

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

The current study is an entirely qualitative study with exploratory qualitative analysis employed to discover the research trends of concepts and viewpoints. This chapter presents the research design, research context, the participants, data collection tools, research procedures, data collection procedures and data analysis. Description of the instruments and materials, their rationale, their validity and reliability are also discussed in this chapter.

#### 3.2 Research Design

The current study utilizes a qualitative method to investigate the insights into utilizing Educational Cooperative Drama (ECD) for Palestinian seventh-graders speaking skills in the war-torn Jenin city. Moreover, the present study makes use of the case study method as a means to understand the real-life of Palestinian seventh graders and English language teachers.

The current research is characterized by the use of various approaches in collecting and analyzing the required data. Interviews and focus groups, observations, and artifact analysis were used to collect and produce data through triangulation of approaches and results.

The rationale for using a qualitative approach was determined by the researcher's intention to be in direct touch with the study subjects through using interviews and observations. Also, the methodology allows the researcher in this study to discover the

capabilities of the participants in their truest sense without the separation of status between researchers and participants.

Depending on the qualitative characteristics of the current research, the following points are worth mentioning:

- Direct touch with the research subjects through interviews and observations (English language supervisors, English teachers, and students).
- Discover the capabilities of the participants in their truest sense without the separation of status between researchers and participants.
- Consent for the participants to share their life experiences without the interference of authoritative relationship between the researcher and participants.

All these points were achieved in this study through interviewing the participants and encouraging them to express themselves through the new pedagogy (ECD) to solve the weakness in speaking skills in a war-torn country.

Additionally, the unit of analysis in this study was the Ministry of Education and the selected school, which was represented by the Ministry of Education supervisors, school headmasters, English teachers, and students, as the most appropriate respondents. The determination of the unit of investigation flows from the research questions.

### **3.3 Research Context**

The study was carried out on the northern West Bank of Palestine, specifically in Jenin city (Figure 3.1). The northern West Bank comprises eleven states (provinces): Nablus, Al-Bireh, Bethlehem, Hebron, Jenin, Jericho, Qalqilya, Ramallah, Salfit, and

Tulkarm. The Arab socio-cultural values prevail in the West bank. The Arab communities are majorly Muslims, with few exceptions. Thus, one city from the region was selected as the location of the study. First and foremost, the selection was based on the fact that the region is war-torn. Secondly, the time and financial constraints associated with the research limited further extensions. The instability and insecurity of some parts of the region also restricted mobility and accessibility to some of the study sites. Based on the suggestions from several parties, including the supervisor from the Ministry of Education, and the private and public- school representatives situated in the city, Jenin was chosen as the location of the study.

The selection of Jenin as the main location of this study was also based on the following factors. First, it has a large number of governmental and private schools that use English as their medium of teaching within the region. Second, the city was chosen to reduce costs and to be more efficient in moving around Palestine. Lastly, considering Palestine as a war-torn country, checkpoints traveling between cities were averted for the safety of the researcher. All research data was taken directly from the schools after taking permission from the Ministry of Education in Jenin. The current study observed schools from both governmental and private sectors. The schools in both sectors teach the official English curriculum (English for Palestine). However, the private schools, in addition to teaching the official curriculum, also added another curriculum, such as Friends and Headway. All these schools were located in Jenin and had four male and female English language teachers.



**Figure 3.1:** Map of Jenin City in Palestine

### 3.4 Participants

The participants for this study involved EFL supervisors, English teachers, and students in private and public Secondary schools which are run by the Ministry of Education in Jenin. The two schools were Al-Eman Private Secondary School and Jenin Secondary School. The entire number of registered students in the two schools was 1,400 students. There was a total of five teachers, both male and female, five supervisors from the Jenin Ministry of Education, and 20 seventh graders (10 males and 10 females), who participated in the study.

### **3.4.1 English Language Supervisors**

The current study involved five English language supervisors in the Jenin district who work for the MoE. The interviews were meant to assess the English Language education in the schools and evaluate the importance of using cooperative learning and educational drama in teaching the English subject. The duties of the English supervisors were as follows:

1. Visiting English teachers in their respective schools to provide feedback about their work, either inside or outside the classroom.
2. Delivering training courses from different fields for teachers, such as teaching methods, classroom management, as well as assessment and evaluation techniques.
3. Participating in designing the General Secondary School Examination, either at the level of Directorate or Ministry.
4. Participating with other supervisors from different subjects to train novice teachers in all fields, not just English.
5. Helping teachers of English language to design and apply remedial plans to boost the level of low-achieving students to follow up with other classmates
6. Participating in designing English textbooks with the help of the Macmillan Company from England. A record from the Ministry of Education 2020 (see Appendix 2).

