own opinions freely and those who were against the topic. Imaginary situations can be motivated and practiced through a role-play; for example, at the mall, at the clinic, at the bus station, at the restaurant, at the airport looking for lost

properties were all helpful to be communicated via role-play. Obviously, good classroom management is the key to role play since different types of students have the chance to practise language effectively. The pupils must be familiar with the instructions of role play so as to achieve their role in a dramatic way.

1.2.2 How can Drama in Learning Enhance Critical Thinking Skills?

Chalmers (2007) stated that drama encourages creative learning and leads students to develop dramatic work with confidence and enthusiasm as they understand cultural values behind each work. Critical thinking skills provide students a chance of progress in many areas such as: personal and social learning, performance skills and conceptual knowledge and understanding. Drama in learning enhances students' imagination, power of deep thinking, contributes widely to group discussion and cooperation, and participates in problem solving and decision-making without shyness. More importantly, drama gives students an opportunity to inquire more, sought evidence of progress in the producing work, created a challenging atmosphere to think about certain issues and applies problem-solving from different perspectives and develops cognitive skills. In addition, critical thinking enhances students to gain new attitudes to become more flexible, sensitive and open -minded.

1.2.3 What can Drama Enhance in Teachers of English?

Su Jeong (2009) found that drama in teaching gives teachers of English sustain feedback to the learning outcomes. As students are taking

their role, the teacher of English should always go round the class to make sure that they are doing the activity in the right order, and that they are speaking in English. Meanwhile, students will inevitably make some mistakes, but the teacher has to avoid interrupting them. So, allow them to practise more and make some corrections later. Actually, when teaching new words the teacher should avoid translating them into Arabic by using pictures, drawings, photographs, real things, a gesture or the context itself. Throughout dramatic activities such as role play aims to develop independent language learning. It is vital for students to have an active part in the class and in the learning process. Teachers can explain grammar implicitly by having grammatical sentences by adopting many steps: first students are given example sentences using the grammar point. Then they are guided through a series of sentences that talk about the structure and the meaning of the grammar point. One student shows two options for each blank to his classmates, and then a student has to make the right choice, for instance. The teacher of English should have a creative personality, be imaginative by having the ability to write an enjoyable and easy theatrical text, have the modern knowledge in writing dramatic text and respect students' point of view.

1.2.4 What are the Benefits of Drama in Learning?

Keshta (2000) stated that drama in learning encourages students to learn and use new vocabulary in different speaking activities. They have great chance to talk about different activities such as journeys, narrating a

story, creating a puzzle, talking about interests, expressing possibility, ability, necessity, suggesting, requesting, offering and describe daily life events. Moreover, they describe work routines such as asking about past events and narrating a story. Other benefits of role play are that students are encouraged to work out the meaning of new words from the context. This helps them to develop the essential skill of guessing meaning, as well as encouraging the pupils to become independent learners. Also, students rely less on the teacher.

1.2.5 What is the Effect of Drama in Education?

Costello (2006) clarified that learning happens when tasks are engaging and unforgettable. One of the reasons is attributed to role play. This activity entertains and motivates students. By student's interaction outside the classroom, role play makes students realize that there are relationships between people's behavior and the outcomes of daily life activities. It also enables students to explore their values and appreciate the outcomes of their values related to actions. Therefore, role play not only enables students to identify options and solutions but also manages conflict and lets them practice language in English – speaking countries. The study stated that students sometimes feel bored when teachers use the same dramatic activities.

1.2.6 Why is it Beneficial to Use Dramatic Activities?

Isil (2013), Bolton (2003) and Lazar (1993) concluded that drama in education enriches student's abilities to express inner feelings, gives the

chance to experience various real life situations, helps students to remove depression, harmful emotions and discovers their talents so that they develop their personality. Besides, it enriches the language of the individual by eliminating speech problems and changing the behavior. It also develops imagination, creativity, love of knowledge and simplifies the curriculum by presenting it in amusing ways. They emphasise that drama makes educational subjects attractive to students and easy to understand which allows them to follow the events in front of their classmates. Of course, this satisfies their needs and tendencies. It is also both a mean to help them develop their personality from all aspects of life. It attracts students' attention by making it more accessible. Students apply drama as soon as they perceive teachers' instruction no matter of how long the task takes time. Students' motivation comes from their interest in the material without considering time.

1.2.7 What are the Objectives of Drama Games?

Mangan (2013) demonstrated that drama develops the sense in students especially in terms of mental aspects such as remembering, thinking creativity and their intelligence. Second, it stimulates motivation and reactivates the learners' continuous stimuli. Third, it gets rid of the controls of educational laws that sometimes hinder the educational process. Fourth, it develops the social spirits for students throughout team work. The fifth aim is that drama creates the spirit of free and effective competition among students outside and inside the school. The last one is

that it reduces disorder among the learners by excessive activities and directs them towards positive attitudes. Drama in learning is used as a teaching tool to build students' skills and enhance their understanding. If the activity is best chosen, the learners had a creative attitude, dialogue and analysis of the dramatic situation. Obviously, drama takes into consideration the individual differences between the learners. There is no way to implement the method of drama as time goes on. However, every teacher uses drama in teaching different materials in order to create a generation capable of taking responsibility and develop their own personality.

1.2.8 What are the Values and Principles for Effective Teaching of Drama in Learning?

Lazar (1993) observed that role playing can be used for different ages. It achieves some of the main principles of the teaching-learning process such as involvement and intrinsic motivation. If a skillful teacher related situations to students' needs and interests, there would be more interaction. It also depends on the philosophy of communicating ideas between students. If that philosophy is exact, students share their ideas. Preparation is one of the helpful structure for role playing in terms of defining the problem, creating readiness for the roles, establishing the situation and warming up.

Mangan (2013) emphasised the idea of Lazar in the previous paragraph by stating that dramatic activities showed the situation in a clear

way so students realize the cross-cultural problem. In role play, the discussion situation relies upon students' involvement according to their cultural understanding. Main questions may be asked by the leader. All members of the group should participate, and the responses of the role players may be effective according to subject assigned; meanwhile students have to give different solutions according to their interests in the subject. Evaluation should be applied on the group according to their levels by certain rubrics. Throughout the whole process, it is vital to deal with certain problems which appear in role playing situations. The backward silent students are to be encouraged to share their ideas and opinions.

Edmiston (2014) explained that dramatic activities provide opportunities for pupils to engage in meaningful and authentic activities in English. They let them practise and extend their abilities in the key skills of listening, speaking, reading and writing. In role play, the teacher could integrate the four skills of reading, writing, speaking and listening throughout the lesson, but there is an emphasis on particular skills area in each period. So, the researcher believed that choosing certain topics can develop and expand the pupils' abilities according to their age. To measure students' achievements, teachers should use standard rubrics because this makes it easier for the teachers to recognize the purpose of each activity.

1.2.9 Dramatic Procedures of the Role Play

Edmiston (2014) mentioned three dramatic procedures teachers should follow when they teach role play. The first one: students have to be

prepared how to act role-play by introducing a certain artificial or natural problem, situation or occasion that represents some aspect of reality. Then, teachers provide clear instructions by choosing volunteers in front of the class in pairs or small groups, so every student knows his role, or in small groups with role-players and audience. It is a good idea to give students a model example in the role-play. Finally, teachers introduce each student's role. Teachers have to encourage students to write their own role-plays and responses on scripts, and then allow them to read their written responses in front of the class because this creates confidence. It is advised to start with graded topics, and then more developed and advanced ones. However, teachers of English should consider that some students feel afraid of taking their role at first or may feel shy. They have to reduce the level of distraction or difficulty so that students may become immediately involved with intended concepts.

Bolton (2003) stressed that a dramatic activity enables students to develop their skills such as self-confidence, cooperation, creativity, enquiry, leadership, communication, and negotiation. Most importantly, drama activities are fun that makes learning both enjoyable and memorable. It is perfect for cross-curricular learning. It is an appreciated tool for use in many subject fields. Especially, drama develops many skills when it supports speaking, writing, reading and listening and also expands and enriches vocabulary. Students are encouraged to understand and express their opinions freely. Varying dramatic activity motivates students to write for a range of purposes.

Maley, Duff and Crumbler (2005) concluded in their study that the most efficient and encouraging techniques were to teach students drama by giving different strategies. Each strategy involved different levels of student participation. Such activities included songs, role play and acting. It also explored the benefits of using drama in teaching at schools. Moreover, there were many effective strategies that guided teachers to adopt like Socratic Method. This strategy formed the core of creative thinking. It facilitated exploration of issues and ideas because it developed students' critical thinking skills.

Raba'a and Tani (2014) explained in their study that a story grammar helped students feel confident about questioning anything including their own ideas and beliefs. Drama in teaching assisted students to acquire meaningful, fluent interaction in the target language and created a sense of confidence for students because they were urged to explore complex ideas, got to the truth of things, opened up issues and problems, uncovered assumptions, analyzed concepts, distinguished what they know from what they did not know and followed out logical implications of thought.

However, James (2016) stated that there was lack of research about the effect of drama on enhancing students' critical thinking skills. Therefore, he recommended teachers to explore how to effectively teach drama and assess critical thinking skills. Teachers and learners were hesitant to use drama techniques because they had lack of information on what drama in language classes looked like and how it could be achieved

during lessons. Overlooking the usage of drama, students failed to communicate effectively in their daily life. He concluded that drama stemmed its importance from many purposes: first, to explore the effective teaching strategies in enhancing drama in teaching. Secondly, to investigate how drama in teaching can inspire students' critical thinking skills.

The researcher's study provided information on the importance of teaching drama regarding argumentative and analytical questions. It helped teachers as well as counselors to let them know the impact of drama on enhancing students' critical thinking skills and achievement. Drama is a particular genre of situational context by which students have the willing to communicate and contextualize the situations which leads to considerable needs of flexibility and fluency. It gave an opportunity for students to express themselves freely and acquired meaningful interaction in the target language. Moreover, learners knew new vocabulary and structure, developed their imagination and creativity and it improved a sense of confidence. Basically, the teacher took a less role in the class and led students to explore the language tasks. Thus, the student was the center of the activity and the art of drama should be used in every classroom because it brought a lot of benefits to the teaching process.

1.3 Statement of the Problem

According to the researcher's experience in teaching English, he observed that most students do not participate in class. They have lack in vocabulary, self-confidence, the art of questioning, problem solving,

cultural misunderstanding, thinking creatively and many other psychological cases such as shyness and hesitation. Therefore, in an attempt to help them solve these problems, the researcher constructed this study.

1.4 Objectives of the Study

This study tried to investigate the effect of drama on enhancing students' critical thinking skills and their achievement from students' and teachers' of the English language perspectives.

1.5 Questions of the Study

This study was constructed to determine the effect of drama on enhancing students' critical thinking and their achievement. For this purpose, the researcher had sought to answer the following questions:

1. What is the effect of drama in enhancing students' critical thinking skills and their achievement from students' and teachers' of the English language perspectives?
2. Are there any statistical significant differences at ($\alpha=0.05$) level about the use of teaching drama on enhancing students' critical thinking skills and their achievement from the students' and teachers' of the English language perspectives in Salfet Directorate attributed to the variables of gender, qualification, years of experience, training sessions and specialization?

1.6 Significance of the Study

This study stemmed its importance from the following points: first, drama in teaching inspired students' critical thinking skills by linking it with students' and teachers' critical thinking skills and achievement. Second, it would be an interesting idea to teach students by using drama so that their achievements would be noticeably improved. This study encourages teachers of English, curriculum designers, ministry of education and parents to use drama as a teaching technique to students.

1.7 Limitations of the Study

The study considered these limitations:

1. **Locative limitation:** Secondary Boys' and Girls' Schools at Salfeet district.
2. **Temporal limitation:** This study was carried out in the scholastic year 2017-2018.
3. **Human limitation:** The population of the study consisted of tenth male and female public school graders at Salfeet district.
4. **Topical limitation:** To enhance the effect of teaching drama on students' critical thinking skills and their achievement from the perspective of students' and teachers' of English.

1.8 Definition of Terms

In order to facilitate the understanding of terms used in this study the following theoretical and operational definitions were given:

Critical Thinking Skill: A mental process in which a learner interacts with the encountered experiences in order to have the ability to think outside the box and see if the context makes sense before accepting it as truth (Facione, 2000).

The Operational Definition: An individual skill by which the student is able to analyze, evaluate, create and think about the situational problem so that he has the ability to find certain solutions for it. The student interacts with a particular problem so that he can discover new solutions and reach to new understanding that is useful to him/her or to the community in which he lives.

Drama: According to the study it is an activity practiced by students after reformulating the text in a representative manner under the supervision of the teacher of English so that students feel relaxed and the boredom atmosphere can be reduced inside the classroom.

The Operational Definition: one of the major forms of literature which comes from the Greek meaning “to act, do or perform”. Thus, it is an imitation of life.

Educational Drama: A teaching method used to help learners reach knowledge, concepts, values and skills (educational experience) through

the use of drama and its various forms in order to combine subjects together in an interesting and thoughtful way.(Morris, 2001)

The Operational Definition: The activity introduced inside the classroom that depends on the student's ability to achieve the educational goal during the lesson by making an interesting and attractive way in learning

Student's Achievement: The amount of academic content a student learns in a determined amount of time. (Byer, 2002)

The Operational Definition: The desire to achieve educational goals focused on the effort of the individual to gain certain task, enhance certain concepts, overcome obstacles and have pride.

