

CHAPTER 4

FINDINGS OF THE RESEARCH

4.1 Introduction

Chapter Four presents the data and findings of the current research. First, it begins with a brief overview of the research questions and data analysis processing. The chapter then presents the findings of the participants' perceptions. Meanwhile, the chapter presents the findings as themes and subthemes supported by evidence and extracts from the participants. It is noteworthy that a range of data sources were employed, including an observation checklist and artifacts like worksheets, videos, slideshows, and plays.

4.2 Overview of the Research

The objective of this qualitative research was to explore EFL teachers' perceptions of integrating educational drama into cooperative learning when teaching English as a second language. Furthermore, the research aimed to investigate the perceptions of students and English language supervisors by means of a qualitative approach. Besides, one additional objective is to propose a framework for integrating ECD into secondary schools in Palestine. In order to achieve these objectives, three research questions guided the current study. To answer these questions, several resources were utilized such as semi-structured interview, observations and artifacts (worksheets, plays, videos and students' presentations).

RQ 1: How does educational cooperative drama (ECD) influence the learning of the English language among Palestinian seventh graders in the war-torn Jenin?

RQ 2: What are the challenges faced by EFL teachers in Palestine when using educational cooperative drama (ECD)?

RQ 3: How do the teachers and students perceive the use of educational cooperative drama (ECD) in a Palestinian 7th graders' speaking skills classroom?

Findings related to the first question: How does educational cooperative drama (ECD) influence the learning of the English language among Palestinian seventh graders in the war-torn Jenin?

To answer these questions, the researcher used NVivo 12 in order to analyze the participants' responses. The findings reported various benefits of using ECD as reported by the 30 participants of the study. The participants' opinions reflected notable experience in using ECD in an unstable environment. In order to obtain more reliable data, the researcher coded more than 200 opinions from 30 participants in middle school settings. These opinions were grouped into themes and subthemes based on their characteristics as revealed in many previous studies.

4.4.1 Influence of ECD on English language learning

The participants reported several benefits of integrating educational drama and cooperative learning into education. The participants' extracts reflected various benefits including enhancing acting skills, improving speaking skills, increasing achievement, decreasing effects of war, motivating students to learn, and responding to students' learning styles. Figure 4.2 below summarizes these benefits.

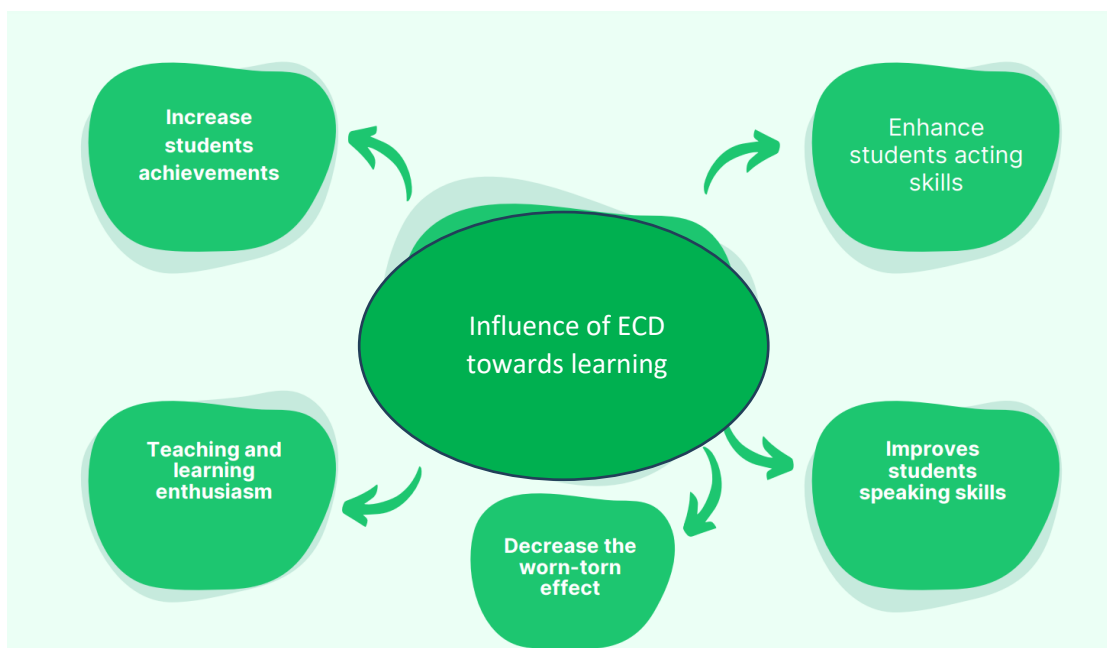


Figure 4.2: Influence of ECD towards English language learning

4.4.1.1 Enhancing Students Acting Skills

The majority of students who participated in this study reported that using ECD in EFL classroom fostered their acting skills. For example, Student 17 maintained that ECD empowered the ability to act in front of the classroom with more confidence as shown in the excerpt: *“Now, I am able to perform in front of my classmates”* (Int. St 17).

Another student reported that ECD enabled him to relive a different character which provided a great deal of engagement and enjoyment when acting. This perception is evidenced in the excerpt, *“Using drama makes me act as a character and I enjoy it”* (Int. St 5). Other students referred to the importance of acting through drama activities which play a major role in improving their language skills through participating in dialogues and performances. For example, Student 12 said, *“I enjoy participating in dialoguing through acting”* (Int. St 12).

By the same token, Student 8 stated that he prefers to act the dialogue with his classmates instead of reading it traditionally so that he can improve his speaking skills and more accurately portray the character. This student claimed that he does not like to memorize at the expense of comprehension especially when the speaking skills are better to be improved through acting as shown in the following quote:

“I enjoy acting the dialogue with my classmate which is better than just reading in the traditional way. This is because I will get better at speaking and living the character and it depends on the paragraph. I do not like memorizing without feeling or understanding” (Int. St 8).

In agreement with Student 8, Student 9 confirmed that she feels responsible and gets excited when acting in a dialogue or a drama. Her positive perceptions and sense of ease enable her to speak persuasively while her self-confidence increases as she acts out the dialogue. The following excerpt clearly illustrates this point.

“I enjoy acting out dialogues and dramas when the topic has another flavor. I feel that I am responsible and so excited. I feel happy and comfortable. In other words, I become more confident to speak in a better way” (Int. St. 9).

In line with the above mentioned point of view, Student 2 also added that he feels comfortable and enjoyable to play or converse with other classmates which contributes to learning of new things. Additionally, he disapproves the traditional method which tends to hinder cooperation with classmates and the teacher. Unlike the traditional method, acting provides more opportunities to acquire English rather than just studying or learning it as a subject matter. This point is reflected in the following excerpt:

“Well, I enjoy acting because I feel more comfortable and fun to play a role or to make a role-play or when I converse with my classmates. Acting means learning new things at the same time. For me, I hate the traditional way of teaching since cooperation is not possible; we are just listeners. I think acting leads to learn the English language without feeling that you are studying or learning; during acting, I discover that I can learn more and more. I like acting and I hope to be an actor one day” (Int. St 2).

Furthermore, Student 16 maintained that the traditional methods of teaching are mostly repetitive to the extent that they turn to be boring. On the other hand, in acting or role-playing, speaking English is done naturally and easily. Acting and role-play provide more engagement and stronger enthusiasm to speak English rather than just studying it.

This excerpt demonstrates that:

“Using the traditional method is, without a doubt, quite monotonous; it makes you get bored most of the time, whereas acting is more engaging. I feel the blood boil in my body and am so excited by acting to speak the English language” (Int. St 16).

In addition, some students indicated that acting has the potential to increase their communication skills with others (peers and teachers), increase cooperation, and increase enjoyment which cannot be achieved in the traditional methods. For instance, Student 18 pointed out that he was able to improve his ability to communicate, speak, and express himself in English.

“When I act out a character, I get the chance to improve my communication skills and speak English while being more confident to express my ideas and thoughts” (Int. St 18).

Additionally, Student 3 explained that rather than listening to lectures, he prefers to act out the dialogue with his classmates. This is because the students feel like they are not studying but playing. This student also added that he was able to promote other important skills including cooperation, turn-taking, and speaking English fluently. The following excerpt demonstrates this point of view.

“Of course, I prefer acting the dialogue with my classmates to lecturing since we feel like we're not learning but playing when we put on a play: we're both learning new things at the same time. Also, I learn from my classmate many skills such as cooperating, acting, speaking English, and respecting each other” (Int. St 3).

Furthermore, Student 4 reported that he prefers acting the dialogue with his classmates because of that sort of connection and collaboration in the English classroom which

provide more enjoyment. As a result of traditional methods, enjoyment is less, and the listeners are merely passive observers. This idea is demonstrated in the excerpt:

“I prefer acting the dialogue with my classmates because there is a connection and collaboration in the English class, more enjoyment, while in the traditional way there is no enjoyment since we are just listeners” (Int. St. 4).

In addition to highlighting the importance of acting skills, Student 20 expressed a passion for acting. She enjoys this because it is fun and improves her speaking abilities.

This excerpt illustrates the point:

“I really enjoyed acting the dialogue because acting has always been my passion since I was a kid and acting out the dialogue helps me improve my speaking skills and it's enjoyable” (Int. St 20).

According to Student 6, acting helps him forget his unfortunate circumstances, which are caused by the Israeli occupation. as evidenced in the following excerpt:

“I mean the Israeli occupation, we live in a war-country and suffer a lot, there is no safe place in Palestine, the bullet may come anytime and anywhere at home, at school or in the street. By acting, we forget our bad situations, though for a short time” (Int. St 6).

4.4.1.1.1. Interviews with the Teachers

The majority of teachers who participated in the study indicated that they use ECD to improve their communication skills in their teaching, build students' personality through acting in front of the classroom. Consequently, improving acting skills in ECD leads to increase speaking skills as reported by Teacher 3 in the excerpt below:

“My intention was to use drama in teaching the English language to help my students express their ideas about hot topics in Palestine using their English language...I believe using drama can help me to build student's personality and to be a public speaker through acting” (Int.T3).

Teacher 1, furthermore, noted that educational drama helps students portray the real situation of the Palestinian students who live under the Israeli occupation. This

situation motivates students to use English to describe such situation as evidenced in the following excerpt:

“Educational drama means teaching and learning by acting. Well, I use educational drama in speaking lessons a lot. I sometimes feel that I am an actor to convince my students and encourage them to act, and perform the situations and dialogues in our Palestinian curriculum’. Furthermore, I encourage the students to act, describe, and speak. Fortunately, there are a lot of creative students despite our ongoing sufferings under the Israeli occupation” (Int. T 1).

Teacher 2 agrees with Teacher 1 that educational drama gives students the opportunity to describe their authentic life experiences as well as showing outstanding talent in acting skills which empowers their ability to speak and practice the English language.

These points were evident in the following extract.

“I use drama to help my students to demonstrate their conversational skills. I also ask them to imagine a situation and write their roles and act them. The acting skills will lead to practice the language and speak well. Besides, they enjoy acting which enables them to reveal their talents and their identity” (Int. T 2).