### **3.4.2 English Language Teachers**

The English language supervisors and curriculum designers provided recommendations for the selection of English language teachers to be included in the study. They suggested selecting teachers who have good qualifications and educational experiences. Hence, based on the recommendations, the five chosen participants in this

study shared the following attributes. First, they were all from Jenin and well-qualified in English with at least five years of experience in teaching the subject. Since the teachers had enough experience, they knew the curriculum and had previously followed a lot of English language teaching workshops facilitated by the Ministry of Education. In addition, both male and female teachers participated in the research, aged between 30 to 45 years old. The teachers who were invited to participate in the study received a formal letter from the MOE to cooperate in the study.

### **3.4.3 Seventh Grade Students**

The seventh-grade students were selected according to the recommendations given by their English language teachers. The teachers requested students with high language proficiency between 13 to 14 years old to participate in the study. Hence, a total of 20 participants, 10 males and 10 females from the two selected schools, contributed to this study.

### **3.5 Sample Size**

In this qualitative case study, the researcher considered purposive sampling as the best sampling technique for the study. A purposeful sample is a non-probability sample that is selected based on population characteristics and study objectives. Purposive sampling is diverse from expediency sampling and is also known as selective, judgmental, or subjective sampling (Ashley, 2020). Also, the sampling technique of purposive sampling depends on the type of research (Teddlie & Yu, 2007). The circumstances may include: achieving representativeness, allowing comparisons to be made, concentrating on particular issues or events, and creating hypotheses through a gradual accumulation of data from various sources. If a purposeful sampling strategy

for research has been implemented, the reader of the qualitative work would want to know the rationale behind the selection of the strategy and its suitability for the research (Kalu & Bwalya, 2017).

Purposive sampling was used to select the participants of the current study. According to Lodico (2010), purposeful sampling is the best method for choosing study participants and locations that are more conducive to answering study questions. When conducting basic qualitative research, Merriam (2009) and Farrelly (2013) stated that there should be a sufficient number of participants in the study (Gheondea-Eladi, 2014; Setia, 2016). In order to ensure proper repetition, it is necessary to have an adequate sample group and sample size (Merriam, 2009). An important step in the design of a sample is choosing the right number of participants. It is impossible to fully understand a subject from a sample of participants that is too small. It can be difficult to analyze and interpret data from a large sample size because of the uncertainty it can create. In both cases, the researcher should avoid the conditions (Block & Erskine, 2012).

Almost all qualitative research involves sampling, as most qualitative research examines phenomena in their natural environment. Furthermore, sampling in qualitative research has been suggested to help the researcher identify persons or localities that are rich in information and can be studied in great depth (Marshall & Rossman, 2014). Therefore, it is necessary to provide the readers with detailed information and explanation as to why a specific sample was selected and its suitability for research, as well as what type of sample technique was used. This is usually demonstrated by strong literature situations describing and rationalizing any sampling procedure that the researcher has adopted (Cleary et al., 2014; Patton, 2002).

Hence, selecting a purposeful sample for the current type of study was vital. Although they may not be illustrative and their findings may not be generalizable, this

is not the primary concern in such sampling. The main concern is, instead, to obtain in-depth data from those who are willing to provide it (Cohen et al., 2018).

In purposeful sampling as a qualitative study feature, researchers frequently (but not exclusively) select the cases to be searched for in the study based on their assessment of their typicality or possession of the relevant characteristics. They put the sample together to suit their unique needs. Also, in many types of studies where purposeful sampling was conducted (Teddlie & Yu, 2007), the intention might be: to accomplish representativeness, to enable comparisons to be made, to concentrate on particular, special issues or events, and to generate hypothesis through a systematic gathering of information from a different source and purposive sampling. Teddlie & Yu (2007) also explained the required trade-off: on the one hand, it gives the analysis greater depth than probability sampling; on the other, it gives the analysis less scope than probability sampling (Cohen et al., 2018).

In order to choose the appropriate participants, a criteria list was formulated with the necessary approval and permission obtained from the Directorate of Education in Jenin (Table 3.1). The criteria were made to select the English language supervisors from and according to the Ministry of Education because they would have the influence in choosing participants, in addition to the researcher's special touch and necessary addition to the criteria to achieve the goals of the study. Thus, the records from the Ministry of Education in the State of Palestine have shown the following stipulations for choosing an English supervisor (see Appendix 2).

1. Having at least a B.A. in the English language or methods of teaching English
2. Having an educational qualification (Educational Diploma, Master's degree, or Ph.D. in Methods of Teaching or English Curriculum)
3. Having an experience at least eight years as an English teacher

4. Having a performance evaluation of at least *very good* for the last three years of experience
5. Introducing some educational initiatives
6. Having at least 200 training hours, 150 of them as a trainer
7. Good experience in computer skills, especially Microsoft Word
8. Having good skills in communication
9. Having the ability to work under pressure and teamwork
10. Having the ability to manage crises.