1.9 Summary

This chapter provided a general overview of the thesis. In fact, it gave an explanation on the effect of drama in enhancing students' critical thinking and achievement, the importance of using drama in teaching, the benefits of drama in teaching, a statement of the research problem, purpose, questions, significance and limitation of the study. Finally, key terms were defined in the research.

Chapter Two

Review of Related Literature

2.1 Literature Review

2.2 Elements of Teaching Drama in Learning

2.3 The Importance of the Palestinian School Drama

2.4 The Stage of Practical Application of the Dramatic Activity

2.5 The Importance Usage of Drama Technique in Learning

2.6 Studies that are Related to Drama

2.7 Studies that Connect Drama with Critical Thinking and Achievement

2.8 Summary

Chapter Two

Review of Related Literature

2.1 Literature Review

Introduction

This chapter sought relevant literature review which dealt with the effect of drama on enhancing students' critical thinking skills and their achievement. These studies show that drama has positive effect on students' development of communicative, social, emphatic, cultural and critical thinking skills no matter of students' level. Previous studies emphasized the importance of using drama in learning as the main pillar to develop students' critical thinking skills and achievement. As a strategy, drama in learning shifts from a teacher- centered approach to a student- centered one where students are able to meet their learning needs, and so they are the center of learning process. Drama is a communicative teaching strategy that helps learners to think out of the box and have the ability of self-discovery. Meanwhile, this chapter investigated studies that are related to the effect of drama on enhancing students' critical thinking skills and their achievement.(Gomez,2010)

2.2 Elements of Teaching Drama in Learning

Wessel (1998) stated the most important factors of teaching drama in learning:

1. The teacher: Plays his role as a teacher of the material and at the same time played the role of the director. After all, he has to take enough courses in order to conduct dramatic strategies. He also has to know how to facilitate and guide the task. He has to be a lover of students as well as to his work, raise the spirit of cooperation between students, engage them in various ways, understand their views and evaluate the drama activity with students by raising questions.
2. The student: Became a positive participant focusing on the educational process. They should not feel bored when acting dramatic activities.
3. The educational material which was the collection of facts and ideas related and integrated with each other in a way that facilitates the activity. It enhances tendency and value on the students. However, the material should be transformed into a dramatic activity such as dialogues, role playing and songs.
4. The teaching environment: An environment in which students spend most of the time by preparing and processing a dramatic activity.

The researcher believed that students were one of the most important elements of teaching drama because they were the participants in performing the dramatic activity effectively.

2.3 The Importance of the Palestinian School Drama

Nowadays, according to Norah and Juliana (2012) Palestinian schools tend to use drama more than in the past years because it contributes

in developing students' cultural knowledge and enriches their social competence and abilities. As a result, students' critical thinking skills and social communication would increase. Drama is a strong pillar of education at school. It is also an important part of cultural activity which aims to develop necessary priorities for future generation. This gives students the opportunity to express their views without hesitation and it strengthens their personality in different experiences.

2.4 The Stage of Practical Application of Dramatic Activity

Juliana (2012) stated that there are many stages of practical application of dramatic activity which are summed as the following: the first point is to prepare and activate students for the representation process to one of the appropriate way with the nature of goals, the content of the lesson and the nature of their role and what the teacher is going to do at the beginning of training activity to perform some simple acting activities in front of them. The second point is to present the lesson theme and distribute the roles to students by giving the opportunity for students to choose their roles they tend to perform. The third stage is to prepare the place for presentation. The fourth step is to give certain instructions to students and viewers after making sure that each student has known when to start and when to end his acting role so as not to cause chaos and confusion among students. While the fifth stage is the representation act stage: the actors should be aware of having known the dialogues and the tone of voice that expresses the feelings and shown their facial expressions

and appropriate body movement. The final step is the evaluation process which should proceed in a sequential and parallel manner to all steps of the drama activity.

2.5 The Usage of Drama

Judith (2002) explained that drama increases the awareness of students' interest in the chosen topic. It also enhances communication and interpersonal skills. Drama in teaching helps individuals to accept mutual feelings and confidence. Thus, teachers get direct feedback about the students' understanding and ability to apply the concepts in the text. It develops competence as well as it is used for a large number of titles such as making interviews, making personal relationships and group work. In brief, it reduces boredom and increases students' motivation. Throughout teaching role play technique, it gives students large amount of English words, gives more complex key grammatical structures and extended students' abilities in the key skills of listening, speaking, reading and writing.

According to Isil (2013), he explained that using drama is worth in all subjects mainly languages; therefore, teaching drama enriches effective critical thinking. The researcher examined the practical way of teaching drama and its effect on critical thinking skills. Drama helps to develop students' imagination no matter of teachers' field of study. Once students visit the worlds of stories, they learn to question the world. In addition, it gives students the chance to explore, argue and cope with difficult

situations and to express their feelings in a communicative environment. It also enables them to explore their cultural values in different periods that are the present, the past and the future. Moreover, it urges them to think and act creatively. Through drama, students are encouraged to take responsible roles and make choices. Therefore, students' engagement in the learning process becomes the basic objective of recent approaches that focuses on student-centered class.

Rab'a (2017) emphasised that open-ended questions encourage students to communicate and think critically. He recommended teachers to follow Think, Pair and Share approach as it breaks usual classroom routines.

One of the leading writers who has a unique experience in teaching drama are McCaslin (1996) and Judith (2002). They explained in their studies that drama improves students' achievement by teaching different types of activities and adopting various types of dramatic styles such as role play and songs. McCaslin recommended teachers as well as students to concentrate on such styles because they bring many benefits for developing students' awareness and managing their behavior inside and outside the classroom. Meanwhile, practicing such activities encourage students' willingness to share their own ideas, have more chances to develop creative thinking, develop their tendency to cooperation when communicating situations, build their social as well as cultural awareness and relieve the pressure of learning the language as a second one. More importantly, drama

trains students' speech and helps visual and aural learners to learn new words and contextualize them in various situations. This makes students enjoy the learning activity more, participate in their knowledge, learned from others and have leadership. Judith concluded in his book that teaching drama develops students' leadership toward using language listening skills in the real life fields, decreases their shyness and replaces students' perception of using the language from negative to positive. However, it does not end with the above mentioned benefits. It helps drama learners to build confidence, self-esteem and self-respect for the others and it enhances students in getting involved in the intended work.

Neil(2012) clarified that through drama teachers encourage students to practise certain games which affect their awareness of time and concentration. Not only that but also develop students' confidence, cooperation, motivation, thinking from different corners, willingness to participate, breaking routines, challenging and creating communicative act of speech. In fact, games motivate students to express their own ideas, speak fluently without hesitation and build up communicative contexts.

2.6 Studies Related to Drama

Raba'a (2014) investigated using games to promote students' motivation towards learning English and concluded that games have positive effect because they enrich students' vocabulary, provide interest and joy, increase students' motivation and achievement. He recommended that the most perceived elements in the process of teaching learners are

games. Moreover, using games increase students' level of understanding in terms of the four skills: reading, listening, speaking and writing. Finally, playing games as one genre of drama have positive effects on developing students' speaking skill.

Mattevi (2005), Campbell (2008), Ozdemir and Cakmak (2008) concluded that drama approves its efficiency on developing creative thinking. They stated that drama has action and dialogue by which it motivates students to express their interests. The effective use of drama in the language classroom lets the teacher introduce the subject in an active and communicative way. Drama addresses the four skills of language learning (speaking, listening, writing and reading), and it also makes use of and facilitates the study of some ignored areas of language such as pronunciation and body language. Accordingly, the researchers stated that drama enables students, in all levels of education to develop their intellectual skills such as creativity, problem solving and communication. Besides, it gives individuals the chance for self-actualization, group work and sharing their responsibilities.

Furthermore, Campbell (2008), Barreto (2014), Gomez (2010), Baraldi (2009), Uddin (2009), Ntelioglou (2006), Culham (2003) and Gaudart (1990) prove the effectiveness of using drama on students' achievement. They assure that drama has strong effect in foreign language teaching and learning. They agree that drama is one of the most important methods that provide much more involvement for both teachers and students in the learning process.

Moreover, using drama inside classes has many advantages. Cunico (2005) and Gasparro and Falletta (1994) emphasised that drama enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Drama also gives opportunities to explore the foreign culture as well as situations and emotions which are hardly seen in textbook dialogues and material.

Besides, Raba'a and Nazzal (2010), Kao, Dunn and Stinson (2011), Burke and O'Sullivan (2002) have the same idea that short stories and games make students feel relax and practise pronunciation. They investigate the benefits of using simple drama activities outside the classrooms. They introduce language as an essential and authentic way of communication. Students love drama because this minimizes their shyness. Games promote students' English learning. They have great effects on students' attitude toward learning English not only for fun but also inspire them to creative thinking, critical thinking and collaborative work.

2.7 Studies that Connected Drama with Critical Thinking and Achievement

Raba'a and Nazzal (2010) examined the use of 'Grammar Story' and its performance as a strategy on third and fourth year university students. The outcomes of the study were as the following: firstly, G.S enhances student's knowledge about the other nations' culture and it enriches students' vocabulary and imagination. Secondly, G.S. helps students to improve their writing and creates their own stories; meanwhile, it decreases

their writing weakness. Thirdly, G.S. motivates students to be proud of their own work. Fourth, students develop their communicative competence, so that they can express themselves freely by using correct English. Finally, students gain performance inside the classroom as well as outside it in the real life situations. Therefore, students realize cross-cultural cases that lead them to understand utterances and compare them in similar situations.

Taskin (2013), Barreto (2014) investigated the effect of creative drama-based instruction on fifth graders' science achievements. In their quasi-experimental research, they studied language acquisition through the use of educational drama. The results showed that drama experience is meaningful by emphasizing a purpose, which requires problem-solving skills, along with various modes of language use. In addition, teaching drama in the classroom helps all students to develop their linguistic competence and proficiency.

In the same way, Ozdemir and Cakmak (2008) and Gomez (2010) demonstrated that drama enhances learners' challenge to focus on communicative situations. Their studies revealed that drama has positive impacts on students' development of communication skills, socialization levels and development of emotional intelligence regardless of the grade levels of students. They concluded also that drama enhances oral skills, including pronunciation and fluency and it is more effective to teach English through drama than traditional methods.

Besides, Edmiston (2014), Baraldi (2009) stressed that students in this classroom were highly engaged with the dramatic reading tasks precisely because such tasks were perceived by students as challenging and created authentic reasons to reread for deepening meaning. Dramatic inquiry displays an ongoing willingness to collaboratively face the intriguing and complex stories and rich, rhythmic and figurative language. Dramatic reading events not only value students' creativity or embody playful engagements with learning, but also estimate other forms of higher order thinking of students.

In addition, Edmiston (2014), Bolton, (2003), James, (2016), Tamim, and Zhang (2008) pointed out that teachers should use drama. As a result, they have to know how knowledge is created in the field, how it is ordered and how it is combined to other areas. Such knowledge exposes students to critical thinking, analyzing, applying, and evaluating what they read and hear. They add that teachers need more training sessions so as to be able to teach dramatic activities in creative way.

Similarly, in the area of drama reflection, Paul and Elder (2002), Siegel (1990), Lipman (2003), Moss and Koziol (1991), Paul and Elder (2007), Paul, Abrami and Elder (2008) concluded that learning to think is the key purpose of education. To put it simply, the ability to think critically and to reason well has been considered as a vital outcome of education. They also found that students who practice drama have the ability to argue.

Additionally, Gelman and Markman (2013), Bailin (2010), Kuhn (2004), and Silva (2008) found that teaching drama leads to critical thinking at the primary grade levels. They concluded that drama in teaching inspires students to respect others during discussion, to be open-minded and use cognitive strategies, such as asking when something is unclear. They recommended using tests of mixed item format such as multiple-choice and open-ended questions.

Mangan (2013), Geoghegan (1994) explored the relationship between communication skills and drama. They concluded that by using dramatic activities, students learn how to communicate their own opinions and how to cooperate with each other to explain their cultural background. They stated that teachers need to be trained but the time of training session is not vital because teachers were already well qualified.

Albert, Smith and Herring (1994), Courtney (1989), Crumpler (2005) studied learning by doing which contributes widely to enhance drama in learning and students' achievement. The researchers found that the majority of students who work in the group activities are able to involve in the society as well as appreciating their own work. They interact and work together to achieve a common purpose. The researchers stressed that dramatic situations enhance students' communication skills and critical thinking. Teachers whether they are specialized in the field of literature or methods showed that all students are involved in learning as they can express their opinions, increase self-esteem and feel better about

themselves. However, McCaslin (1996) believed that although creative drama has its importance on enhancing students' critical thinking skills, it should not be used as the only way in developing school curricula. In her opinion, drama in learning may not improve the knowledge of students and their competence on the actual subjects. She also assured that teachers' academic field whether literature or method do not have great impact on teachers' ability because they already master teaching strategies at university.