4.4.1.1.2. Interviews with the Supervisors

The majority of English language supervisors who participated in the study recognize the significance of using ECD in their workshops. For example, Supervisor 1 maintained that EFL teachers are used to employing drama in their classrooms while encouraging students to act during speaking exercises as evidenced in the following excerpt:

“Well, I adore cooperating between the students and drama techniques and when I was an English teacher, I used it in my classes with my students in many lessons such as at the market, at the restaurant and so on. Furthermore, teachers encourage students to act, play games, and sing. Most teachers present language items in situations and encourage the concept of personalization of items” (Int.S1).

Likewise, Supervisor 3 reported that he preferred to use drama activities in front of the classroom when he was a teacher to help them practice English during the

speaking activities. In such situations, teachers tended to ask students to play different roles. The following excerpt illustrates these insights.

“I used it (drama) a lot, when I was a teacher of English; I used to employ some drama techniques without knowing that they have such a name. I used it in speaking activities by dramatizing some situations and asking students to take different roles and act them in front of the classroom” (Int.S3).

Supervisor 3 also added that drama has various benefits in EFL classrooms. One of them is that drama activities enable the students to act, play and converse in English. Also, educational drama can benefit English language education in many ways. By playing and acting, students can use the English language in meaningful ways, which is fun and exciting. The second thing is that students will acquire the language subconsciously without paying too much attention to the rules of the language. An excellent English will be spoken and acted by them as evidenced in the following excerpt:

“There are many benefits of educational drama on teaching the English Language. The first one is that students learn the language while playing and acting which provides a very exciting and funny way to practice the language. Another thing is that students will acquire the language subconsciously without paying much attention to the sheer rules of the language. Moreover, students will feel safe while learning since it looks like real life in which people act, sing, role-play, and enjoy. Under such condition, students do not get bored since they have more opportunities to act and speak the English in better ways” (Int.S3).

Furthermore, Supervisor 4 stated that students participate in various speaking activities when practicing drama exercises, which reduces their stress. Additionally, drama activities develop the speaking skill and the students are involved through miming and acting in order to get involved. Throughout all these activities, the student becomes the center of attention in a relaxed setting as demonstrated by the excerpt below:

“There are different drama activities used in speaking skills. Students are involved through miming and acting to get involved. The student here is the center of all these activities in a relaxed atmosphere” (Int.S4).

Lastly, Supervisor 4 stated that dramatizing speaking activities in workshops help teachers develop many pedagogies for promoting speaking activities, such as role-play, miming, and storytelling, which are essential for students speak English as shown in the excerpt:

“In many workshops, teachers dramatize speaking activities in pairs or groups as a sample. They get familiar with speaking activities in our curriculum. Role-play, miming, and storytelling are the main techniques in our training courses.” (Int.S4).

4.4.1.1.3. Observation Sessions

Data from observations also indicated that ECD provides a platform for students to practice acting. Students who acted in English during the observation sessions were encouraged to speak confidently. Moreover, the students prepared short presentations where they got engaged in speaking the language confidently without fear or hesitation. Acting also encouraged knowledge- sharing, which provided additional speaking practice and enhanced students’ speaking abilities. Additionally, the students participated actively in the plays (such as the COVID -19 play), helped each another, held rehearsals (performances) prior to the performance, and assisted each other with the pronunciation of some challenging terms like (Incubation, quarantine, symptoms, precautions).

The researcher was able to observe students' talents in acting which enhanced their speaking skills. In addition, the teacher's cooperation, direction, and commitment helped her to play the role of the director (See Appendix 10 artifacts number 4. plays. Sample of ECD).



Figure 4.3: Sample of the Students Plays in ECD

4.4.1.2 Improves Students' Speaking Skills

Data showed that ECD also boosts students' speaking skills. The distribution of scores in the English language curriculum entitled English for Palestine shows no emphasis on evaluating the speaking skills in the Palestinian curriculum for the 7th grade. Accordingly, this might be one reason for low proficiency in the speaking skills of the 7th graders (See Appendix 1). In this regard, Supervisor 5 stated that the methodology of teaching English in Palestine mainly concentrates on writing, reading, and listening skills with little emphasis on the speaking skills. This situation deprives the students of their right to improve their speaking skills as evidenced in the following excerpt:

“In Palestine, there is no concentration on speaking skills, and the marks assigned for the speaking skill are only eight percent; so the teachers tend to concentrate more on reading and writing more than on listening and speaking skills.” (Int. S 5).

Furthermore, Teacher 4 and Teacher 5 emphasized the importance of giving the speaking skills more attention since the students had ample opportunities for reading, writing, and listening. Teacher 4 also added that the students are already good in those

skills and ECD helps students to overcome shyness and nervousness in speaking. It seems that he views the drama component in ECD as an essential component for his students to develop their speaking abilities as evidenced in the following excerpt:

“I can use drama in creating dialogues between pupils to explain what I want them to understand from this drama and to use it in their daily lives. It seems influential in improving the speaking skills of my students. Of course, drama seems amazing for my students to improve their speaking skills and to let them act, speak, enjoy and practice the English language without being shy, nervous, or afraid to make mistakes when they speak. Honestly, I feel that my students have problems and weaknesses in speaking skills, but they have good marks in writing, reading, and listening, and the speaking skill is given 7.5 out of one hundred and this is low and not fair; we should pay more attention to the speaking skills.” (Int. T4).

Teacher 5 reported a similar point when claiming that students’ speaking abilities can be improved through drama by acting, practicing, repeating, and working together as evidenced in the following excerpt:

“Absolutely, educational drama improves students’ speaking skills by acting, practicing, repeating, and cooperating together. I mentioned speaking because there is no concentration on this skill also it has the lowest percentage in the evaluation system of English for Palestine; thus, concentration is given to grammar, reading skills and vocabulary which is seen in the distribution of marks that is decided by the Ministry of Education not from the teachers.” (Int.T5).

Teacher 5 also reported that ECD helps teachers to focus more on training the students on speaking skills which is not emphasized in the national curriculum.

Using ECD in English language lessons help students improve their speaking skills through cooperating with their peers, dialoguing, and acting as reported by many students and confirmed by their teachers in the interviews. Besides, classroom observation and artefacts such as worksheets, students’ presentations, plays and videos confirmed the crucial role of ECD. The majority of the participants in the study reported that ECD improves the speaking skills of the students and gives them the opportunity

to speak the English language as revealed by the students (Int. St 1, Int. St 3, Int. St.5, Int.St.7, Int. St.9, Int. St.11, Int. St 13, Int.St15, Int. St.17, Int. St 19).

Student 1 stated that drama helps him speak more clearly and pick up new vocabulary as evidenced in the following excerpt:

“When learning new words, new sentences, new grammar rules, I speak much better.” (Int. St 1).

Similarly, Student 3 added that in order to master the English language, he prefers to use drama approaches like role-play which he enjoys as shown in the excerpt:

“I enjoy using drama techniques such as role-play in learning to speak the English language because I feel more comfortable” (Int. St 3).

Furthermore, Student 5 mentioned that drama enhances his speaking abilities as evidenced in the following excerpt: *“Drama improves my speaking skills.”* (Int. St5).

Student 7 also reported that drama enhances their abilities and speaking skills as they pick up new words, improves their accent, and communicates more clearly as evidenced in this excerpt:

“Of course, it helps me in a lot of ways; we learn new words which improve our speaking skills.” (Int. St 7).

Additionally, Student 9 said that they gained better speaking skills through drama as evidenced in this excerpt: *“Through drama our speaking skills will get better.”* (Int. St 9).

Likewise, Student 11 stated that drama improves his language abilities since they practice English while they speak it as evidenced in the following excerpt:

“Drama makes my language skills better because when we speak English it helps us practice the language and teaches us how to use new words correctly.” (Int. St 11).

Student 13 also stated that drama helps him repeat words in a way that helps him develop his speaking abilities as shown in this extract:

“Drama improves my speaking skills when I repeat the words and learn new things from other students” (Int.St.13).

Additionally, Student 15 indicated that ECD improves speaking abilities, as shown in the following excerpt:

“If I talk with one who understands me and I know that he understands me I will be a good speaker of English.” (Int. St 15).

Furthermore, Student 17 mentioned that he thinks it is good that his English teacher usually employs drama to aid the students’ accents, speaking confidence, and comprehension when conducting an English conversation as evidenced in this excerpt:

“My English teacher always uses drama to help us improve our accents and to speak more confidently and have a better understanding while having a conversation in English which is something I find great. It improves my accent.” (Int. St 17).

Also, Student 19 reported that his language abilities increase and he learns new vocabulary and meanings when he converses with a friend in English using drama or cooperative learning techniques as evidenced in the following excerpt:

“Of course, when I speak with a friend of mine in English when we use drama or cooperative method, my language skills improve, and I gain new skills and words and meanings.” (Int. St 19).

One of the English language teachers reported that ECD is an astonishing method for enhancing speaking skills of the students through practicing, acting and speaking according to Teacher 4, Supervisor 5 and Supervisor 1, as evidenced in the following excerpt:

“Drama is amazing for my students to improve their speaking skills and to let them act, speak, enjoy and practice the English language without being shy, nervous, or afraid to make mistakes when they speak.” (Int. T 4).

Furthermore, Supervisor 5 added that drama techniques are useful for helping students get better at speaking as a result of using dramatic techniques. In classrooms where theatre was utilized, students exhibited accuracy, pronunciation, and vocabulary. Using effective drama techniques encouraged teachers and students to cooperate, act, enjoy, and speak the English language as shown in the excerpt that follows:

“Dramatic techniques have proven to be effective in assisting students in improving their speaking abilities. Following the implementation of theatre in the classroom, students improved areas such as accuracy, pronunciation, and vocabulary mastery. I advise every teacher and student to cooperate, act, enjoy the English language and speak it through efficient drama techniques; it’s amazing.” (Int. S 5).

Supervisor 1 added that ECD is also helpful in teaching and learning the English language, particularly the speaking abilities by means of acting and cooperating as evidenced in the following excerpt:

“In my opinion, cooperative learning and educational drama are powerful and beneficial in English language teaching especially the speaking skills through integrating cooperating and acting.” (Int.S1).

While the participating teachers emphasized pair and small- group activities to promote the speaking skill, English language supervisors (Supervisors 1, 5, and 4) added that they become familiar with several speaking activities and exercises in the Palestinian curriculum. These activities are helpful and motivate students to converse in English as revealed in the following excerpt:

“The two methods “cooperative learning” and “educational drama” are powerful. They significantly benefit teaching and learning the English language, especially speaking skills through cooperating and acting.” (Int. S 1).

Supervisor 5 also mentioned that teachers use drama to cover the speaking exercises in the Palestinian curriculum which enables the students to speak English as shown by the excerpt:

“Teachers dramatize speaking tasks in pairs or groups. They become accustomed to the speaking activities and exercises in the Palestinian curriculum. I have participated with the teachers in the workshops, and it was an amazing experience. The students love it, and it encourages each other to practice the language.” (Int. S 5).

Similarly, Supervisor 5 added that the use of dramatic techniques has proven to be effective in helping students improve their speaking abilities. Students like drama, and

it encourages them to practice the language to speak English with each other as evidenced in the following excerpt:

“Dramatic techniques have proven to be effective in assisting students in improving their speaking abilities. The students love it, and it encourages each other to practice the language to speak English.” (Int. S 5).