**Table 3.1:** The Participants and Criteria for Choosing the Participants in the Study

Participants	Criteria
<b>Seventh graders</b>	The seventh-grade students were chosen by the English language teachers and the researcher according to certain criteria in this study. The first criterion is that the seventh-grader students were between 13 to 14 years old, male and female, from the two selected schools and six classes. In addition, their average rate in English should be 90 % and above so they can express themselves. The students must have also mastered the English language's basic skills of reading, writing, listening, and speaking. The students and their families should also consent before participating in the project. Other than that, the selected students must love teamwork and be capable of participating effectively in the class with former experience in participating in any English language-related activity, such as English educational competitions (because there were always external activities and education competitions in each semester, in addition to an open day at the end of each semester)

**Table 3.1: (Continued):** The Participants and Criteria for Choosing the Participants in the Study

Participants	Criteria
<b>English Language Teachers</b>	English language teachers have been chosen according to the recommendations of the English language supervisors in the Ministry of education with the researcher. The first of these criteria is that the teacher's age ranges between 30 years and 45 years, whether male or female. In addition, the English language specialization and teaching methods must be due to some Teachers specializing in literature or translation and also that the teacher has experience of no less than five years so that he has knowledge of the curriculum and has attended workshops and training courses in the ministry of education and they have been taken courses in the use of educational drama or cooperative education in teaching the English language in addition to that From Jenin city and agree to participate and cooperate in this study.
<b>English Language Supervisors</b>	Five male and five female English supervisors were selected after their approval was obtained to participate in the study. Their age was between 45 and 60 years. They participated in training and educational courses for at least 20 sessions, including methods for teaching English, communication skills, problem-solving skills, critical thinking, as well as courses in educational drama and cooperative learning. The selected individuals also have high scientific qualifications in the specialty of the English language.

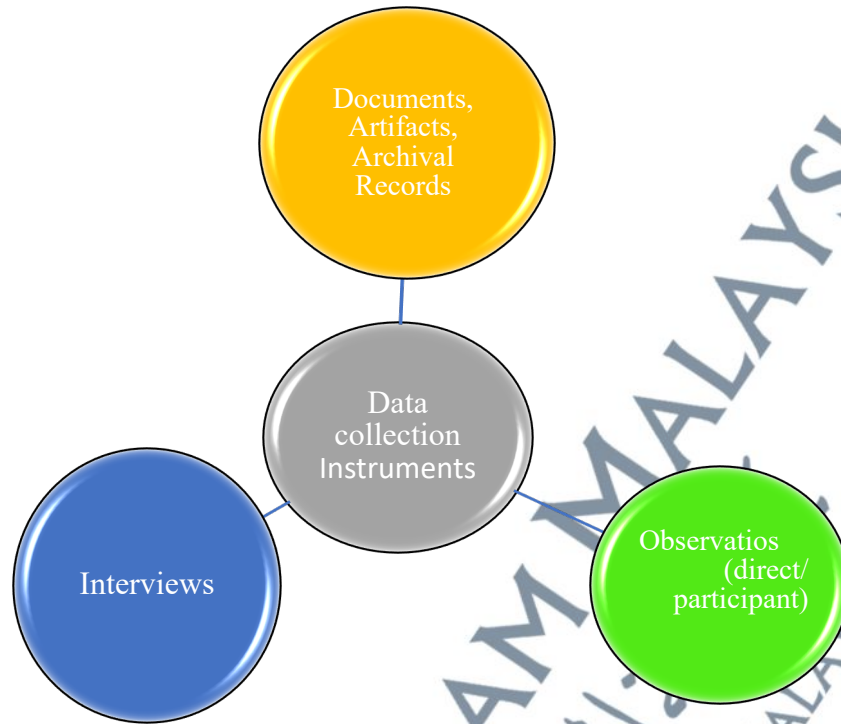
### 3.6 Data Collection Instruments

In this qualitative case study, several instruments were used in collecting the data from the participants, such as observations, semi-structured interviews with students, one-to-one interviews, as well as documenting what is said and done during an interview or focus group, such as making handwritten notes or video recordings, and document reviews. Greet (2014) and Yin (2014) indicated that a qualitative

investigation would be focused on various evidence sources. These include documentation, records of archives, interviews, direct observations, observations of participants, and physical artifacts. Based on these assertions, the current study employed the mentioned instruments. This is shown in Table 3.2 and Figure 3.2, which show specific instruments used based on the research questions outlined in this study.