Prensky, Quinn, Neal and Dorothy (2011) found out that teaching throughout games encourage students to be active participants. More importantly, students tend to engage in the learning process and feel less stressed. Moreover, games play a vital role as a form of fun and joy. Not only do games play a basic role in achieving communicative learning fields but also have a challenging task that need to plan graded learning environment. They stressed that teachers have the willingness to teach drama no matter of their years of experience and their study field. The researchers observed that such learning games inspire students to create model ones and share them with their peers.

Based on the previous theoretical review, all the studies related to drama and its relationship with creative thinking skills and achievement revealed students' willingness toward learning. The researchers' study results and other researchers' and writers' results such as Wessel (1998), Judith(2002), Isil (2013), Rab'a (2017), McCaslin (1996), Neil(2012)

Mattevi (2005), Campbell (2008), Ozdemir and Cakmak (2008) Campbell (2008), Barreto (2014), Gomez (2010), Baraldi (2009), Uddin (2009), Ntelioglou (2006), Culham (2003), Gaudart (1990), Cunico (2005), Gasparro and Falletta (1994), Raba'a and Nazzal (2010), Kao, Dunn and Stinson (2011), Burke and O'Sullivan (2002), Raba'a and Nazzal (2010), Taskin (2013), Barreto (2014), Ozdemir and Cakmak (2008) Gomez (2010), Baraldi (2009), Edmiston (2014), Bolton, G. (2003), James, G. (2016), Tamim, and Zhang, (2008), Paul and Elder (2002), Siegel (1990), Lipman (2003) and Moss and Koziol (1991), Kenney (2013), Paul and Elder (2007) Paul, Abrami and Elder (2008) were in harmony. They showed that students and teachers were willing to learn through dramatic activities.

2.8 Summary

Briefly, a lot of research related to literature review investigated in this chapter which illustrated studies conducted by scholars and linguists of English as a foreign language (EFL) to clarify the impact of drama in learning on enhancing student's critical thinking skills and achievement by connected them with the researcher's current study. All the studies which were mentioned in this chapter overemphasized the effect of conducting drama on enhancing students' critical thinking skills and achievement. Some studies examined the great importance of using drama for learning inside and outside the classroom. Others concluded the importance usage of creative drama in learning to enrich students' inspiration and empower

their role in the field of future career. In addition to the previous studies mentioned in this chapter, it also discussed other related literature review to widen the researchers' point of view about the effect of teaching drama on enhancing students' critical thinking skills such as: the elements of teaching drama in learning, the importance of the Palestinian school drama, the stage of practical application of the dramatic activity, the importance usage of drama technique in learning and studies that connect drama with students' critical thinking skills and their ongoing achievement.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Research Methodology

3.3 Study Population and Sample

3.4 Instrumentation

3.5 Credibility

3.6 Reliability

3.7 Research Procedures

3.8 Statistical Processing

3.9 Study Variables

3.10 Statistical Analysis

3.11 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter deals with the study method, population and sample, in addition to the tool, credibility, reliability, variables, procedures and statistical processes. In order to achieve the study purposes, it was used surveying, descriptive and analytic method.

3.2 Research Methodology

The researcher followed a quasi- experimental study to achieve the main purpose of the study and to answer the research questions. This research was characterized by application of two research approaches divided into three tools.

The first tool was quantitative which was measured by means of the instrument of the questionnaire which was distributed on teachers of English. The second tool was qualitative. The information was collected by teacher's observation inside the class and an interview consisted of five open-ended questions.

3.3 Study Population and Sample

The study population consisted of all tenth graders from Bidya Secondary Boys' and Girls' Schools and English language teachers at Salfet Secondary schools in the academic year 2017-2018. The study sample consisted of (35) male and (37) female students from the tenth

grade who were observed by the researcher, (30) out of (35) male and female teachers of English who were randomly selected. The researcher interviewed (16) students and (8) teachers of English who were chosen randomly. Table (1) shows the number and distribution of teachers and their characteristics.

Table (1) Distribution of the Study Sample (Teachers)

Variable	Classification	Frequency	Percentage
Gender	Male	13	43.3
	Female	17	56.7
Qualification	B.A	24	80.0
	M.A	6	20.0
Experience	Less than 5 years	5	16.7
	5-10 years	10	33.3
	More than 10 years	15	50.0
Training sessions	1-3	13	43.3
	4-6	5	16.7
	More	12	40.0
Specialization	Literature	22	73.3
	Methods	8	26.7
Total		30	100.0

Table (1) showed the distribution of study sample according to the variable of respondent.

3.4 Instrumentation

In order to obtain sufficient information about the effect of teaching drama on enhancing students' critical thinking and achievement from the teachers' and students point of view, the researcher prepared three tools to collect data from both teachers of English and tenth grade students as follows:

A) A questionnaire

The questionnaire consisted of (25) items and an introductory paragraph which aimed to encourage the targeted individuals to respond frankly to the study questions. The researcher distributed it randomly on teachers of English at Salfeet schools. He constructed a 5-point Likert scale questionnaire to estimate the level of agreement with the items in the questionnaire:

- Very high = with means that range between 4 – 5.
- High = with means that range between 3.5– 3.99.
- Moderate with means that range between 3 – 3.49.
- Low = with means that range between 2.50 – 2.99.
- Very low = with means that range between 1.0- 2.49.

B) Classroom observation

The researcher designed a rubric based on the activities from student's book and extra reading from different resources in order to observe student's responses when teaching lessons by using drama and how it enhanced their critical thinking skills and achievement. The rubric consisted of (20) items. The researcher observed student's daily activities during the lesson which lasted for four weeks.

C) Interviews

The researcher interviewed (8) teachers of English from different schools at Salfeet Directorate and (16) students from Bidya Secondary Boys' and Girls' Schools who were all chosen randomly. The interview consisted of (5) open-ended questions in which teachers of English and students were asked to answer the questions about drama. The interviews were all conducted by the researcher who met each one separately at school. Each interview lasted for (25-35) minutes.

The scores of responses to each item were calculated according to a five-point Likert scale as the following:

1. Teachers' tool: The researcher adopted the Likert five level scales
 - Strongly agree 5 degrees, agree 4 degrees, undecided 3 degrees, disagree 2 degrees and strongly disagree 1 degree
2. Students' tool: (Classroom Observation) strongly agree=5 points, agree=4 points, undecided = 3, disagree = 2 points and strongly disagree = 1 point.

3.5 Credibility

In order to ensure that the content of the study tools were valid and appropriate, they were given to specialists at An-Najah National University who are experienced in English language. They suggested some recommendations and modifications. The researcher took them into consideration and made the necessary modifications accordingly.

3.6 Reliability

It was tested by using Chronapach Alpha formula. The following tables show the results.

Table (2) Results of Chronapach Alpha formula of the First Study Tool (Teachers' Questionnaire)

Questionnaire	Items	Chronapach Alpha
Teachers' tool	25	85.5

Table (2) revealed the result for the teachers' tool was (85.5). This result was acceptable for the purpose.

Table (3) Results of Chronapach Alpha Formula of the Second Study Tool (Classroom Observation)

Classroom observation	Items	Chronapach Alpha
First week	20	86.1
Second week	20	94.4
Third week	20	73.8
Fourth week	20	75.3
Total	20	90.8

Table 3 showed that the highest result was for the second week (94.4) while the lowest was for third week (73.8). The total result was (90.8). These results were acceptable for the study purposes.

3.7 Research Procedure

The researcher followed the following procedure to collect data for his study

- Consultation meetings were held with the research supervisor before the beginning of the research to put the guidelines and the instructions for

applying the research. The researcher and the supervisor agreed on the title.

- Obtaining agreement from the research supervisors and the Deanship of Graduate Studies at An-Najah National University to start the study.
- Identifying the research population and the study sample: all teachers of English and students from Bidya Secondary Boys' and Girls' schools at Salfit District.
- Taking agreement from the Ministry of Education in Palestine to distribute the questionnaires and to make the interviews with English teachers at Salfit District
- Distributing (30) questionnaires, conducting (62) classroom observations lasted for four weeks and interviewing separately (8) teachers of English and (16) students from Bidya Secondary Boys' and Girls' schools by asking them (5) open-ended questions.
- Statistically processing data by using the Statistical Package for Social Sciences (SPSS).

3.8 Statistical Processing

After gathering the responses, they have been codified, entered the computer and statically processed.

The statistical procedures used in the study were:

- Frequencies, means, standard deviations and percentages.

- Independent Sample t- test.
- One Way ANOVA test.
- Post Hoc (LSD) of Multiple Comparison test.
- Linear regression to test the relationship between weeks and improvement, and
- Chronapach Alpha formula.

3.9 Study Variables

The study consisted of the following variables:

The Independent Variables for the Teachers

These variables related to the respondents of the questionnaire

- 1) Gender variable which had two levels: a. Male b. Female.
- 2) Qualification variable that had three levels: a. B.A b. M.A c. Others
- 3) Experience variable which had three levels: a. 1-5 b. 6-10 c. More
- 4) Training session's variable which had three levels: a.1- 3 b. 4-6 c. More
- 5) Specialization variable which were divided into two levels:
 - a. English literature
 - b. Methods of teaching English

Independent Variables for the Students

These variables related to the respondents of the classroom observation and the interview

1. Gender variable with two categories: a. Male b. Female
2. Time variable which lasted for four weeks.

The Dependent Variables

They contained the study sample responses on the total degrees of the questionnaire, the interview and the classroom observation as follows:

1. The total score for the three instruments of the research: questionnaire, the interview and the classroom observation.
2. The degree of domains drama and the learners
3. The degree of the domain students' critical thinking skills and their achievement

3.10 Statistical Analysis

To treat the data, the (SPSS) Statistical Packages for Social Science have been used by these statistical treatments.

- 1- Using Independent T-test.
- 2- Using One Way ANOVA (Analysis of Variance).
- 3- Applying Cronbach alpha to find out the reliability of the questionnaire.

3.11 Summary

In this chapter the researcher determined the research methodology, study population and sample with accordance to study variables. Additionally, instrumentation, credibility, reliability, research methodology as well as statistical analysis were explained.

Chapter Four

Results of the study

4.1 Introduction

4.2 The Results of the Study

4.3 Results Related to the Second Question

4.4 Results of the Interview

4.5 Summary

Chapter Four

Results of the study

4.1 Introduction

This chapter presents the results of the study. These results are divided into three sections. The first part was related to the results of the major question of the study. The second part was connected with the results of the hypotheses of the study, while the third section was related to the results of the interviews.

This chapter introduces information that was analysed by using Statistical Package of Social Science (SPSS). The information was taken from the study instruments which were introduced as questionnaire, classroom observation and interviews.

4.2 Results of the Study

This study sought to investigate the effect of drama on enhancing students' critical thinking skills and their achievement from teachers' of English and students' perspectives. To achieve this goal, the researcher used three study tools which were (a questionnaire, an interview and classroom observations), the results were as follows:

4.2.1 Results Related to the First Question

" What is the the effect of teaching drama in enhancing students' critical thinking skills and achievement from students' and teachers' of the English perspectives?

Thirty male and female teachers answered the questionnaire items about the effect of teaching drama on enhancing 10th students' critical thinking skills as shown below in table (4).

Table (4) Means, Standard Deviations, Percentages and Estimation Level according to the Mean of the questionnaire

No.	No. in the questioner	Item	Mean	standard deviation	Percentage	Estimation Level
Do you think that drama.....?.						
1.	8	motivates students to learn new vocabularies	4.63	0.61	92.6	Very High
2.	7	makes learning experience funny	4.63	0.49	92.6	Very High
3.	23	flips classroom environment	4.60	0.62	92.0	Very High
4.	6	develops students' communicative skills	4.56	0.50	91.2	Very High
5.	10	shows the role of teachers as supporters	4.46	0.68	89.2	Very High
6.	22	is rich in skills that are useful for learners in the future job market	4.46	0.62	89.2	Very High
7.	13	develops students' imagination and creativity	4.46	0.68	89.2	Very High
8.	5	lets students' find solutions throughout the form of 'for' and 'against' debate	4.43	0.62	88.6	Very High
9.	1	builds reflective and independent thinking	4.43	0.50	88.6	Very High
10.	19	teaches cooperation, empathy for others and decision making skills	4.40	0.67	88.0	Very High
11.	21	provides self-esteem, management and responsibility	4.40	0.56	88.0	Very High
12.	20	promotes the exchange of knowledge and building confidence	4.40	0.56	88.0	Very High
13.	25	provides students self-awareness	4.36	0.71	87.2	Very High
14.	9	makes teachers more flexible	4.33	0.60	86.6	Very High

No.	No. in the questioner	Item	Mean	standard deviation	Percentage	Estimation Level
15.	14	Provides students with an opportunity for independent thinking	4.30	0.70	86.0	Very High
16.	18	helps students to interact positively with the subject	4.26	0.52	85.2	Very High
17.	17	develops students' linguistic competence by using role paly	4.26	0.78	85.2	Very High
18.	16	builds students' social awareness by using group work	4.26	0.63	85.2	Very High
19.	15	offers students a chance to be creative	4.26	0.52	85.2	Very High
20.	11	lets students explore the language activities	4.23	0.93	84.6	Very High
21.	2	enables students logical connections to share ideas	4.23	0.62	84.6	Very High
22.	4	reflects justification of students' own beliefs and values	4.20	0.61	84.0	Very High
23.	24	removes students' shyness.	4.20	0.80	84.0	Very High
24.	3	enables students to identify, construct and evaluate arguments	4.13	0.73	82.6	Very High
25.	12	enables students to create ideas for different situations	4.10	0.84	82.0	Very High
Total			4.36	0.44	87.2	Very High

Table (4) indicated that the total degree of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate was (4.36) which suggests a very high level of attitudes. The highest mean was given to the items "*Drama motivates students to learn new vocabularies*" and "*drama makes learning experience funny.*" which scored the same percentage (4.63). On the other hand, the lowest percentage was given to the item "*Drama*

enables students to create ideas for different situations" which scored (4.10).