Furthermore, Supervisor 4 reported that teachers become familiar with the speaking exercises in the Palestinian curriculum that will aid their students in developing their speaking abilities, as shown in the extract:

“In many workshops, teachers dramatize speaking activities in pairs or groups as a sample. They get familiar with the speaking activities in our curriculum to help their students improve their speaking skills.” (Int. S 4).

Additionally, students were able to practice speaking more fluently during acting and drama activities in the recorded videos. Also, in the observation sessions, students asked their teacher to let them participate in drama activities using the English language (Classroom Observation, u11, L.1). Students were confident while speaking in English language as Student 3 and Student 6 maintained in the following excerpt:

“I enjoy speaking when I work with a partner or in groups because I feel relaxed and engaged. I was fully enthusiastic to speak without being shy or hesitant.” (Int. St 3).

Likewise, Student 6 reported that drama is always used by their English teacher to help them speak the language accurately. The teacher thinks it is a great idea to use dramatization to improve the English language skills as evidenced in this excerpt:

“My English teacher always uses drama to help us speak the language correctly. I think it is a fantastic way; Yeah, it improves our English language skills.” (Int. St 6).

Besides the observation checklist, the online the presentations given by the students and their participation in the plays showed an amazing improvement in students' speaking skills. The English language Teacher 5 and Supervisor 5 mentioned

that drama enhances the speaking skills of the students, as evidenced in the following excerpt:

“I use it (drama) a lot and I gain lots of improvement in the students’ speaking skills; also, I became a good actor and I can manage my classes effectively.” (Int. T 5).

Supervisor 5 also added that theatre activities are recommended as a way to keep students engaged and help them speak English more fluently, as shown in this excerpt:

“The educational drama method has many techniques such as improvisation, storytelling, role-play, and games. All of them are components of the dramatization method. Students are encouraged to participate in interactive activities to get engaged and speak the English language fluently.” (Int. S 5).

In addition, another student (St.1) raised a crucial issue regarding speaking English when he maintained that English is the universal language. He maintained that speaking this international language was extremely important since it allowed him to communicate with a global audience and keep up with events in Palestine as evidenced in the following excerpt:

“Of course, it (English) is of great importance, it is the language of the world. I badly need this language, especially speaking English to convey my voice to the world and to hear of what is happening in Palestine. An important situation happened to me and I will not forget it in my life when my brother was arrested just because he posted a picture on Facebook while he was in Al-Aqsa. My brother just wrote Jerusalem is the eternal capital of Palestine. It was a difficult day and the next day the press came to our house and there was a foreign journalist and I tried to explain the situation to him in English but I couldn’t do that as I am still a child.” (Int. St 1).

4.4.1.3 Increase Students’ Achievements (Performance)

Increasing students’ achievement is one of the main advantages of employing ECD, and most participants highlighted the value of drama in improving students’ performance in English language and lesson activities. For example, Teacher 5 and Teacher 2 reported that they frequently use drama in their classes where drama is a great

tactic that really helps the students, especially in Palestine where people desperately need support and innovative teaching techniques like educational drama to develop better students, stronger leaders, and students with higher English proficiency. For instance, a smart student who consistently receives high marks in English exams only scored 10 out of 15 in the speaking test before he started using drama with cooperative learning according to teacher 2 who said:

“Students’ scores increased because they were given an opportunity to improve their language skills in writing and speaking when they work together and perform acting in English...I like the strategy.” (Int. T 5).

Teacher 2 added that drama has the potential to improve students’ performance in the English language. For instance, one of his students who consistently achieves high marks in English exams performed poorly on the speaking test, scoring 10 out of 15, but after using ECD, the student scored 13 out of 15, showing an increase in student performance as evidence in following excerpt:

“Yes, of course, I use drama a lot in my classes and it is a great strategy; it helps me a lot especially here in Palestine for we need a lot of support and new creative methods such as educational drama to move on to better students, strong leaders and increase students’ marks in the English language. For example, one of my clever students who always gets high marks in the English exams, got 10 out of 15 in the speaking test. After using drama with cooperating learning, this student scored 13 out of 15 and this is an amazing improvement in his achievement.” (Int. T 2).

Teacher 2 stated that when he used drama in one of the units, he noticed higher marks among the 7th graders which reveals an overall improvement in their English marks. Such improvement was also reflected in students’ speaking skills as shown in the following excerpt:

“I had a lot of experiences in practicing educational drama in the classroom with my students such as participation in the Hands Up project with 4th graders to present a short play (The butterfly) and another one with 5th graders (The cats and the monkey). Nowadays, I am an English teacher and I teach 6th, 7th, 8th, and 9th graders.

Again, I use drama a lot and I gain lots of improvement in students' level of speaking skills; they got high marks in the English tests. For example, when teaching a unit through drama, I noticed high marks in the tests so there is an improvement in their English marks in general. At that time, I became a good actor and I was able to manage my classroom effectively.” (Int. T 2).

Additionally, supervisors who took part in the study noted that students' performance improved when they used ECD, which may have a good impact on students' academic results. Students (Int. St 11, Int. St 7 and Int. St 18) also, claimed that employing drama in lesson activities helped them learn more, and that they received better levels in speaking abilities as shown in the following excerpt:

“My English language teacher used dramatization, which means that everyone has a part to perform. This motivates and encourages me to share, care, collaborate, and I got excellent grades in the English language and in speaking skills as well.” (Int. St 11).

Similarly, Student 7 added that his speaking abilities and accent are enhanced by drama as shown in this excerpt:

“We learn new words with better accent and this improves our speaking skills which became better.” (Int. St 7).

By the same token, Student 18 said that drama enables him to hone his speaking skills, pass exams, and receive good grades as shown in the following excerpt:

“Yes, it helps me pass the exams and get better marks and allows me to practice speaking and writing.” (Int. St 18).

Furthermore, the classroom observation showed that the students got engaged when acting and speaking in pairs or groups. English language supervisors and English language teachers agreed that incorporating ECD into the classroom could boost students' achievement by encouraging group and collaborative learning. In this respect, classroom observation revealed that the students who tended to use Arabic in classroom activities were able to use English with only few words in Arabic. The students preferred to speak English during their presentations (artefacts, number 3 presentations

for 7th graders) (See Appendix 10) and received higher grades in their speaking abilities. According to the teachers' grade books, the majority of the students who delivered their presentations received full marks or excellent marks with regard to speaking skills. For instance, the results of a daily assignment given to ten students in the first session were 11, 10, 12, 13, 14, 11, 12.5, 13, 10.5, 11.5, while the results of assignment in the second session (after using ECD) were 12, 12, 14, 13, 15, 14, 15, 14, 13, 15. As a result, the students' level of English language speaking proficiency improved as shown in Table 4.1 below:

Table 4.1: Results of English Language Test

7 th Grade students	Pre- ECD	Post- ECD
St.1	11	12
St.2	10	12
St.3	12	14
St.4	13	13
St.5	14	15
St.6	11	14
St.7	12.5	15
St.8	13	14
St.9	10.5	13
St.10	11.5	15

Table 4.1 shows that the student who scored 11 out of 15 before utilizing ECD, but after utilizing ECD in the class, the same student scored 12 out of 15 so there was one mark higher. Thus, the second student took 10 out of 15 but after using ECD, he took 12 out of 15, which is two marks higher. In the same way, the third student took 12 out of 15 and after drama, he took 14 out of 15 so there were two marks raised. In the same way, the fourth student took 13 out of 15. Further, the fifth student took 14 out

of 15 and after ECD, he took 15 out of 15. Furthermore, the sixth student took 11 out of 15 before implementing ECD, but he took 14 out of 15 after so there were three marks higher. Additionally, the seventh student took 12.5 out of 15 and after using ECD he took 15 out of 15, so 2.5 marks were raised. As a result, the eighth student took 13 out of 15 before ECD, and after ECD he took 14 out of 15. Additionally, the ninth student took 10.5 out of 15 before ECD, and then took 13 out of 15 after ECD. Last but not least, the tenth student took 11.5 out of 15 before ECD, but after using ECD he took 15 out of 15 so there were 3.5 marks raised. Additionally, all these student marks improved after implementing ECD, compared to those before implementing ECD.

4.4.1.4 Teaching and Learning Enthusiasm

The collected data showed that ECD creates teaching and learning enthusiasm among teachers and students. English language supervisors mentioned that the drama setting is rich in incentives for both teachers and students to make the teaching process highly beneficial and inspiring for everyone. This indicates that enthusiasm to study the English language especially the speaking skills is a crucial component as shown in the following excerpt from Supervisor 1:

“Drama is a non-traditional way of teaching where students can take risks in a safe and non-threatening environment. The focus is on socializing the language. To be honest, I hate the traditional way which is based on chalk and talk. The drama environment is full of motivation for both teachers and students to make the teaching process more useful and inspiring for all.” (Int. S1).

Additionally, the English language Supervisor 3 made a similar point throughout the interview, stating that both theatre and cooperative learning are beneficial teaching methods. Both of these methods encouraged teachers to use the drama approach to teach English while motivating the students to participate and speak English most of the time as evidenced in the following excerpt:

“Upon my humble experience as a supervisor of English in Jenin Directorate of Education, I can say that more than 60% of EFL teachers use drama and cooperative learning at least two times or three times a week. Both of these techniques are full of motivation. I mean these techniques motivate the teachers to give more in the English language through drama method, also it motivates the students to participate in the class.” (Int. S3).

Furthermore, English language teachers, such as Teacher 2, said that inspiring students through dramatic methods can lead to greater engagement with the lesson, better social interaction, and stronger relationships between students. This allows the students to express themselves through acting, improvising, and expressing themselves through plays. In addition, drama provides inspiration and enthusiasm as shown in the following excerpt from Teacher 2:

“The educational drama method enables the students to explore themselves and motivates them to participate in the lesson, shares the events together and strengthens connection between them. The students can express themselves through plays, acting, and improvising; when there is drama there is inspiration and motivation.” (Int. T 2).

The English language Teacher 4 also reiterated throughout the interview that the cooperative learning method stimulates students to work together and helps them learn the English language, as evidenced in the following excerpt:

“The principles of cooperative learning highlight the instructional use of small groups so that students work together to maximize their own and each other’s learning. These principles and techniques help students work together more effectively and be more motivated and interested in learning the English language. For me as a teacher, I feel comfortable when teaching.” (Int. T 4).

Teacher 5 reported that his students are always engaged in the classroom through drama, and he is inspired to provide more as a teacher. He explained that students’ experience in ECD requires extra resources and inputs, and teachers can assist this process. Also, he claimed that this process of providing resources, trainings and support to the students

motivated him as a teacher to put more efforts in facilitating the learning process as evidenced in the following excerpt:

“I use educational drama in teaching the English language. Furthermore, the idea of child-centered performance for a specifically targeted school audience became hugely popular. Students can be encouraged to participate in role-play and through debate. Students’ experimentation can be supported with resources and materials or get support from the teacher. For me as a teacher, I feel motivated to give more and my student are also motivated during the class.” (Int. T 5).

As for the students, they also claimed that they were more inclined to learn more due to activities in ECD. The majority of students (St3, St 9, St 14, St 15, St 17, St 18, St 20) stated that utilizing ECD encourages them to speak English by giving them the chance to practice English on daily basis and by giving them access to both peer and instructor assistance. Additionally, ECD inspires students to study and participate effectively in classroom activities as seen in the following extract:

“I feel safer because I have a partner who will help me. I also feel more interested, strongly motivated when I speak English confidently because if I make a mistake in pronunciation, my partner can quickly intervene.” (Int. St 3).