**Table 3.2:** Instrumentation for the Study

Research Questions	Instruments
1. How does Educational Cooperative Drama (ECD) influence the learning of the English language among Palestinian seventh graders in the war-torn city of Jenin?	<ul style="list-style-type: none"> <li>▪ Semi-structured interviews.</li> <li>▪ Observations-Artifacts</li> </ul>
2. What are the challenges faced by EFL teachers in Palestine incorporating when using Educational Cooperative drama (ECD)?	<ul style="list-style-type: none"> <li>▪ Researcher observations.</li> <li>▪ Semi-structured interviews</li> <li>▪ Artifacts</li> </ul>
3. How do the teachers and students perceive the use of Educational Cooperative Drama (ECD) in a Palestinian seventh-graders speaking skills classroom?	<ul style="list-style-type: none"> <li>▪ Semi-structured interviews</li> <li>▪ Artifacts</li> <li>▪ Researcher observations.</li> </ul>



**Figure 3.2:** Data Collection Instruments in This Qualitative Case Study

### 3.6.1 Observations

One of the most important instruments in collecting the data in this study was observations, which came in three types. First, observation means (watching what people are doing) would appear to be a clear method of conducting psychological research. Nevertheless, there are various types of observational approaches, and it is important to make distinctions among them, including controlled observations, naturalistic observations, and observations of the participants (McLeod, 2015). Controlled observations (usually in the form of a structured observation) are likely to be done in a laboratory of psychology. In what conditions and using a structured protocol, the researcher adopts where the experiment will take place, at what time, and with which participants. Naturalistic observation is a commonly used method of analysis recycled by psychologists and other social experts. This approach involves studying the random behavior of subjects in the natural world. The researcher literally

documents what they see in whatever way they are able to. Also, the investigator documents all related activities without a program in unstructured observations. There may be too much to report, and the behaviors reported may not actually be the most relevant, so typically, the method is used as a pilot study to see what sort of behaviors will be documented. Finally, participant observation is a variation of the above (normal observations), but here the researcher enters and is a member of the community they are observing to gain a deeper vision into their lives (McLeod, 2015) (see Appendix 3).

The researcher formulated an observation checklist that was presented to the reviewers for validation. The reviewers were Dr. Zuheir Khlaif, Dr. Mosaddaq Barahmeh, and Dr. Nidal Jayousi. The observation process was carried out by the researcher by attending classes for the seventh graders in the two schools during the first semester of the academic year 2021/2022 (see Appendix 7).

**Participant Observation Investigators** using participant observation, recorded what participants saw while being present in the participants' everyday life and activities. Participant observation is a specific form of gathering data since there are two forms of participant observation in actual, real-world settings as opposed to experimental. Researchers study participants in indirect observation without being fully involved in the research environment. On the other hand, researchers track participants in direct observation by being dynamically involved in the study environment. There are several advantages to consuming observation of the participants. Participant observation, for example, is helpful if participants do not feel relaxed sharing their private capabilities with investigators. In addition, this method can also reduce the discrepancy between the attitudes and beliefs of the participants and their behaviors by closely following the daily life and activities of the participants. Finally, participant observation may also give researchers details about how participants communicate with

each other (Jameel et al., 2018). Furthermore, the researcher's observations were used to get close enough to the study by observing and also understanding the seventh-grade students and the teachers closely by seeing what they said and did in the class when they used ECD to ensure realistic results.

### **3.6.2 Interviews**

The researcher adopted another tool to gather the information in this study which was the interviews. Interviews were used to get a vision of the personal experiences and situations of the participants. Interviews also provided researchers with rich and extensive qualitative information to consider the perspectives of participants, how they define those perspectives, and the significance of those skills (Rubin & Rubin, 2012). Despite the significance of qualitative research interviews, there are abundant books and papers on performing research interviews. Typically, these current resources focus on: circumstances that promote quality interviews, such as access to and selection of participants (Rubin & Rubin, 2012; Seidman, 2013); confidence building (Rubin & Rubin, 2012); the position and duration of the interview; the order, consistency, and clarification of issues (Patton, 2015; Rubin & Rubin, 2012); and the overall interview process (Brinkmann & Kvale, 2015; Patton, 2015; Castillo-Montoya, 2016). Moreover, interviews with qualitative research are either unstructured or semi-structured. Researchers participate in an open-ended conversation in unstructured interviews led by the interviewer, who is able to share their viewpoints, perceptions, and thoughts openly. The participant directs the discussion in this form of interview. On the other hand, participants participate in an open-ended conversation mediated by the interviewer in semi-structured interviews. Thus, there was an interview guide with a set of groups and observation of the participants, while the latter comes from methods such

as document analysis. In interviews, for example, the discussion may be facilitated by an interview guide prepared by the researcher; in this case, the data was elicited. Although the questions were planned before the interview, during the interview, new questions can arise, which were then included in the interview (Jameel et al., 2018).