4.2.2 Classroom observation

To answer the items of the rubric, means, standard deviations and estimation level (62) classroom observations were divided into four weeks. The first week had 15 observations, the second week (23), the third week (13) and the fourth week (11). The researcher constructed classroom observations in order to be sure the effect of teaching drama on enhancing 10th students' critical thinking skills from the students' and the teachers' of English perspectives in Salfet Directorate. The means were transformed to percentages according to the following scale:

- More than 80.0: Very High
- From 70-79.9: High.
- From 60-69.9: Medium
- From 50-59.9: Low
- Less than 50: Very Low.

The following tables show the study results according to the items of classroom observations:

Table (5): Means, Standard Deviations, Percentages and Estimation Level according to the Means of the First Week Observation

No.	No. in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think that by using drama learners.....?.						
1.	10	make use of information sources when directed by the teacher	4.53	0.51	90.6	Very High
2.	9	are motivated enough to do extra work in their own	4.53	0.51	90.5	Very High
3.	8	involve in active learning tasks	4.53	0.52	90.6	Very High
4.	5	remove their shyness in the classroom	4.53	0.51	90.6	Very High
5.	4	stay on task and complete assignments without being bored	4.53	0.51	90.6	Very High
6.	3	express excitement in classroom activities	4.53	0.51	90.6	Very High
7.	2	appear to be happy in the English language class	4.53	0.51	90.6	Very High
8.	17	interact positively with the subject	4.46	0.51	89.2	Very High
9.	6	respond seriously when they are asked	4.46	0.51	89.2	Very High
10.	1	participate actively in the classroom	4.46	0.63	89.2	Very High
11.	18	ask questions which reflect creativity	4.40	0.50	88.0	Very High
12.	7	display enthusiasm about English language topics	4.40	0.63	88.0	Very High
13.	16	share ideas	4.33	0.81	86.6	Very High
14.	19	develop their linguistic competence	4.20	0.56	84.0	Very High
15.	14	ask questions and volunteers give answers	4.06	0.96	81.2	Very High
16.	13	think differently	4.00	1.13	80.0	Very High
17.	20	eradicate mispronunciation	3.66	0.89	73.2	High
18.	11	act differently	3.53	1.50	70.6	High
19.	12	work independently	2.66	1.49	53.2	Low
20.	15	reach information independently	2.06	1.27	41.2	Very Low
Total degree of the first teachers' perspectives (First week observation)			4.12	0.41	82.4	Very High

As observed from table (5) it showed that the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate for the first week was very high (4.12) which suggested positive attitudes toward learning drama. The highest mean was given to the item "*Learners make use of information sources when directed by teachers*" which scored 4.53(). On the other hand, the lowest percentage was given to the item "*Learners reach information independently*" which scored (2.06).

Table (6): Means, Standard Deviations, Percentages and Estimation Level in Descending Order According to the Means of the Second Week Observation.

No.	No. in the questioner	Item	Mean	standard deviation	Percentage	Estimation Level
Do you think that by using drama learners.....?.						
1.	2	appear to be happy in the English language class	4.43	0.66	88.6	Very High
2.	10	make use of information sources when directed by teachers	4.43	0.58	88.6	Very High
3.	18	ask questions which reflect creativity	4.39	0.49	87.8	Very High
4.	17	interact positively with the subject	4.39	0.49	87.8	Very High
5.	8	involve in active learning tasks	4.34	0.64	86.8	Very High
6.	16	share ideas	4.30	0.70	86.0	Very High
7.	7	display enthusiasm about English language topics	4.30	0.70	86.0	Very High
8.	5	remove their shyness in the classroom	4.30	0.92	86.0	Very High
9.	4	stay on task and complete assignments without being bored	4.30	0.92	86.0	Very High
10.	6	respond seriously when they are asked	4.26	0.91	85.2	Very High
11.	2	are motivated enough to do extra work in their own	4.26	0.91	85.2	Very High
12.	9	display enthusiasm about English language topics	4.21	0.90	84.2	Very High
13.	1	participate actively in the classroom	4.17	0.93	83.4	Very High
14.	19	develop their linguistic competence	4.13	0.75	82.6	Very High
15.	14	ask questions and volunteers give answers	4.08	0.84	81.6	Very High
16.	11	act differently	4.08	0.84	81.6	Very High
17.	13	think differently	3.86	1.05	77.2	High
18.	20	eradicate their mispronunciation	3.82	0.77	76.4	High
19.	12	work independently	2.52	1.27	50.4	Low
20.	15	reach information independently	2.17	0.98	43.4	Very Low
Total degree of the first teachers' perspectives (Second week observation)			4.04	0.56	80.8	Very High

Table (6) revealed that learners in the second week appeared to be happy in the English language classroom which scored a high level (4.43). The total degree was (4.04) which suggested a very high level toward enhancing learners' attitudes toward learning drama. On the other hand, the lowest percentage was given to the item "*Learners reach information independently*" which scored (2.17) which meant that learners still needed to depend in a way or another on their teacher to determine them the material taught.

Table (7): Means, Standard Deviations, Percentages and Estimation Level in Descending Order According to the Means of the Third Week Observation

No.	No. in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think that by using drama learners.....?.						
1.	17	interact positively with the subject	4.84	0.37	96.8	Very High
2.	10	make use of information sources when directed by teachers	4.84	0.37	96.8	Very High
3.	9	are motivated enough to do extra work in their own	4.84	0.37	96.8	Very High
4.	5	remove their shyness in the classroom	4.84	0.37	96.8	Very High
5.	4	stay on task and complete assignments without being bored.	4.84	0.37	96.8	Very High
6.	3	express excitement in classroom activities	4.84	0.37	96.8	Very High
7.	2	appear to be happy in the English language class	4.84	0.37	96.8	Very High
8.	1	participate actively in the classroom	4.84	0.37	96.8	Very High
9.	18	ask questions which reflect creativity	4.76	0.43	95.2	Very High
10.	8	involve in active learning tasks	4.76	0.43	95.2	Very High
11.	7	display enthusiasm about English language topics	4.76	0.43	95.2	Very High
12.	6	respond seriously when they are asked	4.76	0.43	95.2	Very High
13.	19	develop their linguistic competence	4.61	0.50	92.2	Very High
14.	16	share ideas	4.61	0.86	92.2	Very High
15.	20	eradicate their mispronunciation	4.53	0.51	90.6	Very High
16.	13	think differently	4.38	1.12	87.6	Very High
17.	14	ask questions and volunteers give answers	4.30	1.31	86.0	Very High
18.	11	act differently	4.30	1.31	68.0	Very High
19.	12	work independently	2.61	1.70	52.2	Low
20.	15	reach information independently	2.46	1.50	49.2	Very Low
Total degree of the first teachers' perspectives (Third week observation).			4.48	0.31	89.6	Very High

Table (7) showed that the influence of drama on students was very high because learners interacted positively which recorded (4.48). This indicated a high level of attitudes among students. Whereas, the item "*Learners reach information independently*" still the same compared with the first and the second week because it scored the lowest percentage which was (2.46).

Table (8): Means, Standard Deviations, Percentages and Estimation Level in Descending Order according to the Means of the Fourth Week Observation

No.	No. in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think that by using drama learners.....?.						
1.	16	share ideas	5.00	0.00	100.0	Very High
2.	17	interact positively with the subject	4.90	0.30	98.0	Very High
3.	14	ask questions and volunteers give answers.	4.90	0.30	98.0	Very High
4.	11	act differently	4.81	0.40	96.2	Very High
5.	10	make use of information sources when directed by teachers	4.81	0.40	96.2	Very High
6.	9	are motivated enough to do extra work in their own	4.81	0.40	96.2	Very High
7.	8	involve in active learning tasks	4.81	0.40	96.2	Very High
8.	7	display enthusiasm about English language topics	4.81	0.40	96.2	Very High
9.	6	respond seriously when they are asked	4.81	0.40	96.2	Very High
10.	5	remove their shyness in the classroom	4.81	0.40	96.2	Very High
11.	4	stay on task and complete assignments without being bored	4.81	0.40	96.2	Very High
12.	3	express excitement in classroom activities	4.81	0.40	96.2	Very High
13.	2	appear to be happy in the English language class	4.81	0.40	96.2	Very High
14.	1	participate actively in the classroom	4.81	0.40	96.2	Very High
15.	18	ask questions which reflect creativity	4.81	0.40	96.2	Very High
16.	20	eradicate their mispronunciation	4.72	0.46	94.4	Very High
17.	19	develop their linguistic competence	4.72	0.46	94.4	Very High
18.	13	think differently	4.54	1.21	90.8	Very High
19.	12	work independently	1.90	1.57	38.0	Very Low
20.	15	reach information independently.	1.54	1.21	30.8	Very Low
Total degree of the first teachers' perspectives (Fourth week observation)			4.50	0.25	90.0	Very High

Table (8) demonstrated that the overall rate of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate for the fourth classroom observation was (4.50) which indicated a very high level of attitudes. The item "*Learners share ideas*" scored (5.0) which indicated that learners started to be more active and perceptive than previous weeks. However, the item "*Learners reach information independently*" scored (1.54) which gave the lowest percentage.

Table (9): Means, Standard Deviations, Percentages and Estimation Level Descending Order according to the Means of the Total Observations

N.	No. in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think that by using drama learners.....?.						
1.	10	make use of information sources when directed by teachers	4.61	0.52	92.2	Very High
2.	3	express excitement in classroom activities	4.61	0.55	92.2	Very High
3.	17	interact positively with the subject	4.59	0.49	91.8	Very High
4.	5	remove their shyness in the classroom	4.56	0.69	91.2	Very High
5.	4	stay on task and complete assignments without being bored	4.56	0.69	91.2	Very High
6.	8	involve in active learning tasks	4.56	0.56	91.2	Very High
7.	2	appear to be happy in the English language class	4.54	0.69	90.8	Very High
8.	18	ask questions which reflect creativity	4.54	0.50	90.8	Very High
9.	9	are motivated enough to do extra work in their own	4.53	0.69	90.6	Very High
10.	7	display enthusiasm about English language topics	4.51	0.62	90.2	Very High
11.	6	respond seriously when they are asked	4.51	0.69	90.2	Very High
12.	16	share ideas	4.50	0.74	90.0	Very High
13.	1	participate actively in the classroom	4.50	0.74	90.0	Very High
14.	19	develop their linguistic competence	4.35	0.65	87.0	Very High
15.	14	ask questions and volunteers give answers	4.23	0.48	84.6	Very High
16.	13	think differently	4.12	1.12	82.4	Very High
17.	11	act differently	4.12	1.15	82.4	Very High
18.	20	eradicate mispronunciation	4.09	0.82	81.8	Very High
19.	12	work independently	2.46	1.46	49.2	Very Low
20.	15	reach information independently	2.09	1.22	41.8	Very Low
Total degree of the first teachers' perspectives (Total observations)			4.27	0.96	85.4	Very High

Table (9) shows that the total degree of the fourth weeks was (4.27) which suggested a very high level of attitudes in teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate. As a result, the highest mean was given to the item "*Learners make use of information sources when directed by teachers*" which scored (4.61) while the lowest percentage was given to the item "*Learners reach information independently*" which scored (2.09). This indicates that drama encouraged students to reach information and cooperate together than getting it on their own.

4.3 Results Related to the Second Question

"Are there any statistically significant differences at ($\alpha=0.05$) level about the use of teaching drama on enhancing students' critical thinking skills and their achievement from the students' and teachers' of the English language perspectives in Salfet Directorate due to the variable of gender, qualification, years of experience, training sessions and specialization?."

In this study T-test for Independent Samples and One Way ANOVA and post hoc tests were used to test the research hypotheses. This test was based on assuming the null hypothesis (H_0) of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate attributed to the variable of gender, qualification, years of experience, training sessions and specialization. As a result, the null hypotheses were rejected because

significance was less than (0.05), which meant there was statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of gender, qualification, years of experience, training sessions and specialization. To test the findings of this question, the researcher analyzed the hypotheses as follow:

4.3.1 Results of the First Hypothesis

"There are no statistically significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of gender."

To test the first hypothesis, t- Test for Independent Samples was used and tables (10 and 11) showed the results.

Table (10): T-test for Independent Samples of Teachers' Perspectives attributed to Gender

the effect of teaching drama on enhancing 10th students' critical thinking skills	Gender	N	Mean	S. D	t	Sig.*
Total	Male	13	4.46	0.58	1.066	0.295
	Female	17	4.28	0.29		

*The mean difference is significant at the 0.05 level.