Student 9 added that from the very beginning of the lesson till the very end of the theatre lesson, he feels enthused and focused as seen in the extract:

“I’m quite interested...; I feel motivated and concentrated during the whole class from the first moment to the last minute in the class”. This helps me to be creative in working on assignments and creating new content through using technology.” (Int. St 9).

Student 14 indicated a similar point when he described his apparent enthusiasm towards drama activities as seen in the quote below:

“Yes, drama gives me strong motivation to study, and if I made a mistake my partner will correct it and the same for him or her.” (Int. St 14).

Also, Student 15 reported that drama inspires him to study English more as demonstrated in the extract:

“I have an opportunity to act in English which motivates me to succeed in my performance while acting. When I work in a group, they help me improve my speaking skills. I really enjoy repeating interesting words and expressions; Every day, I learn new things through drama activities.” (Int. St 15).

Similarly, Student 17 reported that he found drama more enjoyable to the extent that it inspires him to use the English language as demonstrated in the extract:

“Absolutely, it (drama) is more enjoyable; it makes me more motivated to speak with people in English without facing difficulties; it really improves my accent.” (Int. St 17).

Student 18 also added that through participating in role-play activities, in which everyone plays a role, the students become more active and strongly motivated to work towards improving English speaking skills as seen in the following extract:

“In role-play, everyone has a role, and this motivates the student, encourages him, and strengthens his English.” (Int. St 18).

Moreover, Student 20 said that presentations are really enthusiastic and inspired the students to practice the English language as demonstrated in this excerpt:

“Frankly speaking, yes, presentations and acting out the reading lessons make me excited and motivated.” (Int. St 20).

In this respect, enthusiasm requires students to work harder, practice more, and speak more. Thus, ECD facilitates the learning process of students to speak English. Teachers are also motivated to facilitate the learning process. As for the students, ECD motivates them to speak English language fluently, and actively participate in the learning process. All in all, most students who used English during the observation sessions asked their teachers to cast them in an acting role, and they did this by participating in the worksheets and presentations which enabled them to speak the English language. The majority of participants, including English language supervisors, English teachers, and students also indicated that ECD was a useful strategy in the teaching learning process.

4.4.1.5 Decrease the War-Torn Effect

Using ECD to teach and learn the English language has several positive effects. One positive effect is seen in its potential to reduce the war-torn effect. Student 13 stated that he appreciated using theatre techniques like role-play since they are effective in decreasing war-torn impact. The student added that drama enabled him to go through difficult situations under the occupation, which has been their reality for decades. It seems that drama is giving the students a platform to escape from the harsh reality of the occupation by involving them in imaginative situations as evidenced in the following extract:

“I enjoy using drama techniques such as role-play in learning to speak because when I act, I can understand more, and I will train, practice through conversational activities. I like drama techniques such as role-play because it is useful and I enjoy it. Drama helps me overcome our reality which is the occupation, of course I will never forget it but at least we will hunt few moments to have peace and to imagine good things.” (Int. St 13).

On the other hand, student 16 stated that when she works with her peers, she enjoys watching a movie with her classmates for a brief period of time to relax. Using drama is like a temporal escape from tough situations including killing or arresting people, whizzing of gunfire and other crimes caused by the Israeli occupation as the following extract demonstrates:

“Yes, my English teacher usually uses drama to teach English; we sing songs and perform in plays. As far as I am concerned, drama boosts my self-confidence and develops my talents by allowing me to participate in events, competitions, and chats with my peers. I feel safe even for a short time because I escape from our situation; I mean the war-torn situation and the killing or arresting people and the sound of guns and the bad news. When we act and cooperate with each other, I feel that I enjoy watching movies with my friends for a short time; I really feel relaxed.” (Int. St 16).

The next extract exhibits somewhat a similar idea that drama lessens the war-torn effect. Student 17 mentioned that drama is a suitable means to escape from shocking

experiences resulted from the Israeli soldiers and the checkpoints. For a while, they need drama or a new method that helps them in dreaming of a better future and forgetting their problems:

“My English teacher always uses drama to help us improve our accents and to speak more confidently and have a better understanding while having a conversation in English which is something great. He always uses it and encourages us to participate in it. In my opinion, it is good to escape from our sad situations, I mean our suffering from the Israeli soldiers and the occupation and their checkpoints. We badly need to dream for a better future and in a better life, we need to forget our problems for a while.” (Int. St 17).

Student 19 also commented that he enjoys dramatizing relevant situations in the classroom. He refers to the presence of the occupation and its brutal actions toward the Palestinian people, which include stealing their lands and killing them; they are like monsters in a horror movie. However, through drama, he became like a hero to imagine himself living in peace in a safer world; this dream helps him to calm down and more satisfied. The following extract reflects this point:

“I like using drama in education. because using drama is amazing as it changes our mood and helps us to forget our problems in Palestine. I mean the presence of occupation and their actions towards us, they stole our lands and killed our people, they are monsters, we live like a horror movie but through drama I became a hero and I can imagine myself live in peace and feel more comfortable, it leads me to be calm and more satisfied.” (Int. St 19).

In addition, Teacher 4 maintained that despite the Israeli occupation, they should strive to live a better life for the sake of our children who will free Palestine in the future. Drama can also assist him and his students in teaching-learning to overcome their circumstances and improve their English language proficiency as the following quotation demonstrates:

“I can use drama in the dialogue between pupils to explain what I want them to understand from this drama and to use it in their simple lives. It is amazing in improving speaking skills for my students specially, here in Jenin city where people suffer from a lot of issues because of the Israeli occupation. I mean they attack the

city every day to kidnap, arrest, assassinate, or even to demolish homes. You know, at the early dawn of this morning, six Palestinian civilians were wounded by Israeli troops in Jenin. Their attack left injuries and damage in the city. Meanwhile, we should live and try our best to help our students to be the future generation and get Palestine free.” (Int. T 4).

Additionally, Supervisor 5 stated that English language supervisors and teachers are trying their best efforts to help their students learn how to address the difficult circumstances under the Israeli occupation and their actions that threaten which is considered a powerful weapon to end occupation. Additionally, this supervisor added that drama can lessen the effect of conflict and war on teachers and students as revealed in the extract that follows:

“Well, there are many experiences I have had in practicing the educational drama with English language teachers in our workshops. For example, teachers dramatize speaking tasks in pairs or groups. They become accustomed to the speaking activities and exercises in the English for Palestine curriculum. We are trying our greatest efforts as English language supervisors and teachers to update methods of teaching so as to confront the difficult situation under the Israeli occupation which work day and night to damage the teaching-learning process because they know that education is the best weapon to get rid of the occupation.” (Int. S 5).

In short, the observation sessions showed that the teachers and the students still have hope for a bright future and that ECD can lessen the effects of war even for a short period of time. For instance, during one of the sessions, a student arrived late at the daily classroom due to the Israeli occupation. As soon as he entered the classroom, he greeted his teacher and classmates, and then started his assigned participation in the lesson where he acted his turn. Such simple incidents show that drama can reduce the war-torn effect as revealed in the interviews (Int. St. 13,16,17,19).

4.4.2 Individual Innovativeness

Individual innovativeness involves developing, adopting, creating, or implementing new innovative methods or trends in specific practices. Based on the collected data

throughout this research, the researcher reported many signs of creativity and innovation among the students while using drama in teaching and learning the English language. These innovations were represented in generating ideas, practicing problem-solving strategies and integrating technology in education. Figure 4.4 shows samples of students' creativity.

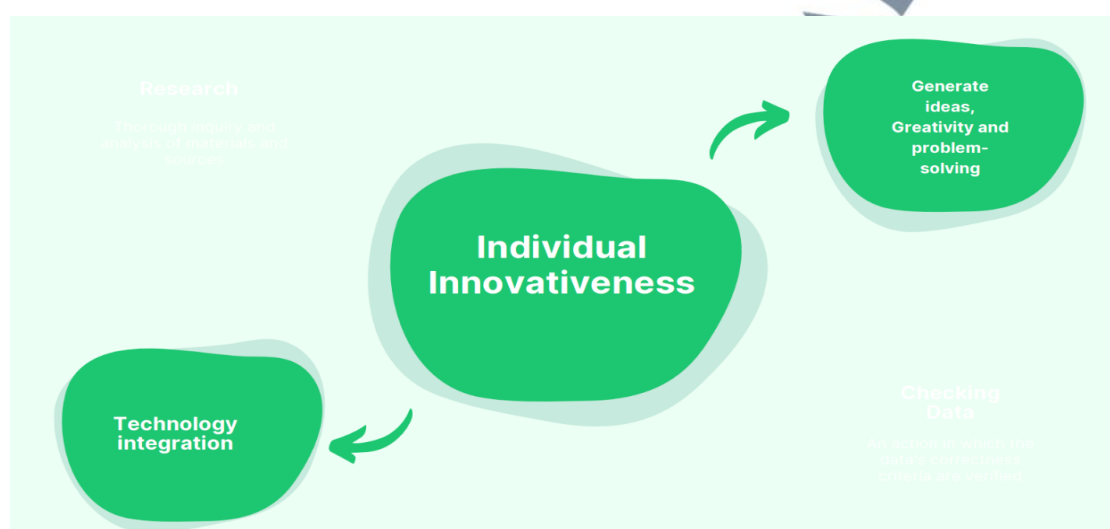


Figure 4.4: Aspects of Individual Innovativeness in ECD generated by NVivo

4.4.2.1 Generating Ideas, Creativity and Problem-Solving

In reference to the collected data, ECD in the English language classroom inspires students to generate ideas, think creatively and solve problems. In particular, ECD helps students come up with new ideas about creating conversations and role-making, and also how to convey their roles, share their English language knowledge and skills as reported by many students (Int. St 3, Int. St 11, Int. St 18). In light of this, Student 3 claimed that his English teacher always incorporates drama into his classes because he elicits their opinions and motivates them to discuss, collaborate, and come up with new ideas. For instance, when they were in unit 11 which is entitled *Visiting a City*, they were engaged with the conversation about the driver and a tourist. Moreover, they asked

their teacher to apply this lesson on the school bus and have the conversation there as the following extract demonstrates:

“Yes, my English teacher always uses drama in English language classes. He asks us work hard and discuss our opinions. We also collaborate to find new ideas. For example, when we took Unit 11 “Visiting a City”, there was a dialogue between the driver and the tourist, so we brought a new idea to our teacher to take our lesson on the school bus and make the conversation there because we are at private school and our teacher agrees after he asked the headmaster who agreed as it was a new idea. We really enjoyed the lesson; we divided the work between us. I enjoyed it.” (Int. St 3).

By implementing ECD in classroom activities, the students had a platform to suggest ideas that benefit their learning instead of being passive bystanders who just read and write some vocabulary and grammatical rules. In such situation, ECD enabled students to share their opinions and be co-designers and co-contributors to their learning. This is also elaborated by Student 10 who indicated that ECD boosts the concept of creativity and innovation as illustrated in the following excerpt:

“Using drama in our lessons helps us to come up with new ideas. For example, in unit 12 which deals with Arts and Crafts in Palestine, we brought some traditional gifts to the classroom, we exchanged them, and constructed a small stage containing two tables in the class to perform the roles (Jade and Nisreen). The idea of exchanging gifts and having a small stage on the table to perform is really something new and useful.” (Int. St 10).