The interview took forty-five minutes. The interviewees were asked to answer individually and given the opportunity to comment and discuss other participants' replies. The interview questions were reviewed and validated by three reviewers, namely, Dr. Zuheir Khlaif, Dr. Mosaddaq Barahmeh, and Dr. Nidal Jayousi (see Appendix 7).

### **3.6.3 Documents**

In this study, documents include text (words) and pictures that the researcher collected without any interference. Any other mute or trace proof, such as cultural artifacts, is comprised for the purposes of this artifact. These types of documents can be found in libraries, archives for journalists, offices for the historical society, and files for organizations or institutions (Bowen, 2009). In addition to that, O'Leary (2014) explained the three key forms of documents, including:

- **Public records:** official, ongoing records of the activities of an organization. Sources include student transcripts, mission statements, financial accounts, policy manuals, student handbooks, strategic plans, and curriculums.
- **Personal Documents:** first-person accounts of the actions, observations, and beliefs of each individual. Examples include schedules, e-mails, scrapbooks, forums, Facebook messages, job records, accounts of accidents, journals/reflections, and newspapers.

- Physical proof: physical objects found within the situation of the study (often known as artifacts). Examples include leaflets, posters, agendas, manuals, and instruments for the school.

### **3.7 Trustworthiness of Qualitative Data Collection Instruments**

The semi-structured interview questions were checked by English teachers to have better understandability and to verify the content for accuracy. The questions were submitted to three professors in education and psychology to check their appropriateness and ensure that they are aligned with the objectives of the study. These professors have rich experience in qualitative research methodology in addition to more than 15 years teaching experience. Five different teachers were pre-interviewed to test the understandability of the questions. Before contacting the participants and inviting them to participate in the study, permission was taken from the MoE.

#### **3.7.1 Triangulation**

In order to collect more valid and reliable data, the researcher opted for using triangulation, which was manifested by using four theories to strengthen the conceptual framework and by using different instruments for data collection, such as in-depth interviews, focus group discussions, and field notes. To ensure more reliable data analysis, two separate researchers helped in organizing the collected data; the researcher of this study and a PhD student at An-Najah National University who has experience in qualitative research. The two researchers worked independently but cooperatively to conduct the interviews, organize the data and other procedures. When there was a kind of disagreement, or inconsistency, in-depth discussion was carried out. During the review process, the two researchers worked as a team to hold periodic meetings (after

analyzing every third data set). In addition, with the research team, daily analytical sessions were conducted. Using the different data sets that arose during the research process, data triangulation was ensured: raw material, codes, concepts, and theoretical saturation (Korstjens & Moser, 2018).

Moreover, the data was collected from three types of participants including the supervisors, the teachers and the students. Meanwhile, the creation of codes, definitions, and core categories helped to analyze the data. The researchers analyzed the data until the expected depth of insight was supplied by the final theory.

### **3.7.2 Member Inspection**

At a later stage, when the interviews and the focus group meeting were accomplished, the transcripts were presented to the participants to review them and approve the correctness of the data. Furthermore, a meeting was held with those who participated in either the interviews or the focus group discussions halfway through the study period, allowing them to correct the interpretation and question what they considered to be 'incorrect' interpretations. Finally, in another meeting, the results were explained to the participants. The remarks and suggestions given by the participants were added to the transcriptions to ensure credibility.

### **3.8 Research Procedures**

A total of 30 participants (5 English language teachers, 5 English supervisors, and 20 seventh-grade students) were interviewed personally by the researcher. Considering that this study was qualitative, the interview served as a suitable instrument data collection. In order to achieve a high response rate, the researcher administered the interviews face- to- face, through meeting the respondents at schools and at the

workplace. A video record was placed in English classes for a period of two months (eight weeks), which was used for data collection. The measurement instrument was majorly adapted from previously established studies and modified to suit the research context. A pre-interview and expert review of the open-ended question was conducted prior to the survey to ascertain the clarity and validity of the measurement instrument.

The researcher collected data over eight weeks according to the following steps:

- In the first week, the work's focus was on preparing the instruments used in the research, including making a follow-up form and setting the interview questions. In addition, the making of approval forms for the participants (consent form), the distribution of approval forms for the study participants, and the starting of a work schedule for the study application were also conducted in the first week. Thus, teachers were provided with the needed information about the study and could start collecting additional information.
- In the second week, a workshop for the participating teachers was conducted in the presence of the English supervisors from the Ministry of Education. The aim was to see the steps that would be implemented in the study. Another simple workshop for students who participated from the two schools was carried out using videos—talking about educational drama and the method of cooperative learning and its activities. Other activities were also carried out, including the collection of consent forms, the welcoming of the participating students, and the hearing session to collect their inquiries and initial impressions.
- In the third week, interviews with English supervisors and teachers were conducted. In addition to conducting group interviews for students to discuss how to implement cooperative educational drama in the English language

curriculum for the seventh grade in addition to that request from students to read the first unit of the book and distribute students to groups with a situation, thus adopted some criteria for cooperative educational drama such as how to divide groups from 2-3 students and take into account the time period of the session, in addition, to influence the effective participation of all participants of the group and applying the concept of everyone is responsible for the group because the one as the whole and the whole as one, success and outcome of all.