Table (10) illustrated that teachers who used drama either males or females had nearly the same results. In other words, males and females were both motivated to teach drama for students. So, there were no

statistically significant differences at ($\alpha=0.05$) of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate attributed to the variable of gender. The significant level was (0.295) which is more than (0.05).

Table (11) T-test for Independent Samples of Teachers' Perspectives during the Classroom Observations attributed to Gender

the effect of teaching drama on enhancing 10th students' critical thinking skills	Gender	N	Mean	S. D	T	Sig.*
Firs week observation	Male	7	4.29	0.44	1.546	0.146
	Female	8	3.97	0.35		
Second week observation	Male	9	4.20	0.36	1.076	0.294
	Female	14	3.93	0.66		
Third week observation	Male	4	4.17	0.44	-3.054	0.011*
	Female	9	4.62	0.09		
Fourth week observation	Male	6	4.62	.16	1.945	0.084
	Female	5	4.36	0.28		
Total	Male	26	4.31	0.38	1.159	0.251
	Female	36	4.17	0.53		

Table (11) displayed that gender did not have influence in terms of statistically significant differences at ($\alpha=0.05$) on the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate according to classroom observations either in the first, second and fourth weeks compared with the third week which had positive effect attributed to gender in the third classroom observation. The total classroom observations attributed to the variable of gender were (0.146, 0.294, 0.084 and 0.251) respectively which were more than (0.05). The significant level is (0.011) which is more than (0.05).

4.3.2 Results of the Second Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfect Directorate attributed to the variable of qualification."

To test the second hypothesis, T- test for Independent Samples was used and table (12) showed the results

Table (12): T-test for Independent Samples of Teachers' Perspectives attributed to Qualifications

The effect of teaching drama on enhancing 10th students' critical thinking skills	Qualification	N	Mean	S. D	t	Sig.*
Total	B.A	24	4.34	0.42	-0.469	0.642
	M.A	6	4.44	0.55		

***The mean difference is significant at the 0.05 level.**

Table (12) exposed that the variable of qualification did not have influence on the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfect Directorate because there were no statistically significant differences at ($\alpha=0.05$). So, the significant level is (0.642) which is more than (0.05).

4.3.3 Results of the Third Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfect Directorate attributed to the variable of experience."

To test the third hypothesis, One Way ANOVA test was used, and tables (13 and 14) show the results.

Table (13): Means and Standard Deviations for the Levels of the Variable of Experience

Total Degree	Experience	N	Mean	S. D
	Less than 5 years	5	4.42	0.24
	5-10 years	10	4.51	0.39
	More than 10 years	15	4.24	0.51
	Total	30	4.36	0.44

Table (13) exhibited that teaching drama differs from one teacher to another according to their years of experience. The older they become, the more increased awareness to teach drama. So, there are differences in the means of the variable of experience. In order to identify the significant differences, One Way ANOVA Test was used and table (14) below showed the results.

Table (14): One Way ANOVA Test for the Variable of Experience

The effect of teaching drama on enhancing 10 th students' critical thinking skills		Sum of Squares	df	Mean Square	F	Sig.
Total	Between Groups	0.458	2	0.229	1.169	0.326
	Within Groups	5.289	27	.1960		
	Total	5.747	29			

*. The mean difference is significant at the 0.05 level

Table (14) stated that the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate did not show statistical significant differences at ($\alpha=0.05$) attributed to the variable of experience. The significant level is (0.326) which is more than (0.05).

4.3.4 Results of the Fourth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of training sessions."

To test the third hypothesis, One Way ANOVA test was used, and tables (15,16and 17) showed the results.

Table (15): Means and Standard Deviations for the Levels of the Variable of Training Sessions

Total Degree	Training sessions	N	Mean	S. D
	1-3	13	4.57	0.38
	4-6	5	4.55	0.42
	More	12	4.05	0.35
	Total	30	4.36	0.44

Table (15) clarified that there are varieties in the means of the variable of training sessions. To identify the significant differences, One Way ANOVA Test was used and table (16) below showed the results.

Table (16) One Way ANOVA Test for the Variable of Training Sessions

The effect of teaching drama on enhancing 10 th students' critical thinking skills		Sum of Squares	Df	Mean Square	F	Sig.
Total	Between Groups	1.874	2	0.937	6.533	0.005*
	Within Groups	3.873	27	.1430		
	Total	5.747	29			

*. The mean difference is significant at the 0.05 level

Table (16) showed that there are statistical significant differences at ($\alpha=0.05$) of the effect of teaching drama on enhancing 10th students' critical

thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of training sessions. The significant level is (0.005) which is less than (0.05). In order to explore the differences between the means of training sessions, LSD test for post hoc comparisons was used and the results are shown in table (17).

Table (17) LSD Test for Distance Comparable for the Training Session Variable

Level	1-3	4-6	More
1-3		0.02031	0.51564*
4-6			0.49533*

* The mean difference is significant at the 0.05 level.

Table (17) indicated that teachers who took more than four training sessions tend to use drama inside the classroom. The previous table showed more differences were between (1-3 and 4-6) levels and (more) level, and the differences were in favor of (more) level.

4.3.5 Results of the Fifth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of specialization."

To test the fifth hypothesis, t- Test for Independent Samples was used and table (18) showed the results.

Table (18): T-test for Independent Samples of Teachers' Perspectives attributed to Specialization

The effect of teaching drama on enhancing 10th students' critical thinking skills	Specialization	N	Mean	S. D	t	Sig.*
Total	Literature	22	4.34	0.46	-0.419	0.678
	Methods	8	4.42	0.39		

*The mean difference is significant at the 0.05 level.

Table (18) demonstrated that there are no statistical significant differences at ($\alpha=0.05$) of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate attributed to the variable of specialization. The significant level is (0.678) which is more than (0.05).

4.3.6 Results of the Sixth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate attributed to the variable of time (weeks)."

To test the sixth hypothesis, One Way ANOVA test was used, and tables (19, 20 and 21) show the results.

Table (19): Means and Standard Deviations for the Teachers' Perspectives (classroom observation) attributed to the Variable of Time (weeks)

Weeks	N	Mean	Std. Deviation
Week 1	15	4.12	.41
Week 2	23	4.04	.56
Week 3	13	4.48	.31
Week 4	11	4.50	.25
Total	62	4.23	.48

Table (19) displayed that there are differences between the means of the weeks' observations. To clarify the differences, One Way ANOVA test has been used and table (20) indicated the results.

Table (20): One Way ANOVA Test for the Teachers' Perspectives (Classroom Observation) attributed to the Variable of Time (weeks)

Teachers' Perspectives (classroom Observation)		Sum of Squares	df	Mean Square	F	Sig.
Total	Between Groups	2.659	3	0.886	4.507	0.007*
	Within Groups	11.407	58	0.197		
	Total	14.066	61			

*. The mean difference is significant at the 0.05 level.

Table (20) revealed that there are statistical significant differences at ($\alpha=0.05$) level about the teachers' perspectives (classroom observation) about the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers' of English perspectives in Salfeet Directorate attributed to the variable of time (weeks). The significant value was (0.007) which is less than (0.05). In order to know the differences, LSD post hoc was used and the following table showed the results:

Table (21) LSD post hoc for Teachers' Perspectives (Classroom Observation) attributed to the Variable of Weeks

Weeks	First	Second	Third	Fourth
First		0.08203	-0.36128*	-0.38121*
Second			-0.44331*	-0.46324*
Third				-0.01993*

* The mean difference is significant at the 0.05 level.

Table (21) indicated the differences between first weeks and third and fourth in favor of third and fourth. There are differences between second week and third and fourth weeks in favor of third and fourth. In return, there are differences between third and fourth weeks in favor of fourth one. Furthermore, to test the relationship between the effect of teaching drama on enhancing 10th students' critical thinking skills and periods of time, linear regression was used as shown in the following table:

Table (22): Linear Regression Tests the Relation between Period of Time (weeks) as Independent Variable and the Effect of Teaching Drama on Enhancing 10th Students' Critical Thinking Skills as a Dependent Variable

Model	Sum of Squares	Df	Mean Square	F	Sig.	B	R2	R
Regression	1.787	1	1.787	8.734	0.004*	3.853	0.113	.3560
Residual	12.278	60	.2050					
Total	14.066	61						

* The mean difference is significant at the 0.05 level

Table (22) revealed that calculated (F) is (8.734), the significant value (0.004) and degrees of freedom are (1 and 60) which means that there is a statistical significant relationship at ($\alpha = 0.05$) between time (weeks) as independent variable and the effect of teaching drama on enhancing 10th students' critical thinking skills. R2 is (0.113) and correlation coefficient is (0.356) which means high interpretation effect between the independent

variable time (weeks) and dependent one (the effect of teaching drama on enhancing 10th students' critical thinking skills). Time (weeks) interprets (11.3%) of the (the effect of teaching drama on enhancing 10th students' critical thinking skills). The equation is: $(Y = 3.853 + 0.165X)$.

4.4 Results of the Interviews

To collect data and obtain more information about the study problem, semi structured interviews were constructed. In order to achieve face- to face meeting with the study sample and to discuss the effect of drama on enhancing students' critical thinking skills, the researcher interviewed (16) students from two different schools which were Bidya Secondary Boys' and Girls' schools and (8) teachers of English language from different schools. As soon as request approval was acknowledged by the interviewee, interview appointments were arranged. Analysis procedures of transcribed interviews were done based on the guidelines of thematic analysis. It was mainly interested in detecting themes that demonstrate the current situation of the effect of teaching drama on enhancing 10th students' critical thinking skills from the students' and teachers' of English perspectives and their achievement in Salfect directorate. The results from semi- structured interviews were classified into central themes. Tables (23) and (24) below summarized the results.

Table (23): Summary of Students' Responses on the Interview

No.	Theme	Item	Frequency	Percentage
1.	Influence of drama on students	Developing verbal and non-verbal communication.	12	26.0
		Preparing students for real life situations.	13	28.3
		Entertaining students.	10	21.7
		Developing students' imagination and creativity.	11	24.0
		Total	46	100.0
2.	Influence of drama on teachers	Increasing teachers' aesthetic experience development.	8	22.9
		Preparing solutions for life problems and interaction with students.	7	20.0
		Increasing cooperation and social life.	9	25.7
		Helps teaching process.	11	31.4
		Total	35	100.0
3.	Influence of drama on curricula	Enhancing drama subjects in the curricula.	10	31.2
		Performing arts and moral issues.	8	25.0
		Helps teaching process.	14	43.8
		Total	32	100.0
4.	Influence of drama on student's personality	Increasing self-esteem and creative thinking.	16	43.3
		Decreasing students' errors.	5	13.4
		Engaging students in real life situations.	16	43.3
		Total	37	100.0
5.	Influence of drama on student's attitudes	Increasing students' interesting in theatre.	11	35.4
		Creating the value of sharing language learning.	7	22.6
		Increasing students' familiarity of language.	9	29.0
		Developing students' ideas and sharing them with others.	4	13.0
		Total	31	100.0

The six themes emerged from students' semi- structured interviews are introduced below:

1. **Influence of drama on students:** The theme aimed at identifying the major effects of drama on students. Most of interviewees confirmed that the influence was on preparing students for real life situations, students' verbal and non- verbal communication, developing students' imagination, creativity and entertaining them.
2. **Influence of drama on teachers:** The major effects of drama on students according to the interviewees were on helping the teaching process, increasing cooperation and social life, increasing teachers' aesthetic experience development, and preparing solutions for life problems and interaction with students.
3. **Influence of drama on curricula:** drama affects curricula in helping the teaching process, enhancing drama subjects in the curricula and preparing solutions for life problems and interaction with students.
4. **Influence of drama on student's personality:** 37 responses cover the theme of the influence of drama on student's personality; the highest were engaging students in real life situations, increasing self-esteem and creative thinking; the lowest was decreasing students' errors.
5. **Influence of drama on student's attitudes:** the highest percentages were increasing students' interesting in theatre, students' familiarity of language, creating the value of sharing language learning; the lowest percentage was for developing students' ideas and sharing them with others.