Additionally, Student 11 stated that drama stimulates her creative thinking to share, care, cooperate, and strive for higher grades as demonstrated by the following quotation:

“Drama motivates and encourages me to generate new ideas, share, care, collaborate, and strive for excellent grades in the English language.” (Int. St 11).

Student 18 also mentioned that drama allows students to exchange new ideas and assists them in problem-solving. For instance, when the students wanted to act in a play which requires a theatre or stage, one student suggested going to the English lab, another suggested doing it in class, and a third suggested using two desks or a table from the

teachers' room to create a stage. After resolving this issue and coming up with numerous solutions, the teacher commended them as evidence in following excerpt:

“I have fun, because this method is a new trend for us; it motivates the student to adopt pair and group work; it helps us exchange new ideas and solve problems; for example, we planned to act in a play but we did not have a theatre or a stage to perform the play. One of my friends said let’s go to the English lab, a second student suggested performing the play in the classroom. A third one wanted to bring two desks or a table from the teachers’ room to make our own stage. Finally, we were able to solve the problem so that the teacher appraised this good job.” (Int. St 18).

Moreover, the observation sessions revealed that the participating students offered a variety of suggestions on how to deliver the subject matter and engage in role-play activities. Additionally, both English language teachers and students cooperated to provide innovative ideas to accomplish the lesson procedures. They worked together, discussed ideas, and came up with creative ways to deliver the material. This cooperation indicates that teachers linked the creativity of students with using drama through motivating students in the role-play and put students in real-life problems which encourage them to think outside the box as reported by many teachers in the interviews.

In the observation sessions, many students established a dialogue with other classmates to talk about the daily difficulties using creative ways to present their ideas by means of animated videos in some cases. Also, using worksheets was there to reflect students’ engagement which encouraged them to express these situations in creative methods which created a great deal of fun and enjoyment.

English language supervisors added that drama has the potential to broaden students’ minds by promoting sociability and encouraging students to use their imagination and creativity. They display confidence and respond appropriately to others' feelings as evidence in the following excerpt:

“Drama supports socialization and broadens minds. It also activates students’ imagination and creativity. They act with confidence and react properly to others’ feelings.” (Int.S1).

English language teachers (Int.T2, Int.T3, Int.T4) also reported that using ECD activities helps students to think creatively, deeply, and critically. Hence, Teacher 2 stated that the students display their voice even when they write simple scripts, perform them, and practice with each other as shown in the excerpt that follows:

“I had an experience with my 7th graders when they came up with a story and wrote their own scripts to memorize. They acted their roles beautifully and successfully. Drama helps them to be inspiring; they added their own touch such as writing the story, acting it, practicing with each other and providing the necessary clothes and materials for the play. They added many new ideas; they are so creative.” (Int. T 2).

Teacher 3 said that drama stimulates imagination and provides enjoyment, thus it can be a successful means to overcome the difficult conditions in Palestine. This potential comes from the fact that one powerful weapon is to educate our generations in order to achieve our freedom and live in peace as shown in the quotation that follows:

“It (drama) is so creative and fun and it will be effective to overcome our difficult situation here in Palestine because our only weapon is to educate and learn to get our freedom and to live in peace.” (Int. T 3).

Teacher 3 also noted that the theatre technique encourages the students to be imaginative while having a great time speaking and using the English language. In short, the students become more creative and fluent in the English language as a result of their self-esteem, teamwork, and language practice as demonstrated in the quotation that follows:

“Ahh, there are multiple benefits of educational drama in enhancing the speaking skills, building confidence and attention, helping students to cooperate and acquire numeracy skills. I feel this strategy motivates students to be creative with a great deal of enthusiasm to speak and practice the English language. All in all, self-esteem, cooperation, language practice leads the students to be creative and very powerful in the English language.” (Int. T 3).

Teacher 4 similarly reported that drama is powerful, creative, and enjoyable for him as a teacher as well as for his students. This is because drama enables students to be creative by allowing them to be imaginative and participating and encouraging them to add their new ideas as demonstrated in the following extract:

“There are many benefits of educational drama techniques in teaching the English language. It makes the lesson more exciting than traditional techniques and motivates students to pay attention to what teachers want them to learn. In addition to that, it increases self-esteem, creativity, engagement with English classes.” (Int. T 4).

Additionally, Teacher 4 confirmed the importance of utilizing drama in the classroom for its creativity, potency, and usefulness in learning the English language as shown in the following excerpt:

“I know it (drama) very well; it makes our lessons more useful and interesting. Furthermore, it is creative, powerful, and fun for me as a teacher, also for my students.” (Int. T 4).

Moreover, Student 15 stated that the topic takes a different flavor when performed through theatre. It will be more enjoyable because performance makes the student feel like a different person and will be able to speak, act, imagine, and be creative as the following extract demonstrates:

“If you’re acting in dialogue or drama, the topic will be given another taste; it will be fun. I feel that I am a different person who can imagine, act, be creative and discover new skills.” (Int. St 15).

Teacher 3 also agreed that drama helps students to become better problem solvers by collaborating and role-playing in the English class. Nevertheless, the teachers noted that this needed to be included in the activities to achieve the goal, as the following extract demonstrates:

“Yes, I agree, role- play sometimes represents a real-life problem which motivates students to solve it and talk about their solutions using the English language.” (Int. T 3).

Some students (Int. St. 4 and Int. St. 14) reported that using drama helped them develop their problem-solving skills while they were playing a role or acting in a play. They learned how to think to solve a problem while acting, and their ability to solve problems helped them not only in the English language lessons but also in other classes, as shown in the following extract:

“Because I'm with my friends, we enjoy studying together, helping each other in solving problems and we try our best.” (Int. St 14).

Similarly, Student 4 stated that drama helps him solve problems, making it an essential skill for learning English as shown in the following extract:

“I learned how to think to solve a problem while acting... solving problem skills helps me not only in the English language lessons but also in other classes.” (Int. St 4).

During the observation sessions, students were keen on helping one another handle challenges. Furthermore, the recorded videos and the observation sessions made it clear that students were cooperating in their English language classes to find solutions to issues pertaining to class activities especially in speaking skills. The basic role of the teacher was to explain the tasks and provide instructions to help students achieve the intended learning outcomes.

4.4.2.2 Technology Integration

Most teachers, students and supervisors who participated in the study felt that using ECD in English language teaching and learning may require technology integration to assist teachers in selecting the best methods to teach. Furthermore, utilizing technology potentials in today's education is one of the most potent advantages of adopting ECD. For instance, teachers and students join WhatsApp and Facebook groups to exchange ideas, experiences, presentations, videos, lesson plans, PDF files,

worksheets, and samples of English tests as well as the dates of workshops and the most recent announcements disseminated by the Ministry of Education as evidenced below through these screenshots:



Figure 4.5: Facebook Group for English Language Teachers in Palestine

...

تمت مشاركة منشور من قبل Luay Ali

مسؤول ٢٠ أغسطس ٢٠٢٠



الاتحاد العام للمعلمين الفلسطينيين - فرع
أريحا و الأغوار



٢٠ أغسطس ٢٠٢٠

اتحاد المعلمين يتقدم بطلب تاجيل افتتاح العام الدراسي لمدة
شهر على الاقل عرض المزيد



٣٤ تعليقًا

63 من الأشخاص الآخريين Ghadeer Ghadeer

Figure 4.6: Sample of Teachers' Group on Facebook

Likewise, there are dozens of Facebook and WhatsApp groups for the students to interact, collaborate, send assignments to absent students, and inquire about exam dates.

Thus, integrating technology in English language teaching has become a common trend among teachers and students. The following excerpt is given by Supervisor 3:

“The answer is quite simple; we can integrate cooperative learning into educational drama in the Palestinian curriculum by engaging students in practical activities, learning by doing, and reflecting on these activities. These could include hands-on experiments, practicums, field exercises, and studio exercises. However, these educational trends need to be updated to integrate technology. We, as supervisors of English, always encourage teachers to adopt this approach as much as possible. Furthermore, as supervisors, we use WhatsApp and Facebook apps to communicate with English language teachers. We also have groups to send new material, aids, records, videos, flash cards, enrichments and news of workshops and updating for the teacher book, division of the marks or any new decisions and the dates for English competitions from the MOE to help the teachers and to contact them easily. Technology helps us to know about the latest news in our society because of the presence of Israeli soldiers in our country Palestine.” (Int.S3).

In this respect, Supervisor 3 added that it may be useful for supervisors to communicate with other colleagues via electronic devices and blogs. Meanwhile, there are some videotaped classes that show the effectiveness of ECD to communicate with their teachers as evidenced in this excerpt:

“Supervisors could communicate with teachers through electronic devices and blogs and some videotaped classes can give good examples of the efficiency of such approaches.” (Int. S 3).

In addition, Teacher 5 and Teacher 4 had already highlighted similar points when they stated that collaborating with other teachers and English language supervisors through WhatsApp and Facebook groups enable them to share expertise and support for each another. Additionally, with the assistance of technology, teachers share files and educational materials through Zoom app. The two teachers believe that technology is necessary for drama and cooperative learning so that teachers may share their experience with everyone and display their work through reports, films, and Facebook posts as shown in the following quotations:

“Every activity in the Palestinian curriculum, from playing drama games and improvisation to singing together, requires cooperation. Children quickly realize that to get the best of sessions, cooperation is a much-needed skill. Furthermore, we cooperate with other teachers and English language supervisors through WhatsApp and Facebook groups to share knowledge and help each other. Also, through Zoom application with the help of technology, teachers share files and enrichment material. I think drama and cooperative learning needs technology to let the teachers proof their work through reports, videos and posts on Facebook.” (Int. T 5).

...

Abdel Rahman Salahat مع Luay Ali



مسؤول · ٢٣ أغسطس ٢٠٢٠

تم اضافة عدد من الملفات التالية للاستاذ عبد الرحمن صلاحات:
1- ملخص مفردات:

https://drive.google.com/file/d/197QP3_oYDK6chzLEzhQwOBPXwZiXRNek/view?usp=sharing

2-ملخص قواعد:

<https://drive.google.com/file/d/1k4R0sn-EtGGhVEqWXX6jXUCxtsyKQALI/view?usp=...> عرض المزيد

<p>١ Present perfect. المصارع التام</p> <p>has /have + Verb 3 P.P</p> <p>أهم دلالاته: التعبير <i>so far - ever - many times- how many - never- yet</i></p>	<p>٢ 4. Present Per. Cont. المصارع التام المستمر</p> <p>has /have + been Verb __ing</p> <p>أهم دلالاته: فترة زمنية <i>how long all this time - all day - all the morning- for+</i></p>
<p>٣ 5. Past Simple الماضي البسيط</p> <p>Verb 2</p> <p>أهم دلالاته: السؤال <i>last - yesterday - ago</i></p>	<p>٤ 6. Past Continuous الماضي المستمر</p> <p>was /were + Verb __ing</p> <p>أهم دلالاته: السؤال <i>while - because - why</i></p>
<p>٥ 7. Past Perfect التام الماضي</p> <p>had + P.P V3</p> <p>أهم دلالاته: السؤال <i>before after just/already</i></p>	<p>٦ Mix أفعال الماضي مجتمعة (البسيط والتام والمستمر)</p> <p>أهم دلالاته: السؤال <i>because</i></p>

drive.google.com

توجيهي - كافة - القواعد.pdf

Seema Abdulraheem Abu Shama من الأشخاص الآخرين ٦٩ و ٢٠ تعليقًا

Figure 4.7: Sample of the English Teachers Sharing Their PDF Files on Facebook Groups

Likewise, Teacher 4 added that he prefers to type the transcripts of the dialogues and the role-play using Microsoft Word. Occasionally, he prefers to search the Internet

for images and videos relevant to the activity in drama as shown in the following quotation:

“I usually use Microsoft word to type the text of the acting roles and sometimes I use the Internet to get related pictures and videos to enrich the activity.” (Int. T4).