- In the fourth week, a quick review of the practical application conducted in the previous session was made. Thus, continuing to take notes, recordings, and videos for students and teachers, and also providing a homework assignment designed by the researcher with the English language teachers to conduct a nutrition review for all participating students. In addition, taking teacher notes on the behavior and outcomes of the participating students in a preliminary manner also apply the lesson in Educational Cooperative Drama (ECD) style, distributing roles and tasks to the students, encouraging them to exchange skills, help each other and improve communication skills, speaking skills and teamwork between them.
- In the fifth week, a simple stage in the class, nearby the class, or in the English lab was created to encourage the students to perform (learning by acting). Thus, a detailed working paper covering the skills and activities of the Educational Cooperative Drama by the researcher to take the impressions of students about the application of the lesson in the new style and if it amusing or boring whether the student broke the barrier of shame also became able to speak the English language without fear or hesitation and if they intend to repeat the experience in the second unit of the curriculum.

- In the sixth week, practical implementation was carried out in the manner of Educational Cooperative Drama in the second unit of the book and an emphasis on achieving the goals of the unit with regard to students' behavior and involvement and their contact with each other, as well as taking notes and recording it in detail.
- In the seventh week, individual interviews with the teachers were conducted by taking notes and recording, asking, "what are the benefits and drawbacks of the new method of Educational Cooperative Drama and its effect on improving speaking skills, particularly for students and generally for the teaching of English language."
- In the eighth week, which was the final day, feedback was taken from the students, teachers, and English supervisors. The session was to thank them and give simple souvenirs for their cooperation. It was also the creation of a creative closing activity for students involved in the research, as a summary of the lesson, sharing results, experiences, and enjoyment with everyone, and conducting group and individual interviews for registered and photographed students. Entirely information was collected with an emphasis on clarity, accuracy, a fair representation of the student and teacher, and a reflection of the levels of motivation and engagement of the students in speaking during the use of Educational Cooperative Drama. The documents have been labeled with corresponding pseudonyms and dates, and emphasis was placed on accurately collecting and analyzing the behaviors of the students involved, giving the students and future teachers a better idea of how to improve the engagement and inspiration of the Educational Cooperative Drama in learning and teaching English (see Appendix 10, the final day).

The procedures of the study are presented in Table 3.3.

**Table 3.3:** Research Procedures

<b>Week</b>	<b>Steps</b>
First week	<ul style="list-style-type: none"> <li>- Research Instrument preparation</li> <li>- Research permission arrangement</li> <li>- Consent form preparation (see Appendix 8 and 9).</li> </ul>
Second week	<ul style="list-style-type: none"> <li>- Workshop with the teachers and students; discussing what would be required from them.</li> </ul>
Third week	<ul style="list-style-type: none"> <li>- Conducting interviews with English supervisors and teachers.</li> <li>- Conducting group interviews with students</li> <li>- Adopting Educational Cooperative Drama (unit one )</li> </ul>
Fourth week	<ul style="list-style-type: none"> <li>- Making a quick review of the practical application</li> <li>- Notes taking, recordings, and videotaping the students and teachers</li> <li>- Providing a homework assignment.</li> </ul>
Fifth week	<ul style="list-style-type: none"> <li>- Creating a simple stage in the class, nearby the class, or in the English lab to encourage the students to perform (learning by acting)</li> <li>- Working paper covering the skills and activities of the Educational Cooperative Drama.</li> </ul>
Sixth week	<ul style="list-style-type: none"> <li>- More implementation of the new method of Educational Cooperative Drama (unit two).</li> </ul>
Seventh week	<ul style="list-style-type: none"> <li>- Individual interviews with the teachers</li> <li>- Notes-taking and recording of the interview sessions.</li> </ul>
Eighth week	<p>Closing activities in which feedback was taken from the students, teachers, and English supervisors; thanking and giving simple souvenirs for their cooperation (see appendix 11).</p>

### 3.9 Data Analysis

Analyzing data in qualitative research methods needs to be reliable and objective especially with unstructured observational data (e.g., from field notes, videos, unstructured interviews and the like). Such analysis to be accomplished requires certain procedures including summarization; narrative accounts (of persons, groups, activities, events), thematic analysis, patterning; coding and categorizing; nodes and connections, constant comparison, theoretical saturation. To achieve these outcomes, the NVivo 12 software was used. This software helped collecting organizing, analyzing and visualizing unstructured or semi-structured data.