Table (24): Summary of Teachers' Responses on the Interview

No.	Theme	Item	Frequency	Percentage
1.	Influence of drama on students	Creates imagination and creative thinking among the learners.	6	27.2
		Establishes real life situations inside the classroom.	5	22.8
		Increases interaction and cooperation between learners.	5	22.8
		Develops language skills.	6	27.2
		Total	22	100.0
2.	Influence of drama on teachers	Makes teachers more active and interesting.	3	14.3
		Increase teachers'. motivation towards teaching .	5	23.8
		Changes the teachers' role inside the classroom.	4	19.0
		Facilitates learning process.	9	42.9
		Total	21	100.0
3.	Influence of drama on curricula	Makes the curricula more interesting.	4	22.2
		Makes the curricula imitate real life situations.	6	33.3
		Improve learning environment.	8	44.5
		Total	18	100.0
4.	Influence of drama on student's personality	Creates confidence, self-discipline, self- esteem and independence for the learner.	16	66.6
		Improves students' communication skills.	5	20.8
		Develops students' motivation.	3	12.6
		Total	24	100.0
5.	Influence of drama on student's attitudes	Increases students' participation in the learning process.	3	15.0
		Creates new interests towards learning language.	8	40.0
		Develops students' abilities to learn language.	9	45.0
		Total	20	100.0

The six themes emerged from the teachers' semi structured interviews are presented below:

1. **Influence of drama on students:** The theme aimed at identifying the major effects of drama on students. Most interviewees confirmed that the influence affects imagination and creative thinking among the learners, language skills, and real life situations inside the classroom and interaction and cooperation between learners.
2. **Influence of drama on the teachers of English:** The major effects of drama on students according to interviewees were on facilitating the learning process, motivation towards teaching, changing the teachers' role inside the classroom, teachers' activity and interests.
3. **Influence of drama on curricula:** Drama affects curricula in improving learning environment, imitating real life situations and making the curricula more interesting.
4. **Influence of drama on student's personality:** Creating confidence, self- discipline, self-esteem and independency for the learner, improving students' communication skills and developing students' motivation.
5. **Influence of drama on student's attitudes:** The highest percentages were developing students' abilities to learn language and creating new interests towards learning language whereas the lowest percentage was for increasing students' participation in the learning process.

4.5 Summary

The previous chapter indicated the findings extracted after the statistical analyses of the researcher's study. Each table was followed by comments to show the results. There were many procedure and tools used to analyse the results to reveal the effect of variables on the study.

Chapter Five

Discussion of the findings, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion of the Findings

5.3 Conclusion

5.4 Recommendations

Chapter Five

Discussion of the findings, Conclusion and Recommendations

5.1 Introduction

This chapter discussed the findings of hypotheses, classroom observation and students' and teachers' interviews. Also, it discussed the conclusion of the whole research and recommendations that were abstracted based on the results of the study.

5.2 Discussion of the Findings

5.2.1 Based on the Findings of the First Question

"What is the effect of drama on enhancing students' critical thinking skills and their achievement from students' and teachers of English language perspectives?"

Analysis of the results revealed that students' willingness to learn drama was very high. The findings of the items from (1) through (25) in table (4) showed that all teachers of English encouraged teaching students through drama because it enhanced the critical thinking skills. The highest mean was (4.36) which stated that drama motivated students to learn new vocabularies whereas the lowest mean was (4.10) which suggested that drama enabled students to create ideas for different situations. This had great effect on students' interaction with the learning situation. Drama motivated students to learn new vocabularies and enabled them to create ideas for different situations. These findings nearly almost agreed with

Raba'a and Nazzals (2010) Prenesky and Dorothy (2011), James (2016), Bolton (2003) and Kestha (2000) who emphasized that drama had positive effect to enhance students' writing skill in a creative way. The findings of this research also agreed with Su Jeong (2009), Mattenvi (2005), Campbell (2008) and Ozdemir and Cakmak (2008). The findings of the study were also in consistent with studies conducted by Gomez (2010), Doorothy (2011), James (2016), Fleming (2011), and Maley (2005) who traced the effect of drama on enhancing students' speaking skill since drama played a key role in communicative situations by using various types of activities such as role-play, games and songs. Moreover, the results showed positive effect on students' speaking skills. In addition, Barneto (2014), Taskin (2013) and Rukhson (2009) studies were in concord with the researcher's study that teaching drama nearly increased students' achievement because they were able to expand their knowledge and compose their own short stories or dialogues.

Furthermore, the findings of the present study were in harmony with studies conducted by Edmiston (2014), Anderson (2012), Gomez (2010), Duff and Mattevi (2005), Campbell (2008), Ozdemir (2002) and McCaslin (1996) by which teaching drama to students improved their abilities in the listening skill as well as their level in linguistic competence.

5.2.2 Based on the Findings of the Second Question

"Are there statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical

thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of gender, qualification, years of experience, training sessions and specialization?."

The researcher analysed study hypotheses by using T-test for Independent Samples, One -Way ANOVA and post hoc tests. Tables (10-22) showed the following results:

5.2.3 Based on the Findings of the First Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of gender".

By examining the results of the first hypothesis according to the T-test for independent samples, they showed that there were no statistical significant differences at ($\alpha=0.05$) the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives attributed to the variable of gender. The significant level for the questionnaire was (0.295) which was more than (0.05) while the significant levels for the classroom observation were (0.146, 0.294, 0.084 and 0.251) respectively which were more than (0.05). The findings demonstrated that teachers of English either male or female preferred to use drama as a teaching strategy. Neil (2012), Byer (2002) and Margaret (2008) agreed that males and females teachers were motivated to use drama.

5.2.4 Based on the Findings of the Second Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfcet Directorate attributed to the variable of qualification."

After analyzing table (12) by using the T- test for Independent samples, the researcher found that there were no statistically significant differences at ($\alpha=0.05$) of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfcet Directorate attributed to the variable of qualification. The significant level (0.642) was more than (0.05) which meant that teachers of English who had B.A or M.A used drama as a technique to develop students' learning skills. The researcher believed the reason behind this was teachers' interests to increase students' interaction. Another reason was due to teachers' trend to focus on student-centered learning. These findings agreed with Facione (2006), Mike (2011) and Gomez (2010) who found that teachers' qualification had great influence on teaching drama.

5.2.5 Based on the Findings of the Third Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama in learning on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfcet Directorate attributed to the variable of experience".

By examining tables (13 and 14) using One-Way ANOVA test, the responses showed that the significant level (0.326) was more than (0.05) which meant that years of experience had great effect on teaching drama. It also meant that teachers of English who had experience 5-10 years used drama more than those who had experience less than 5 years whereas teachers who had experience more than 10 years are the least. The researcher attributed this to teachers' enthusiasm because during the first ten years in teaching, teachers give their utmost effort. The findings nearly almost agreed with Uddin (2009), Su Jeong (2009), Maley and Duff (2005) and Heyman (2005) while they disagreed with Prensky, Quinn, Neal and Dorothy (2003) who found that teaching drama did not depend totally on teachers' experience.

5.2.6 Based on the Findings of the Fourth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of training sessions".

After analysing the results of the fourth hypothesis using One -Way ANOVA test, the researcher found that there were differences in the means of the variable of training sessions. In order to explore the differences between the means of training sessions, LSD test for post hoc comparisons was used and the results are shown in table (17) in the previous chapter. It clarified that the differences were between (1-3 and 4-6) levels and (More)

level, and the differences were in favor of (More) level. That meant drama was beneficial in teaching process as there are more teachers who took training sessions. Based on tables (15, 16 and 17) in the previous chapter, the responses showed that more teachers of English who had longer training sessions had the power to use drama than those who had less training sessions. This meant that teachers of English need more training sessions in order to use drama inside the classroom. The findings agreed with Maley and Duff (2005), James (2013), Bolton (2003) and Edmiston (2014). However, the findings were not in concord with Gelman and Markman (2013), Bailin (2010) and Geoghegan (1994) who assured that teachers did not have to take more training sessions because they were already qualified.

5.2.7 Based on the Findings of the Fifth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of specialization."

After testing the hypothesis by using T- test for Independent Samples, the responses according to table (18) in the previous chapter stated that there were no statistical significant differences at ($\alpha=0.05$) the effect of teaching drama in learning on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfeet Directorate attributed to the variable of specialization. The significant level

was (0.678) which meant that teachers' specialization field did not influence students' learning in the area of drama. The researcher concluded that the findings demonstrated that teachers of literature of English and methods taught drama in the same way. These findings agreed with Crumbler (2005), McCaslin (1996), Albert, Smith and Herring (1994), Prensky, Neal, Quinn and Dorothy (2011) and Isil (2013) who stated that teaching drama needed only teachers who had the ability to convey the strategy of drama in a creative manner no matter of his specialization.

5.2.8 Based on the Findings of the Sixth Hypothesis

"There are no statistical significant differences at ($\alpha=0.05$) level of the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives in Salfet Directorate attributed to the variable of time (weeks)."

Analysis of the results demonstrated that students had willingness to use drama, so there was a positive effect on enhancing their critical thinking skills and achievement. Tables (5,6,7, 8, and 9) in chapter four showed the following results for the teacher's classroom observation for the:

A) First week: Students' responses to the following items were very high (10,9,8,5,4,3,2,17,6,1,18,7,16,19,14,13, and 15), item (12) high, item (15) was very low and items (20 and 11) were high. The highest means were for items (10, 9, 8, 5, 4, 3, and 2). That meant learners made use of information sources when directed by teachers motivated to do extra

work on their own, involved in active learning, removed their shyness, stayed on task without feeling bored, expressed excitement and appeared to be happy in the class whereas the lowest item was item(15) which was learners reached information independently. The total mean for the teachers' observation during the first week was (4.12) which meant that teachers were satisfied to use drama. The findings of the classroom observation were in harmony with Anderson (2012), Albert (1994), Bailin (2010), Margarita (2009) and Barreto (2014) who stated that using drama enhanced students' critical thinking skills and their linguistic competence improved highly.

B) Second week: Students' responses to the following items were (2,10,18,17,8,16,7,5,4,6,9,1,19,14,11 and 15), items (13 and 20) were very high,item (12) was low and item (15) was very low. The highest means were for the items (2 and 10) which meant that students felt happy in the English language class whereas the lowest mean was for the item (15) which meant that students still depended on their teachers when they wanted to gain information. The total mean for the teachers' observation during the second week was very high (4.04) which meant that teachers were satisfied to use drama.

C) Third week: Students' responses to the following items were very high (17,10,9,5,4,3,2,1,18,8,7,6,19,16,20,13,14 and 11), item (12) was low and item (15) was very low. The highest means were for the following items (17,10,9,5,4,3,2,1) which meant that students interacted positively with the subject, made use of information resources when guided by

teachers, are motivated to do extra work, removed their shyness, stayed on the task without feeling bored, expressed excitement, felt happy and participated actively. However, the lowest mean was for the item (15) which meant that learners needed teachers' assistance to guide them reach information. The total mean for the teachers' observation during the second week was very high (4.84) which meant that teachers were still willing to use drama. These results were also in concord with other studies such as: Bolton (2003), Byer (2002), Burke and O'Sullivan (2002), Crumpler(2005) and Chalmers (2007) who assured that teachers who use drama felt enthusiasm because students interact and communicate with each other without shyness and hesitation.

D) Fourth week: Students' responses to the following items were very high (16,17,14,11,10,9,8,7,6,5,4,3,2,1,18,20,19 and 13) whereas the items (12 and 15) were high. The highest mean for the item (16) was (5.00) which meant learners interacted and shared ideas while the lowest mean for the item (15) was (2.46) which meant learners were in need to get information from their classmates, teachers, internet or form English curriculum itself. The total mean for the teachers' observation during the second week was very high (4.48) which meant that teachers tended to use drama to enhance students' critical thinking skills and their achievement. The researcher's results with some minor differences agreed with Cameron (2003), Cunico(2005), Dun and Stinson (2011), Facione(2006), Gaudart (1990), Heyman and Lzare(2005) and Lazar (1993) who stated that students appeared to be happy in the English

language classroom, they asked questions creatively, they were motivated to do extra work on their own, and they were very serious and enthusiastic to share their ideas.

Based on table (3), the researcher found that the highest finding was for the second week (94.4) which meant that students used drama as time went on. This agreed with Maley, Duff and Crumbler (2005), Raba'a and Tani, (2014) who found that students felt bored when they used the same strategy or reached information independently because this item scored (2.06). However, James (2016), Drake and Corbin (1993) stated that students were hesitant to use drama techniques because they did not have enough information about what drama in language classes looked like and how it could be achieved during lessons. Because of this, students' interest in using drama during the second week was low. Another reason is that students were not familiar with teachers' instruction.

Responses for items (10,3,17,5,4,8,2,18,9,7,6,16,1,19,14,13,11 and 20) for the whole weeks were very high whereas responses for the items(12 and 15) were very low. The highest mean for the items (10 and 3) were (4.61) which meant that learners made use of information sources when they were directed by teachers and they felt excited during doing activities whereas the lowest means for the items(12 and 15) scored (2.46 and 2.09) respectively. The researcher found that the total responses were satisfying and they agreed that teaching students needed more time to learn dramatic activities.

According to the results of table (19) the researcher found that there were differences between the means of the weeks' observation. During the first week the mean was (4.12), the second week (4.04), the third week (4.48) whereas the fourth week was (4.50). The total mean for responses (62) classroom observations were 4.23. To test the differences, the researcher analysed the responses by using One Way ANOVA and LSD post hoc test. Tables (20 and 21) in chapter four showed that students were willing to use drama in the third and fourth week rather than the first and second week. That meant students needed more time to know the strategy of drama. Having known that, they started to interact, share and communicate with each other. Table (22) in chapter four showed that the calculated (F) was (8.734), the significant value was (0.004) and the degrees of freedom (1 and 60) which meant that time as an independent variable played an important role on the dependent variable which is critical thinking skills and their achievement.