Moreover, most students reported that they were able to show their creativity in working on the assignments and in using creative ways to present their ideas using new technology. They also indicated that they were motivated to use available technology while teachers were using drama in class activities. Furthermore, the recorded videos showed that most of the activities were teamwork activities and one of the team presents the findings and the teacher role was to give instruction and assign a specific role for each member of the team. Hence, Student 9 claimed that he was highly interested in performing and acting out scenes. Additionally, he was so attentive from the first second to the very last second in English lessons. The teacher used to take them to the English lab to use available technologies for presentations that utilize a projector, sound effects, and internet applications, such as the YouTube as evidence in following excerpt from Student 9:

“Through giving presentations and reenacting reading lessons. I was quite interested. Also, I got motivated and concentrated during the whole class from the first moment to the last minute; the most beautiful thing is using technology because our teacher took us to the English lab and asked us to prepare slides for PowerPoint presentations, we also used the projector and sound effects.” (Int. St 9).

Most participants stressed that ECD necessitates using technology which reveals the importance of technology integration into drama and education. ECD can be used to enhance communication and collaboration among teachers and supervisors. Moreover, observation sessions showed that most teachers in the study used technology in different aspects of ECD activities such as typing the English test as showed in Figure 4.10 below, designing the scripts and scenarios, designing PowerPoint slides by

students with support from teachers, designing animated software to construct new knowledge, and accessing enrich materials from the Internet.

In this regard, the fourth unit entitled “Keep in touch” was also taught using ECD as shown in the observations and the artefacts (See Appendix 10, artefacts 2, video). In Period 1 of Unit 4, the students were instructed to form small groups of three, and then a straightforward proposal was presented for them to complete an activity associated with the subject in the manner of cooperative educational play. With the aid of the small theatre that was positioned in the English language lab, students were made aware of using presentations and creating PowerPoint slides, as well as how to participate in this ECD activity. They also learned how to distribute the roles, practice them, and act in front of the students. Following that, both male and female students came up with the idea of performing the identical function, which comprises the following steps.

The teacher worked and depicted the lesson and roles in CHIBI animations through a new program called *GACHA* club upon the suggestion of a brilliant student who was in favor of using technology in EFL classrooms. Then, with the help of both the teacher and the students, the text was repeatedly practiced and mastered. The KINEMASTER program was then used to modify the clip and record the voices, and the final product (the film) was then prepared and shown to the students. Additionally, the researcher discovered that there had been a substantial improvement in the students' level of technology use as well as their speaking skills.



Figure 4.8: Sample of the Video Produced by KINEMASTER Application

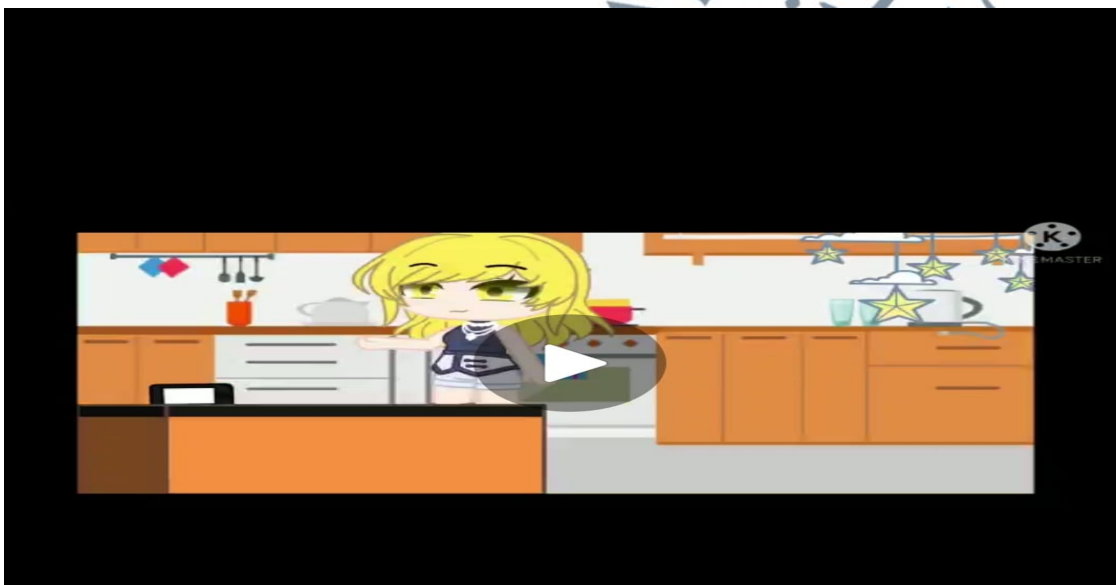


Figure 4.9: Screenshot of the Video Produced by KINEMASTER for Unit 4 in the Palestinian Curriculum.

7th grade Unit 4 Exam

Q1: Read the following text, answer the questions:

Huda: Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?
 Aunt Alia: I'm sorry, Huda, she's out with her brother. Can I take a message?
 Huda: Yes, please. Can you ask her to call me on this number: **226015**?
 Aunt Alia: Yes, of course.
 Huda: Thank you. Bye.

1. **What does Huda want ?**
.....
2. **Where is Huda?**
.....
3. **Change the telephone number into words?**
.....
4. **What do the underline pronouns refer to:**
 - a. You (L:3):
 - b. Her(L:3):
5. **Find out from the conversation:**
 - a. The opposite of "**can't**"
 - b. The opposite of "**answer**"

Q2: Complete the following:

team	save	text	score	already
------	------	------	-------	---------

1. They every morning with their new phones.
2. I want to Some photos my computer.
3. The was 1:0.
4. The red Haven't scored yet.

Q3: Correct the verbs between brackets:

1. My best friend (have) lunch at my house this week.
2. My favorite team (win) the match.
3. We just (finish) this book.
4. They already (clean) the dishes.

Q4: Write correct questions

1. Have scored / our team / any goals?
.....
2. The match / has / finished
.....

Q5: Write correct sentences:

1. ive changed my mind
.....
2. hes played foot ball
.....

Figure 4.10: Sample of English Test Typed through Microsoft Office (Word)

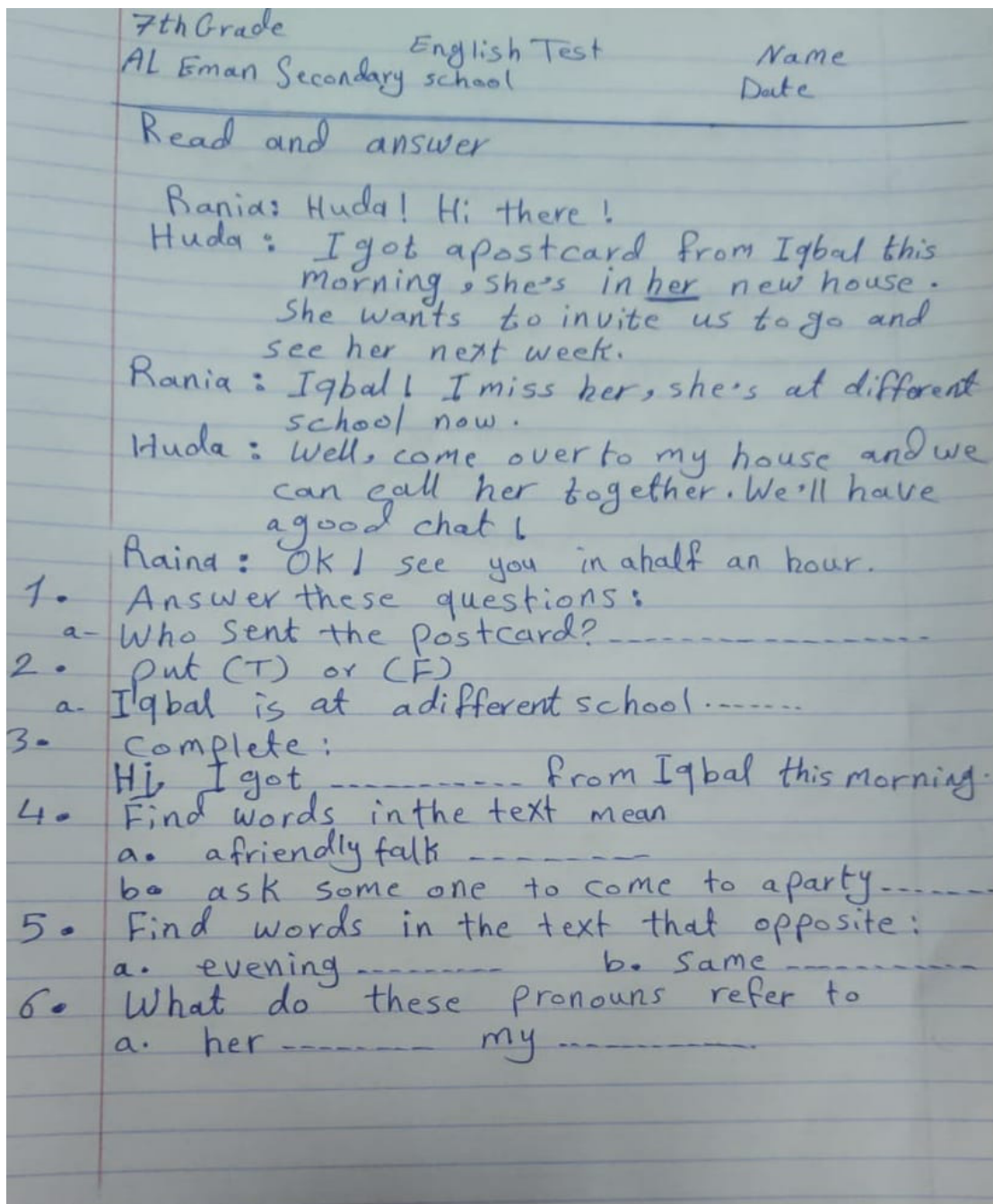


Figure 4.11: Sample of a Hand-written English Test

Moreover, in Figure 4.10, depicting an English test created with Microsoft office (word), the teachers reported that the test was written using technology after implementing ECD, while the same teacher had written it by hand before implementing ECD.

4.4.3 Collaborative Learning



Figure 4.12: Aspects of Collaborative Learning in ECD as Generated by Nvivo.