To summarize most components of the current study, Table 3.4 presents the study objectives with its questions, data collection procedures, and data analysis. The aim is to align these components to ensure consistency and credibility. furthermore, to answer RQ1, the study used semi-structured interviews with 5 English language teachers, 5 English language supervisors, and with 20 seventh graders, conducting 45-minute interviews. Next, for RQ2, the study used classroom observations, artifacts, and semi-structured interviews with 20 seventh-grader students. While, RQ3 was answered by using artifacts such as plays, online sessions, worksheets, presentations and videos, observations, and semi-structured interviews. All data was analyzed using the thematic analysis.

**Table 3.4:** Objectives, Study Questions, Data Collection and Data Analysis

Objectives	Questions	Data Source	Data Collection	Data Analysis
-To explore Educational Cooperative Drama (ECD) influences English language learning among Palestinian seventh graders in the war-torn Jenin.	1.How does Educational Cooperative Drama (ECD) influences the learning of the English language among Palestinian seventh graders in the war-torn Jenin?	Five English language teachers from various locations in Jenin city Five English language supervisors from the ministry of education in Jenin city	45 minutes interviews 45 minutes interviews	Qualitative data analysis (thematic analysis): Transcribing and organizing the data; Identifying the analysis unit and coding the data; Generating themes and patterns; Determining the frequency of each theme.
-To explore the challenges faced by EFL teachers in Palestine when using Educational Cooperative Drama (ECD).	2. What are the challenges faced by EFL teachers in Palestine when using Educational Cooperative Drama (ECD)?	Classroom observations Artifacts 20 seventh-grader students 5 English language teachers	Observations Semi-structured interviews	Thematic analysis
-To explore the teachers' and students' perceptions of the use of Educational Cooperative Drama (ECD) in a Palestinian seventh-grader speaking skills classroom.	3. How do the teachers and students perceive the use of Educational Cooperative Drama (ECD) in a Palestinian seventh-graders speaking skills classroom?	Classroom observations Five English language teachers from various locations in Jenin city twenty 7 <sup>th</sup> grader students	Artifacts (plays, online sessions, worksheets, presentations, videos) Observations Semi-structured interviews	Thematic analysis

### 3.9.1 Data Analysis Procedures

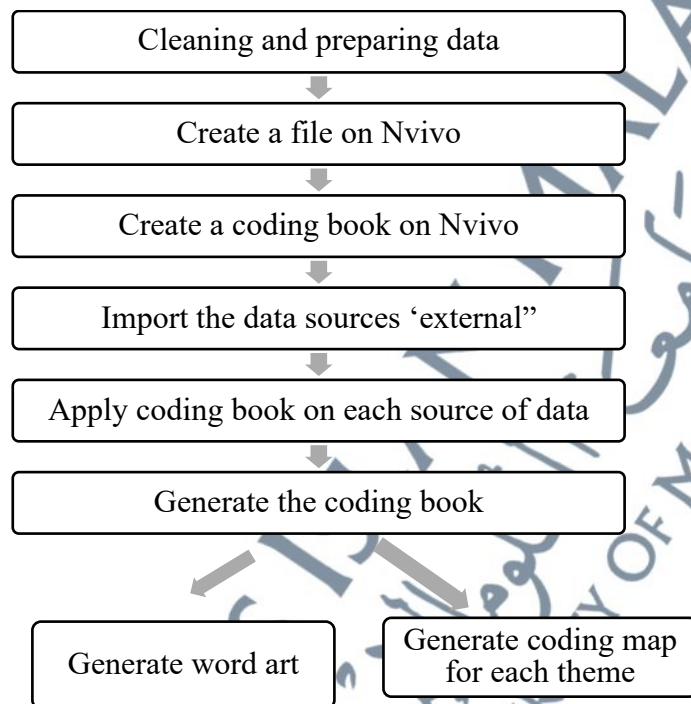
For analyzing the data, the researcher followed the procedures of thematic analysis steps mentioned by Hsieh and Shannon (2005). The steps were divided into

three stages, including preparing the data for thematic analysis by numbering the participants' responses, putting all the responses in one file, and cleaning the data. The first part of the second phase was identifying the unit of analysis in the current study, a phrase/ sentence/phrase related to teachers' using drama reported by the participants. Identifying the analysis unit was based on the findings of previous studies on the topic of drama in education, including Dougall (2019) and Giacetti (2021) and other studies. The second part of the second phase was developing the coding book and creating the themes based on the literature review. Organizing the themes into the benefits of using ECD, challenges of using ECD, individual innovativeness, collaborative learning, and perceptions of using ECD.