The researcher concluded that the results mentioned above agreed with Rab'a (2017), Neil(2012) Mattevi (2005), Campbell (2008), Barreto (2014), Gomez (2010),Baraldi (2009), Barreto (2014) who found that there was a positive trend toward learning English language by joining drama with critical thinking skills during time. This also meant that students needed more time in order to be able to participate actively in the classroom. They also share ideas, w interact with the subject and develop their linguistic competence. Moreover, when time passed on, students were able to eradicate their mispronunciation. The findings also agreed with

Moss (1991), Morgan, Noah and Saxton, Juliana (2012), Paul (1992), Prensky (2012), Morris(2001), Judith (2002) who confirmed that dramatic activities developed students' linguistic competence and their ability to think differently. Indeed, they were able to act differently. That meant students were active when using dramatic activities like role play or dialogues.

However, Lazar (1993), Bolton (2003) and Mangan (2013) indicated that students perceived dramatic activities as soon as teachers explained the procedures of role play. They assured that teachers' preparation had great effect on students' motivation to learn drama no matter of how longer the task took time. They also stated that students' involvement in drama depended on their interest in the subject. The researcher's results also disagreed with Wessel (1998) who stated that teachers did not take enough training courses in the field of drama; this in turn affected students' interests to use drama. Wessel stated that students had restricted resources available to them. In addition, not many textbooks explained the technique to use drama. Another obstacle was that students did not have the interest to share in dramatic activities because they did not have enough time at school.

5.2.9 Based on the Findings of Students' and Teachers' Interviews

Table (23) in chapter four showed students' frequent responses for the first questions which was about the influence of drama on students as follows: (12) responses said that drama developed their verbal and non-

verbal communication, (13) responses stated that it prepared them for real life situations, (10) responses said that it entertained them whereas (11) responses said that it developed their imagination and creativity. As for the second question which was about the influence of drama on teachers, students' frequent responses were: (8) responses assured that drama increased teachers' aesthetic experience, (7) responses explained that it let teachers to prepare solutions for life problems and interaction with students, (9) responses said that it increased cooperation and social life whereas (11) emphasized that teachers helped in teaching the process. As for the third question which was about the influence of drama on curriculum, students' frequent responses were as the following: (10) responses stressed that drama enhanced subjects in the curriculum, (8) responses said that it performed arts and moral issues and (14) responses said that it helped the teaching process. As for the fourth question which was about the influence of drama on students' personality, students' frequent responses were as the following: (16) responses said that drama increased self-esteem and creative thinking, (5) responses stated that it decreased their errors and (16) responses stressed that it engaged them in real life situations. Finally, the fifth question which was about the influence of drama on students' attitude, their frequent responses were: (11) responses revealed that drama increased their interesting in theatre, (7) responses showed that it created the value of sharing language learning, (9) stressed that it increased their familiarity of the language and (4) said that it developed their ideas and sharing them with others.

The researcher concluded that the highest percentage for the first question was (28.3) which meant that drama prepared them to real life situations whereas the highest percentages for the second and third questions were (31.4) and (34.8) which indicated that drama helped the teaching process. As for the fourth question, the highest percentage for two items was (43.3) which stressed that fact that drama increased students' self-esteem, creative thinking and engaged them in real life situations whereas the highest percentage for the last question was (35.4) which indicated that drama increased students' interest in theatre.

The researcher found that the interviewees were satisfied with dramatic activities introduced to them and they agreed that learning drama enhanced their critical thinking skills. The results of students' interview were nearly almost agreed with the questionnaire results which were (85.5) and classroom observation results which were (90.8). These results agreed with Baraldi and Margarita (2009), Barreto (2014), Neil (2012), Chalmers (2007), Cameron (2003), Dun and Stinson (2011), Edmiston (2014), Ennis (1992), Facione (2000), Fleming(2011), Dorothy (2011) and Gomez (2010) who found that drama flipped learning process and made teachers of English more flexible. This stressed that drama had positive effects on enhancing students' critical thinking and their achievement.

Table (24) in the previous chapter showed teachers' frequent responses about the interview questions. Teachers' frequent responses about the first question which was about the influence of drama on students were:

(6) responses stressed that drama created students' imagination and creative thinking, (5) responses stated that it established real life situations inside the classroom, (5) responses indicated that it increased students' interaction and cooperation and (6) responses said pointed that it developed students' language skills. Moreover, teachers' frequent responses to the second question which was about the influence of drama on teachers were: (3) responses pointed that drama made teachers more active and interesting, (5) responses emphasized that it changed the teachers' role inside the classroom and (9) responses indicated that it facilitated the learning process. As for the third question which was about the influence of drama on curricula, the frequent responses were: (4) responses pointed that drama made the curricula more interesting, (6) responses said that it made the curricula imitate real life situations and (8) responses indicated that it improved learning environment. As for the fourth question which was about the influence of drama on students' personality, the frequent responses were: (16) responses said that drama created students' confidence, self-esteem and independency, (5) responses emphasized that it improved students' communication skills and (3) responses pointed that it developed students' motivation. As for fifth question which was about the influence of drama on students' attitude, the frequent responses were: (3) responses pointed that drama increased students' participation in the learning process, (8) responses said that it created new interests toward learning language and (9) responses indicated that it developed students' abilities to learn language. After analyzing teachers' interviews, the total

responses for all questions showed that their perspective about using drama in the learning process had positive effect. The researcher concluded that drama developed students' learning abilities and created new interests towards learning language. Teachers' interview findings agreed with Crumbler (2005), Isil (2012) and Juliana (2012) who stressed that drama had positive effect on students' and teachers personality and attitudes. They were in harmony with Geoghegan (1994), Paul (1992), Silva (2008), Smith (1994), Isil (2013), Taskin-Can (2013), Taylor (2010), Uddin (2009), Su Jeong (2009), Maley and Duff (2005), Heyman (2005) and Raba' (2017). They agreed that teachers of English tended to use drama because it enhanced students' critical thinking skills and achievement. Moreover, drama increased their aesthetic experience, created a kind of cooperation between them and their students. Also, teachers of English were able to help students how to solve solutions for realistic problems. English curricula played an important role in enhancing students' interaction whereas the influence of drama on student's personality increased self-esteem, engaged students in real life situations and creative thinking. Drama decreased students' errors. As for the last question which stated the influence of drama on student's attitudes appeared that drama increased students' interest in theatre, created the value of sharing language learning, increased students' familiarity of English language, developed students' ideas and shares them with others.

However, teachers' and students' interview findings contradicted with McCaslin's (1996) who explained that curriculum should not be used as the

only way in developing students' knowledge of competence. He observed that some teachers said that drama did not enhance all students and some students did not have the attitude to learn through dramatic activities. The researcher also found that minority of teachers said that drama was not the only strategy that enhanced students' critical thinking skills and achievement. They claimed that teachers of English faced some restrictions when they started using drama. One of these problems was that teachers did not have sufficient knowledge of particular dramatic strategy when they taught particular dramatic activity. Another problem was that not all students had the willingness to participate in dramatic activities. Students felt frustrated because they needed more time in order to act certain activity. Such results were supported by Kao and Wessel (1998), Kuhn and Dean (2004) Byer (2002), Burke and O'Sullivan (2002) and Margaret (2008) who found that small number of students were not ready to communicate with their classmates because they did not have enough knowledge about the importance of drama or they did not have enough information.

5.3 Conclusion

The current research sought to examine the effect of drama on enhancing students' critical thinking skills from students' and teachers' of English perspective. The outcomes of the classroom observations were in harmony with the outcomes of the interviews and the questionnaire. In general, the findings of the study showed that teachers of English agreed positively about the importance of the effect of drama on enhancing

students' critical thinking skills and these skills increased their achievement. Therefore, drama improved their critical thinking ability and it gave them the chance to develop their communicative skills in authentic and dynamic situations as distinct from the method of teaching in traditional ways.

Based on the results of the study, the researcher found that students from both genders felt satisfied to follow dramatic activities since they engaged in reflective way; they also increased their confidence a part from shyness, made the learning experience more fun, helped to create new vocabulary and they flipped the focus from the teacher to students. Students do believe in the positive influence of drama on their academic achievement.

The findings of the results demonstrated that teachers' gender and specialization affected their attitude positively toward teaching drama whereas teachers' years of experience and training sessions affected their attitude toward using drama in favor of 4-6 session and 5-10 experience years respectively. Therefore, according to teachers of English perspectives, drama enhanced students' critical thinking skills and achievement. In other words, the outcomes showed that teachers of English regardless of their years of experience, specialization, gender and training session strongly recommended teaching drama.

The outcomes of the classroom observation for 10th grade students had positive attitudes toward learning subjects through drama. They

showed that both males and females feel enthusiastic to learn throughout dramatic activities. Obviously, students interacted together in meaningful situations, exchanged knowledge, felt proud of their work, initiated to build their own work which meant they came over shyness and they enhanced their self-esteem and respect other roles.

As for the results of teachers' observations, it appeared that time played an important part when teaching lessons through dramatic activities. Students had positive attitude in taking responsibility, problem solving, self- management and decision making. During the first week, they did not communicate well but as time passed they got used to asking and answering in a critical way, sharing their ideas, shifting from boring classroom routines as they were taking new methods of learning and having the capability to accomplish the tasks assigned for them. It suggested that for the first week observation students' attitude was very high level for the item (*Learners make use of information sources when directed by teachers*) whereas (*Learners appear to be happy in the English language class*) appeared very high in the second and the third week observation which meant that students started to interact with the learning material through using drama. As a result of the total degree of classroom observation it seemed that the effect of teaching drama on enhancing 10th students' critical thinking skills from the teachers of English perspectives scored a very high level of attitudes. This meant that drama helped to learn new vocabularies, built confidence, motivated students and helped shift the focus from the teacher to the students. It also gave the English teachers a chance to create a sort of love to learn the intended subject.

It appeared that the number of students who participated in the lesson was very high. This demonstrated that students were encouraged to use drama. This in turn gave them the chance to express their opinions and think in a critical way.

Consequently, teaching drama in a critical thinking way was an important factor in teaching curriculum to help students improve their learning skills particularly the speaking skill.

To the researcher's knowledge, this study was the first one conducted at An-najah National University. The results obtained from this study were different from the previous results because it took students' views about drama into consideration.

5.4 Recommendations

On the basis of the outcomes of the study, the researcher suggested the following recommendations to the Palestinian curriculum designer, teachers of languages in general and teachers of English in specific, parents and researchers

5.4.1. Recommendations for the Palestinian Curriculum Designers

They are advised to

1. Adopt dramatic activities in the Palestinian curriculum as an educational method.

2. Arrange workshops and training courses for teachers to discuss their strengths and weaknesses in drama in teaching, and to train them to employ the method of drama so that they can easily use drama in learning in the classroom.
3. Consider drama in learning to be compulsory in educational programs for all classes so as to prepare future classroom teachers for all grade levels.
4. Consult specialists in the educational drama to participate in the planning and development of curriculum.
5. Include more dramatic activities in the textbooks.

5.4.2. Recommendations for Teachers of Languages in general and Teachers of English in particular

They are advised to:

1. Apply the dramatic methods in the development of creative thinking skills as one of the methods of teaching effective and communicative speech acts.
2. Activate drama as an essential part of education programs.
3. Show students the positive effects of drama in learning and the outcomes it brings to their cultural knowledge.

5.4.3 Recommendations for Parents

They are advised to

1. Encourage their sons to read short stories, novels and plays.
2. Urge their sons to write stories because this develops their writing skill.
3. Encourage their sons to create dramatic activities.

5.4.4 Recommendations for Further Studies

The researcher proposed the following:

1. To carry out more research focusing on the effects of drama on students' critical thinking skills and attitudes.
2. To adopt more research to demonstrate the effect of drama on students' achievement.
3. To study the impact of the use of drama on the development of creative thinking among students' different stages.
4. To study the impact of drama in teaching by connecting it to other subjects like Maths, Arabic and History.
5. To compare between the use of drama in learning and other methods on students' thinking or achievement. The following websites are recommended because they are rich in material about the effectiveness of drama in teaching and learning.

1. <http://gen.lib.rus.ec/book/index.php?md5=417A180C10B408D69D7240EDC4A5AA2A>
2. <http://gen.lib.rus.ec/search.php?req=%20drama%20in%20teaching%20&open=0&res=23.&view=simple&phrase=0&column=title>
3. <http://dx.doi.org/10.4236/ce.2017.81002>
4. http://www.educationsector.org/usr_doc/MeasuringSkills.pdf.
5. http://www.ed.uiuc.edu/PES/92_docs/Ennis.HTM
6. <http://www.elearnmag.org>. opinion & article 96-1

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Appendices

Appendix (A)

Teachers' Questionnaire

Dear Teacher,

The following questionnaire was designed to seek **"The Effect of Teaching Drama on Enhancing 10th Students' Critical Thinking Skills and their Achievement from Students' and Teachers' of English Perspectives in Salfet Directorate"**

Please, read all the questions carefully and then tick the correct option which you consider. Your answer will confidential and will only be used for research purposes.

Thank you for your cooperation.

Researcher: Saed Juma Shqair

Section (1): Personal Information

- 1) Gender : Male Female
- 2) Qualification : B.A M.A Others
- 3) Experience : 1-5 6-10 More
- 4) Training sessions : 1- 3 4-6 More
- 5) Specialization: English Literature Methods at teaching English

Section (2): Read the following statements carefully and check under the column that best represent your level of agreement with each statement.