Most of English language supervisors, teachers and students who participated in the study reported that ECD enhanced cooperation among students in different ways. According to Supervisor 2 and Supervisor 5, the students were able to use many tactics, such as pair work, group work, (think-pair-share), and listen to voices other than the teacher voice. They also learned how to work together productively rather than competitively. Another effective method in the classroom that can break up the monotony of the course was drama as revealed in following excerpts from Supervisor 2 and Supervisor 5:

“The students were the center of learning; they were always ready to learn in and outside the classroom. Besides, students worked together collaboratively not competitively using different techniques such as pair work, group work, (think-pair-share), and listen to different voices other than their teacher’s voice. Drama for them was a great technique in the classroom which can break the routine of the lesson.” (Int. S 2).

In addition, Supervisor 5 reported that he encourages all students and teachers to use drama to cooperate, act, and speak English.

“I advise every teacher and student to cooperate, act, enjoy the English language and speak it through efficient drama techniques.” (Int. S 5).

Cooperation and knowledge-sharing are highlighted in ECD to speak the English language. In this respect, Teacher 1 maintained that he had a variety of experiences from cooperating with his students to acting, playing, and improving their English through the use of educational drama in the classroom with a great deal of engagement. The teacher added that through cooperation, students were able to work with each other since every theatrical technique requires cooperation. Additionally, when the students act, they act together and create the role-play together as evidence in following excerpts from Teacher 1 and Teacher 5:

“With my students, I have practiced educational drama in many ways, such as cooperating, acting, playing, enjoying, and practicing the English language. By cooperating I mean that students like to cooperate with each other because every technique in drama needs cooperation, also when the students act, they act together and make the role-play together. To be honest, I become an actor and a good teacher because I cooperate with my students and sometimes, I share the work to encourage them and feel safe and not shy to speak the English language. All of us enjoy the lesson. As a result, we don't feel that time is passing too quickly.” (Int. T 1).

According to Teacher 5, ECD promotes cooperation, which is very important for speaking English and participating in English classes. This excerpt illustrates this point:

“Every activity in the Palestinian curriculum, from playing drama games to improvisation to singing together, requires cooperation. Children quickly realize that to get the best of sessions, cooperation is a much-needed skill.” (Int. T 5).

The current Palestinian curriculum gives some priority to cooperative learning as evidenced in the following curriculum specifications (Figure 4.12). Thus, ECD could be the right platform to encourage collaborative lessons in a more interesting manner. Furthermore, many exciting activities require cooperative learning and educational

drama. Teacher 1 added that ECD needs cooperation between the students and the teacher in addition to cooperation between the principal with the Ministry of Education as evidence in following excerpts from Teacher 1:

“I mean these are the two sides for the same coin. I mean that drama needs cooperation between the students and between the teacher and the students besides the cooperation between the principal with the Ministry of Education. The Palestinian curriculum has many exciting activities that highlight cooperative learning and educational drama. This is promising because in the past we used the Jordanian curriculum in the West Bank and the Egyptian curriculum in Gaza because we are in a war-torn country.” (Int. T 1).

Teacher 1 added that the pupils in the class cooperated with each another and were like bees being so active and helpful.

“I think there are several principles of cooperative learning in the language classroom such as teaching collaborative skills and team work but the most important thing is sharing and taking care of each other. I mean the students were always there to help each other. I imagine the class as the bees working in their hive with full energy and enjoyment.” (Int. T 1).

Data showed that ECD fosters collaborative culture among all participants. English language teachers (T3, T4, T5) stated that all parties were motivated to cooperate, including the teachers and their students, the school and the Ministry of Education, as well as the students working together as evidence in following excerpts from (T3, T4, T5):

“Cooperation is needed from all sides... I mean cooperation between the students together, cooperation between the teacher and his students and cooperation between the school with the Ministry of Education. All in all, cooperation is very useful to all students’ levels. I mean good students with remarkable intelligence can help other struggling students who need help.” (Int. T 3).

Additionally, Teacher 4 mentioned that every technique requires cooperation between students, and since cooperation is a key component of drama to learn English, it is essential as manifested in following excerpt:

“Of course, drama demands cooperation, because every technique needs cooperation between students: cooperation is an essential element in drama. I will give you an example: if there is a dialogue about pollution, students must cooperate and help each other to practice a lot to be perfect. Furthermore, I have become more flexible with my students and much closer to my students. I understand them and we enjoy our lessons, cooperate with each other and be more confident and relaxed.” (Int.T4).

Moreover, Teacher 5 reported a parallel point when claiming that drama promotes cooperation and aids in students' understanding of the outside world so that they can work well with others.

“I used to ask my students to perform a role- play based on a script provided in advance. Each pair of students is given a situation to work on and given a few minutes to prepare notes for their role play. All of them enjoy and use their imagination, they also cooperate together. This technique encourages students to cooperate and helps them understand the world around them.” (Int.T5).

Student 1 noted that through cooperation; his classmates were able to ask each other some questions, provide answers, and give assistance during the English lesson to speak English. The students benefited from drama since it fosters cooperation. as evidence in following excerpt from Student 1:

“Yes, my English teacher used drama as a technique in teaching speaking skills. We always make a plan before starting the lesson and we usually divide the conversation between the partners. I divided it between me and my partners so it's equal for everybody. Yeah, for example, I was working with my partner where I played the role of 'A' and my partner played 'B'. We cooperated to support each other to speak English. Cooperation helped us to understand more because we asked questions and answered each other. Drama increased cooperation which is something good for all students.” (Int. St1).

1 Listen and repeat the words and expressions. 🎧

chat come over double half message moment postcard wrong

2 In pairs, look at the pictures. How many ways to communicate can you see?

3 Listen and answer the questions. 🎧

4 Listen and read. Underline the words from activity 1. 🎧

Woman: Hello?

Huda: Hello Aunt Alia. Can I speak to Rania, please?

Woman: Sorry. You've got the wrong number.

Huda: Oh, I am sorry. Goodbye.



Huda: Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?

Aunt Alia: I'm sorry, Huda, she's out with her brother. Can I take a message?

Huda: Yes, please. Can you ask her to call me on this number: double two, six, oh, one, five?

Aunt Alia: Yes, of course.

Huda: Thank you. Bye.

Huda's mother: Hello.

Rania: Good morning, Mrs Karmi. Can I speak to Huda, please?

Huda's mother: Who's speaking, please?

Rania: Sorry. It's Rania.

Huda's mother: Hello, Rania. Just a moment.



Rania: Huda! Hi there!

Huda: Hi! I got a postcard from Iqbal this morning – she's in her new house! She wants to invite us to go and see her next week.

Rania: Iqbal! I miss her now she's at a different school.

Huda: Well, come over to my house and we can call her together. We'll have a good chat!

Rania: OK! See you in half an hour.

5 Work in groups. Act out the conversations in activity 4.

Everyday English Double two, six, oh, one, five Just a moment. Who's speaking?

Figure 4.13: Sample Unit from the Palestinian Curriculum English for Palestine

4.4.3.1 Skills and Knowledge Sharing

The collected data showed that ECD makes it possible for students to share and exchange knowledge. According to English language supervisors (Int. S 4 and Int. S 5), ECD is beneficial for exchanging knowledge and sharing skills, as well as for collaboration and sharing experiences, since each person has something special to offer as revealed by Supervisors 4 and 5 in the following excerpts:

“In such activities, the groups must not be dominated by clever students. Students need to be helpful and exchange knowledge, share roles, accept the views of others and encourage each other as peers.” (Int.S4).

Likewise, Student 5 added that each student possesses a certain skill which can be enhanced; therefore, they work together and share experience during drama implementation. This allows them to learn from each another as shown in this quotation:

“We collaborate and share our experiences, each one has something unique to offer, so we learn from them and everyone did the thing he or she is good at so everyone knows what to do.” (Int. St 5).

Furthermore, Teacher 2 (Int. T2) noted that he constantly employs the cooperative learning method, which enhances students’ sharing and understanding. Students willingly support each other by exchanging ideas, knowledge, and information, even when some words were challenging to pronounce. The students helped and supported each other as shown in the following excerpt:

“I always use cooperative learning method, it increases the students sharing and knowledge, they help each other through sharing their ideas, knowledge and they exchange their information between each other. For example, there were some difficult words to pronounce it, the students help each other, and share, care with each other.” (Int. T 2).

Many students reported that their readiness to act in drama activities allows them to share their skills and knowledge, Also, using ECD encourages students to share their talents in a variety of drama-related activities like acting and role playing. Additionally,

each teacher assigns distinct roles for each student based on their personalities and their interests. They were always ready to portray those parts in front of the class in different ways. Those students enjoyed acting and being closer to their teacher and classmates because of drama as shown in the following excerpt:

“We collaborate and share our experiences, each one of us has something unique to do better. I like acting the dialogue with my classmates because I feel happier and stronger because I have a supporter and a partner who cares about me.” (Int. St 5).

Student 14 indicated that through drama, they were able to exchange knowledge, talents, and support, making them stronger as evidence in this extract:

“My teacher assigned different roles based on each student's personality, and we then presented them to the class in our own unique way. I adore acting and consider myself closer to both my teacher and my friends through drama. We share knowledge, skills and help each other, together we are stronger.” (Int. St 14).

Likewise, Student 18 reported that his linguistic abilities improve when he works with a partner or a group because they share ideas and exchange information as demonstrated by this quotation:

“Yes, working with a partner or group makes my language skills better, by giving each other ideas, and also working with a partner or group gives a person self-confidence.” (Int. St 18).

Student 4 also added that he enjoys participating in the discussion with his classmates since they connect on a personal level, work together, and share skills and expertise as shown in this quotation:

“I prefer acting the dialogue with my classmates because there is connection, collaboration, enjoyment and sharing skills and knowledge.” (Int. St 4).

Students shared their ideas and presentations which provided them with more opportunities to speak English, as shown in Figure 4.14. During observation sessions, they also role-played or acted in front of their peers and conversed fluently in English.

The teachers stated that pupils took part in a variety of activities in ECD (e.g., individual

activities and group activities). Worksheets also provided students with the opportunity to collaborate and support each other as they practice real-life scenarios in class to improve their English-speaking skills.