After developing the coding book, the researcher pre-tested the code by asking an external researcher to take a portion of the data (10%) and apply the coding to the data in order to ensure the consistency and accuracy of the coding book. The last phase of data analysis was coding all the data. After finishing all the data, assessing coding was conducted to check the trustworthiness of data analysis by establishing a comparison between the agreement and disagreement of the coding process by following the procedures mentioned by Creswell and Miller (2000). Moreover, the researcher manually coded a part of the data after finishing coding by using NVivo 12 to compare the coding after finishing the coding process. The researcher found that the agreement and disagreement between the researcher code and the external coder coders was 88%. The disagreement between the researcher and the external one was dissolved through fruitful discussions to achieve agreement on the final themes and subthemes.

### 3.9.2 Coding Process Using NVivo

As mentioned previously, the data analysis software NVivo was used for coding, organizing and generating themes. Figure 3.3 provides the key steps of the said processes.



**Figure 3.3:** The Flow of Coding Process Using NVivo

### 3.9.3 Coding System to the Participants

Coding in NVivo is the process of assembling relevant data into a Node, which is a container. All the references to a node that are coded into the project are visible when a reader opens a node. The coding process and the themes are shown in Table 3.5.

**Table 3.5:** Coding Processes and Themes in NVivo

Participants	Themes (Code)	Subthemes	Coding
Teachers: T1.....T5 Supervisors: S1...S5 Students: St 1-ST 20	Benefits of ECD (Bo ECD)	Improve Speaking Skills	ISS
		Creativity	Cr
		Cooperating	Co
		Acting Skills	AS
		Enjoyable	Ej
		Individual Innovativeness	II
		Collaborative working	Cw
		Decrease the effects of war-torn environments.	Dw
	Challenges (CH)	Checkpoints	Chp
		Occupation	O
		Time	T
		Canceling school during crises	SC
		School Policy	Sp
	Perceptions of ECD (Po ECD)	Self-esteem	SE
Fear		Fe	
Shyness		Sh	
Hope		H	
Enjoyable		En	
Fun		F	

### 3.10 External Reviewer Report

The external reviewer was an assistant professor in the Teaching Methods department at An-Najah National University. His research interest is in qualitative research design in the field of educational technology. Besides he published more than 35 articles in peer-reviewed journals. All of his articles are qualitative studies except for three research papers that employed mixed -methods approaches.

The research of the current study took 10 % of the raw data “transcription of the interviews” and gave the coding book to the external reviewers to apply the coding book to the portion of the data. It was found that there was agreement and disagreement in the coding themes. The external reviewer and the researcher were then scheduled to meet at the university to discuss and negotiate the resolution and agreement of the coding. During the meeting, the external reviewer calculated the inter-rater reliability

by counting the total agreement divided by the total agreement and disagreement, which was 88%. The basic calculation was made by using the equation: (Agreement/ (disagreement + Agreement)) \*100% and followed by the creation of a simple table (Table 3.6).

**Table 3.6:** Coding Agreement Based on the Discussion with External Reviewers

Themes	Subtheme	Research (TB)	External reviewer (ZKh)	Agreement
Benefits of using ECD	Improve speaking skills	1	1	1
	Creativity	1	1	1
	Cooperating and working for the team.	1	1	1
	Acting skills	1	1	1
	Enjoyable environment	1	1	1
	Technology integration	0	1	0
	Enthusiasm	1	1	1
	Increasing achievement	1	0	0
	Decrease the effects of war-torn environments.	1	1	1
Challenges	Checkpoints	1	1	1
	Occupation	1	0	0
	Time	1	1	1
	Canceling school schedule	1	1	1
	Small classes	1	1	1
	Policy	1	1	1
Perceptions of using ECD	Self-esteem	1	1	1
	Fear	1	1	1
	Shyness	1	1	1
	Hope	1	1	1
	Enjoyable and fun	1	1	1
	Friendship	1	1	1

$$\begin{aligned}
 \text{Inter-rater reliability agreement} &= \frac{\text{Total of Agreement}}{(\text{Disagreement} + \text{Agreement})} \times 100\% \\
 &= (21/21+3) * 100\%
 \end{aligned}$$

### 3.11 Chapter Summary

Chapter three started with the research design of the study which is an entirely qualitative method. Besides, the chapter explained the research context which targeted

the northern West Bank of Palestine, specifically Jenin City. Furthermore, the chapter presented the participants of the study who comprised 7th graders, English language teachers, and English language supervisors. The chapter also explained the data collection instruments which involved observations, semi-structured interviews, and artifacts. The research procedures and data analysis procedures were also presented in addition to presenting the coding process which was manifested in using NVivo. Finally, the chapter explained the external reviewer report.