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	Do you think that drama.....?					
1.	motivates students to learn new vocabularies					
2.	makes learning experience funny					
3.	flips classroom environment					
4.	develops students' communicative skills					
5.	shows the role of teachers as supporter in the learning process					
6.	is rich in skills that are useful for the learners in the future job market					
7.	develops students' imagination and creativity.					
8.	lets students' find solutions throughout the form of 'for' and 'against' debate					
9.	builds reflective and independent thinking					
10.	teaches cooperation, empathy for others and decision making skills					
11.	provides self-esteem, management and responsibility					
12.	promotes the exchange of knowledge and building confidence					
13.	provides students self-awareness					
14.	makes teachers more flexible					
15.	provides students an opportunity for independent thinking					
16.	helps students to interact positively with the subject					
17.	develops students' linguistic competence by using role play					
18.	builds students' social awareness by using group work					

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19.	offers students a chance to be creative					
20.	lets students explore the language activities.					
21.	enables students logical connections to share ideas					
22.	reflects justification of students' own beliefs and values					
23.	removes students' shyness					
24.	enables students to identify, construct and evaluate arguments					
25.	enables students to create ideas for different situations					

Appendix (B)

Classroom Observation

Day:.....Week:.....Unit:.....Period:.....Glass:.....

No.	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Do you think that by using drama leaners.....?.					
1.	participate actively in the classroom.					
2.	appear to be happy in the English language class.					
3.	express excitement in classroom activities					
4.	stay on task and complete assignments without being bored					
5.	remove their shyness in the classroom					
6.	respond seriously when they are asked					
7.	display enthusiasm about English language topics					
8.	involve in active learning tasks					
9.	are motivated enough to do extra work in their own					
10.	make use of information sources when directed by teachers					
11.	act differently					
12.	work independently					
13.	think differently					
14.	ask questions and volunteers give answers					
15.	reach information independently					
16.	share ideas					
17.	interact positively with the subject					
18.	ask questions which reflect creativity					
19.	develop their linguistic competence					
20.	eradicate mispronunciation					

Appendix (C)

Teachers' Interview Transcript

Date: **Time:**

Location (School):

Setting:

Interviewer:

Interviewee:

Interview duration: **Class:**

Please answer the following questions frankly:

1. What can drama in teaching enhance in students?

1.....

2.....

3.....

2. What can drama in teaching enhance in teachers?

1.....

2.....

3.....

3. What can drama in teaching do for the curricula?

1.....

2.....

3.....

4. What can drama in teaching develop in the student's personality?

1.....

2.....

3.....

5. How can drama in teaching develop students' attitudes towards English?

1.....

2.....

3.....

Appendix (D)

Students' Interview Transcript

Date:**Time:**

Location (School):

Setting:

Interviewer:

Interviewee:

Interview duration:**Class:**

Please answer the following questions frankly:

1. What can drama in teaching enhance in students?

1.....

2.....

3.....

2. What can drama in teaching enhance in teachers?

1.....

2.....

3.....

3. What can drama in teaching do for the curricula?

1.....

2.....

3.....

4. What can drama in teaching develop in the student's personality?

1.....

2.....

3.....

5. How can drama in teaching develop students' attitudes towards English?

1.....

2.....

3.....

Appendix (E)

**An agreement from the Deanship of Scientific Research and
Higher Studies at An-Najah National University**

**An-Najah
National University**
Faculty of Graduate Studies
Dean's Office



جامعة
النجاح الوطنية
كلية الدراسات العليا
مكتب العميد

التاريخ، 2017/8/6

حضرة الدكتور عبد الله عودة المحترم
منسق برنامج ماجستير أصول الدين
تحية طيبة وبعد،

الموضوع، الموافقة على عنوان الأطروحة وتحديد المشرف

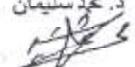
قرر مجلس كلية الدراسات العليا في جلسته رقم (342)، المنعقدة بتاريخ 2017/8/3، الموافقة على مشروع الأطروحة المقدم من الطالب/ة سائد جمعة حسن شقير، رقم تسجيل 11558566، تخصص ماجستير اساليب تدريس لغة انجليزية، عنوان الأطروحة:

(أثر الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر معلمي اللغة الانجليزية والطلبة في محافظة سلفيت)
(The Effect of Drama on Enhancing Students' Critical Thinking Skills and their Achievement from the Students' and Teachers' of English Perspectives in Salfect Governorate)

بإشراف: د. أحمد عوض

الطالب/ة /الأطروحة في الفترة المحددة له/ استقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف

وتفضلوا بقبول وافر الاحترام،،،

د. محمد سليمان

عميد كلية الدراسات العليا



نسخة : د. رئيس قسم الدراسات العليا للعلوم الانسانية المحترم
د. أ. ع. القبول والتسجيل المحترم
مشرف الطالب
ملف الطالب

ملاحظة: على الطالب/ة مراجعة الدائرة المالية (محاسبية الطلبة) قبل دفع رسوم تسجيل الأطروحة للضرورة

Appendix (F)

An agreement from the Ministry of Education for the Application of the Research

دولة فلسطين

Ministry of Education & Higher Education
Educational Research & Development Center

دولة فلسطين
وزارة التربية والتعليم العالي
مركز البحث والتطوير التربوي

الرقم: ٤ / ٤٦ / ١٥٠٢١
التاريخ: 2017/09/06
الموافق: 1439/05/19 هـ

السيد مدير التربية والتعليم المحترم
سلفيت
تحية طيبة وبعد،،

الموضوع: تسهيل مهمة بحثية

نهديكم أطيب التحيات، ونرجو التكرم التعاون مع الباحث: سائد جمعة حسن شقير في تنفيذ دراسته لاستكمال الحصول على درجة الماجستير من جامعة النجاح الوطنية بعنوان: "أثر الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر معلمي اللغة الإنجليزية والطلبة في محافظة سلفيت"، حيث سيقوم الباحث بتطبيق الدراسة على عينة عشوائية من طلبة مدارس منيرينكم وإجراء مقابلات مع عدد من المعلمين وملاحظة تفاعلهم مع الطلبة في عدد من الحصص المختارة عشوائياً، وبما لا يؤثر ذلك على سير العملية الإدارية والتعليمية.

مع الإحترام والتقدير

د. إيهاب شكري
المكلف بمركز البحث والتطوير التربوي



نسخة :

معالي وزير التربية والتعليم العالي المحترم

عطوفة السيد وكيل الوزارة المحترم

عطوفة الوكيل المساعد لشؤون التخطيط والتطوير المحترم

السيد عميد كلية الدراسات العليا المحترم/ جامعة النجاح 2342907

الباحث سائد جمعة المحترم saed.juma@yahoo.com

Appendix (G)

Permission from Bidya Secondary Boys' School

<p>State of Palestine Ministry of Education & Higher Education Directorate of Education Higher – Salfect Biddia Secondary Boys' School Tel(092991160)</p>	<p>دولة فلسطين</p> 	<p>دولة فلسطين وزارة التربية والتعليم العالي مديرية التربية والتعليم العالي - سلفيت مدرسة ذكور بديا الثانوية تلفون: (092991160) الرقم الوطني: ١٣١١٢٠٠٢</p>
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وزارة التربية والتعليم العالي

التاريخ: ٢٠١٧/١٢/٢١

الموافق: ٣/ربيع الآخر ١٤٣٩/هـ

الى من يهمه الأمر

تشهد ادارة مدرسة ذكور بديا الثانوية ان المعلم " ساند جمعة حسن شقير " قام بتطبيق دراسته على طلاب الصف العاشر اثناء الفصل الدراسي الأول 2017-2018 بعنوان:

The Effect of Drama on Enhancing Students' Critical Thinking Skills and their Achievement from the Students' and Teachers' of English Perspectives in Salfect Directorate

أثر استخدام الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر كل من معلمي اللغة الانجليزية والطلبة في محافظة سلفيت

اسم مدير المدرسة: ص ٢٢٢

توقيع مدير المدرسة: 



Appendix (H)

Permission from Bidya Secondary Girls' School

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

دولة فلسطين

وزارة التربية والتعليم العالي
مديرية التربية والتعليم العالي - سلفيت
مدرسة بنات بديا الثانوية
الرقم الوطني : 13112033

وزارة التربية والتعليم العالي

State of Palestine
Ministry of Education & Higher Education
Directorate of Education Higher – Salfet
Bedia Secondary Girl's School



التاريخ : 2017/12/21
الموافق : 3/ ربيع الاخر / 1439 هـ

الى من يهمه الامر

تشهد ادارة مدرسة بنات بديا الثانوية أن المعلم " سائد جمعة حسن شقير " قام بتطبيق دراسته على طلاب الصف العاشر اثناء الفصل الدراسي الأول 2017-2018 بعنوان:

The Effect of Drama on Enhancing Students' Critical Thinking Skills and their Achievement from the Students' and Teachers' of English Perspectives in Salfet Directorate

أثر استخدام الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر كل من معلمي اللغة الانجليزية والطلبة في محافظة سلفيت

اسم مديرة المدرسة: حنان محمد فوزي سلام
توقيع مديرة المدرسة:



جامعة النجاح الوطنية

كلية الدراسات العليا

أثر الدراما في تعزيز التفكير الناقد والتحصيل لدى
الطلبة من وجهة نظر كل من معلمي اللغة
الانجليزية والطلبة في محافظة سلفيت

إعداد

سائد جمعة حسن شقير

إشراف

د. أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب
تدريس اللغة الانجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس،
فلسطين.

2018م

ب

أثر الدراما في تعزيز التفكير الناقد والتحصيل لدى الطلبة من وجهة نظر كل من معلمي اللغة
الانجليزية والطلبة في محافظة سلفيت

إعداد

سائد جمعة حسن شقير

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى التعرف على أثر الدراما في تعزيز مهارات التفكير الناقد والتحصيل لدى الطلاب من وجهة نظر الطلاب ومعلمي اللغة الإنجليزية في مدارس محافظة سلفيت من خلال دراسة شبه تجريبية. وقد تناولت الدراسة أثر الدراما على المتغيرات التالية: (الجنس، المؤهل، سنوات الخبرة، الدورات التدريبية، التخصص) من وجهات نظر المعلمين.

قام الباحث بتطبيق ثلاث أدوات دراسية وهي: (62) ملاحظة صفية تم تطبيقها على طلبة الصف العاشر في مدارس بديا الثانوية للبنين والبنات والتي استغرقت 4 أسابيع ومقابلات مع 8 معلمين و16 طالبا من مدارس سلفيت و25 استبانة موزعة عشوائيا في الفصل الدراسي الأول من العام الدراسي 2017/2018.

بعد تحليل البيانات التي تم جمعها باستخدام الوسط الحسابي واختبار T وتحليل التباين الأحادي توصل الباحث أن نتائج الملاحظات الصفية تتفق مع نتائج المقابلات والاستبانة وهذا يعني أن المعلمين والطلبة لديهم الرغبة في استخدام الدراما في المدارس.

وتوصل الباحث أيضا أن نتائج الاستبانة والمقابلات أظهرت أن جنس المعلمين وتخصصهم له أثر إيجابي تجاه تدريس الدراما، في حين كان لسنوات الخبرة والدورات التدريبية الأثر على مواقفهم لصالح 4-6 دورات تدريبية و 10-5 سنوات خبرة.

وأظهرت نتائج الاستبانة أن الدرجة الكلية لتأثير الدراما في تعزيز مهارات التفكير الناقد لدى طلبة الصف العاشر كانت 4.36 مما يشير إلى استعداد الطلاب لتعلم الأنشطة الدرامية. أما

بالنسبة لنتائج الملاحظة الصفية فقد أظهرت أن الطلاب يحتاجون إلى وقت أطول من أجل أن يتفاعلوا مع الأنشطة الدرامية.

أما نتائج المتغيرات المستقلة فكانت كما يلي: لا يوجد فروق ذات دلالات إحصائية عند مستوى الدلالة ($\alpha=0.05$) لأثر الدراما في تعزيز مهارات التفكير الناقد لدة طلبة الصف العاشر من وجهة نظر معلمي اللغة الإنجليزية في مديرية سلفيت تعزى لمتغير المؤهل العلمي والتخصص والجنس.

من ناحية أخرى كانت هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha=0.05$) لمدة دورات التدريب وعدد سنوات الخبرة من أجل التعرف على الفروقات تم اختبار تحليل التباين الأحادي لمعرفة أثر سنوات الخبرة ومعالجة المقارنات للدورات التدريبية.

كما توصل الباحث أن غالبية الطلاب ومعلمي اللغة الإنجليزية لديهم الرغبة لاستخدام الدراما. وبناء على ذلك نصح الباحث المعلمين باستخدام الأنشطة الدرامية من أجل تطوير مهارات التفكير الناقد كأحد الوسائل لبناء شخصية الطالب وقدرته على التفاعل مع مواقف الحياة اليومية والتخلص من الخجل.

بناء على ذلك، أوصى الباحث مصممي المناهج الدراسية في وزارة التربية والتعليم التركيز أكثر على استخدام الدراما في مناهج اللغة الإنجليزية لجميع المراحل. وأوصى الباحث القيام بدراسات مماثلة حول استخدام الدراما وأثرها في تعزيز مهارات التفكير الناقد والتحصيل لدى الطلبة.