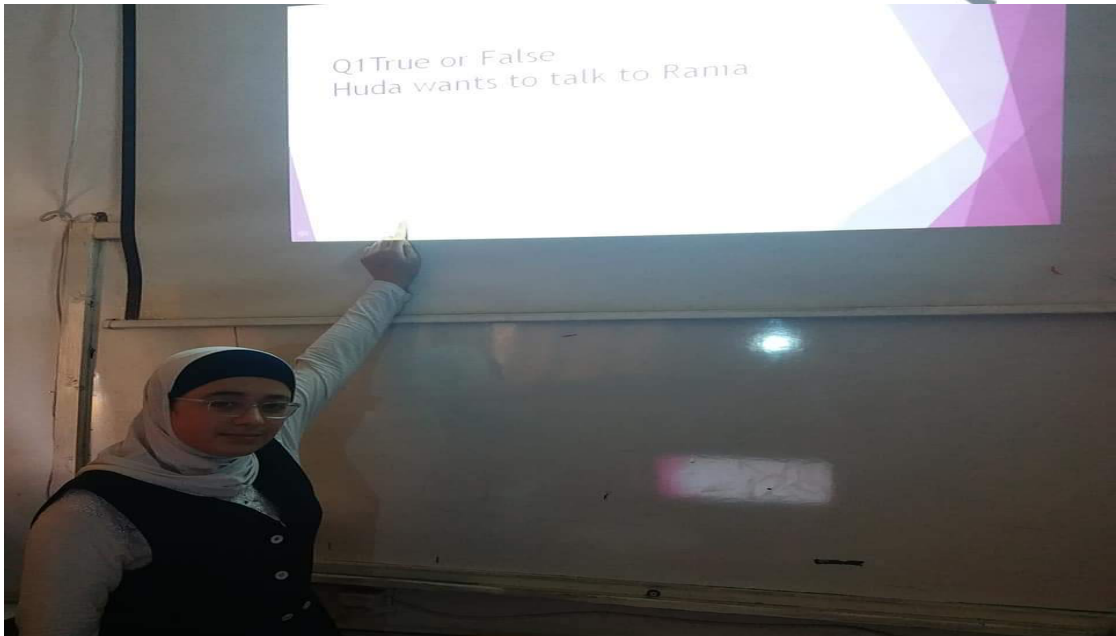


Figure 4.14: A Presentation by a 7th Grade Student

4.4.3.2 Productivity and Peer Support

Teachers and supervisors in the study reported that ECD can improve the teaching-learning process for English since it can save time and energy according to Supervisor 5, who gained deeper understanding of teachers' needs for English instruction and students' needs for learning English. The supervisor also became aware of the new information and skills, incorporating them into the current Palestinian curriculum to reflect values and beliefs, particularly in light of the Israel occupation of the Palestinian territories as shown in the following excerpt:

“Also, through educational drama, I gain a great deal of experience such as recognizing the needs of teachers and students, thus understanding and becoming aware of new skills and integrating them into the current Palestinian curriculum to

fit our values and beliefs especially under the Israeli occupation in Palestine.” (Int.S5).

Furthermore, English language teachers (Int.T1, Int.T2, Int.T4) stated that drama boosts students’ productivity through their participation in classroom discussions and dialogues. Drama also allows students to explore their own identities, historical events, and relationships. Students can improvise, sing, dance, and act in plays to express themselves as seen in the excerpt below:

“Drama leads the students to explore themselves, events and connections; students can also express themselves through plays, singing, dancing and improvising.” (Int. T 1).

Teacher 2 added that through their participation and interaction in the classroom, students produce more work as seen in the excerpt below:

“We often encourage students to take the role of the teacher and explain a lesson in a form of a play to make it easier to be understood. Drama increases students’ production, interaction and active participation in the class.” (Int. T 2).

In the same vein, Teacher 4 said he mostly used group work for theatre exercises. The students, without a doubt, helped each other and work more efficiently as evidenced in the following extract:

“Most of the drama activities I used were group-work based. For sure, they will support each other to finish the activity. I noticed they teach each other some vocabulary and learned how to start acting.” (Int. T 4).

Additionally, Teacher 5 reported that he frequently used drama to help students improve their speaking abilities through acting. These matters assisted him in managing the classroom effectively as shown in the following excerpt:

“I use it (drama) a lot and I gain lots of improvement in students’ level in speaking skills. Besides, I was able to manage my classes effectively.” (Int. T 5).

In this study, some students (Int. St. 5, Int. St. 6, Int. St. 9) maintained that using theatre increased their productivity since it allowed them to collaborate with their

classmates and receive feedback. This helped them complete their projects and learn new information. They were motivated and focused during the entire class, from the first second to the very last moment, which has enhanced their output as demonstrated in this excerpt:

“I like acting the dialogue with my classmates because I feel happier and more at ease because I have a supporter and a buddy who cares about me.” (Int. St 5).

Student 6 added that he preferred to help his classmates through drama, and together they performed the task more quickly as shown in the following excerpt:

“I enjoy acting out the dialogues with my classmates because it is enjoyable and distracts us from our challenging situation in Palestine. It also helps you grasp the personality of the role you will play and through drama I support my classmates to finish the activity faster.” (Int. St 6).

Moreover, it was noted by Student 9 that he stayed focused throughout the class performance and did better in English, thanks to paying close attention, as shown in the following excerpt:

“I’m quite interested. I feel motivated and concentrated during the whole class from the first moment to the last minute in the class which increased my productivity.” (Int. St9).

Furthermore, Supervisor 5 reported that the most important aspect in ECD is teamwork. Students also need to support one another by taking ownership of their tasks, helping the team achieve the learning objectives, and communicating with one another as demonstrated in this excerpt:

“Teamwork is the most crucial factor, but students must also empower one another by taking responsibility for their own roles, assisting the team in achieving learning objectives, and communicating and assisting one another.” (Int.S.5).

English language teachers (Int.T1, Int.T3, Int.T4) also reported that using ECD provided support to the teachers who used cooperative learning, where students worked

in groups and supported one another. This experience was useful and the students enjoyed it since it broke up the routine as shown in the following excerpt:

“Well, I use cooperative learning for forming groups and working together to work in teams. It was an amazing method and the students enjoyed it and had fun because they could break the routine and changed the traditional method of teaching which is mostly based on lecturing.” (Int. T1).

Similarly, Teacher 3 stated that drama is a useful technique to teach the English language, and teachers need to be aware of its versatile benefits. Peer support is one of the most effective aspects of drama, which refers to students’ tendency to help, motivate, and encourage each other. This is crucial for the success of the learning-teaching process as demonstrated in the excerpt below:

“Well, drama is an amazing method to convey a message or messages to students, whereas it needs awareness among teachers. the best thing in drama is peer support. I mean students help each other, encourage each other and motivate each other and this is very important to make the learning-teaching process successful.” (Int. T 3).

Moreover, Teacher 4 added that the majority of drama activities implemented in groups where the students showed readiness to help each other to complete the task. They appeared to use both linguistic and acting skills as shown in the following excerpt:

“Most of the drama activities I used were group-work based...For sure, they supported each other to finish the activity...I noticed they taught each other some vocabulary and how to start acting.” (Int. T 4).

Furthermore, the students who participated in this study (Int. St3, Int.St4, Int.St5, Int.St6, Int.St14) reported that ECD increased peer work. For example, Student 3 stated that he felt safer because he worked with a partner who was always there to support him. He also got engaged and motivated to speak English confidently while the partner willingly intervenes to correct some pronunciation mistakes. Such insight is shown in the following excerpt:

“Well, I mean that I feel safer because I have a partner who will help me. I feel more interested and motivated to speak English confidently. Once I make a pronunciation

mistake, my partner was always there to fix it for me. I feel that my partner supports me.” (Int. St 3).

A similar idea was mentioned by Student 4 and Student 5 who reported that when they chat with someone, they correct their errors and pick up new phrases. They believe that during drama and collaborative learning, they assisted and support one another as demonstrated in the excerpts below:

“When you chat with someone, he/she automatically fixes mistakes and you learn new expressions. I think during drama and collaborative learning we help and support each other.” (Int. St 4).

Likewise, Student 5 added that he has a friend and a supporter at the same time who is concerned with his learning during the drama as evidenced in following excerpt:

“I like acting the dialogue with my classmates because I feel happier and more relaxed because I have a supporter and a buddy who cares about me instead of the traditional method where I feel alone and under stress.” (Int. St 5).

Student 6 also reported that he likes acting out the dialogue with his friends because it is fun and takes their minds off their difficult circumstances in Palestine. Furthermore, acting leads to better understanding of the characters as shown in the following excerpt:

“I enjoy acting out the dialogue with my classmates because it is enjoyable and distracts us from our challenging situation in Palestine. It also helps you grasp the personality of the role you will play.” (Int. St 6).

Furthermore, Student 14 said that they were active in discussion activities because in addition to having fun, they were living the situation, collaborating with one another, supporting and believing in one another as demonstrated in the excerpt below:

“Acting the dialogue was fun and motivating because when we were acting, we got involved in the situation, cooperating with each other, supporting and trusting each other besides having fun.” (Int. St 14).

Hence, during class activities, students were observed asking each other to pronounce some words, how to spell and write them, and also how to use technology to check spelling and pronunciation.

4.4.3.3 Improve Communication Skills

The English language teachers (Int.T1, Int.T3, Int.T5) reported that drama helps students concentrate because they were encouraged to listen to each other and respect each other. Drama also helps students speak the English language and increases their communication skills because they participated in roles and cooperated with each other as evidenced in the following excerpt:

“There are many benefits of the educational drama techniques in teaching speaking skills. I will talk from my own experience as an English language teacher for more than twelve years. I noticed that drama builds students’ confidence to speak the English language without shyness. Drama also helps concentration because the students were constantly encouraged to listen to each other and respect each other. Besides, drama helps students to speak the English language and increases the communication skills because they participated in different roles and cooperated with each other.” (Int.T1).

Additionally, Teacher 3 reported that drama improves students’ interpersonal skills and brings them closer, making them more appreciative of one another as demonstrated in the excerpt below:

“Well, there are many experiences I have had in practicing the educational drama in the classroom with my students. First of all, it helps me a lot to know my students’ personalities and to be closer to them. Also, it increases cooperation between me as a teacher with my students besides cooperation and understanding between the students themselves. If our teaching is dramatic, our students get attracted, interested and affected. If they are affected and moved by what we taught, we will most likely leave an impact on them. I can say that drama, undoubtedly, increases communication skills between the students who tend to be closer, appreciate each other and there will be more mutual understanding between them.” (Int. T 3).

A similar point was made by Teacher 5 who maintained that drama helps students communicate more effectively with each other and with their teachers. Additionally, acting fosters language and communication skills through presentations and tasks, as shown in the following excerpt:

“Drama is seen as a means of learning rather than a way of demonstrating mastery of certain skills. Students are actively engaged in activities such as researching,

designing, and reporting.' it is amazing and full of techniques to enhance the teaching-learning process'. Also, it leads to improve their communication skills between them and between the student and me as their teacher.” (Int.T5).

Teacher 5 added that drama also involves presentations and assignments which foster the development of language and communication abilities.

“There are many benefits of educational drama in teaching the English language. For me, the first one is that drama builds confidence and increases students’ concentration. Secondly, drama helps students to develop their language and communication skills through presentations and assignments.” (Int.T5).

The majority of students (Int.St2, Int.St4, Int.St6, Int.St7, Int.St14, Int.St17, Int.St20) who participated in the study reported that ECD enhanced their communication abilities when they acted. Moreover, ECD improved their understanding of one another and enhanced their ability to interact effectively. The following excerpt shows how drama helps them get to know one another.

“When you communicate or talk with someone, this activity makes you feel a little bit nervous. What seems promising is that you feel comfortable when you see yourself improving your skills. Yes, you're improving your grammar you even when you face some mistakes that you could fix by yourself or one of your classmates can correct it for you. This will certainly make each other's skills better, your grammar and things like that. Drama increases our communications skills; it is like the thing which opens the closed roads between us. It teaches us how to understand each other and to communicate in a better way.” (Int. St 2).

Likewise, in the excerpt below, Student 4 reported that drama improves interpersonal interactions and communication skills.

“I mean that makes us closer to each other, knowing the characters of each other, because when I act, I understand, so I can understand my teacher and my classmates and enjoy my time. Also, drama improves our communication skills and relationships between each other.” (Int. St 4).

Moreover, other students pointed to somewhat a similar idea when they stated that drama improves communication among students and also fosters friendship. Drama,

moreover, strengthens their connections and teaches them how to communicate and accept other ideas as shown in the following excerpts:

“Drama strengthens our relationships and it teaches us how to communicate and accept other’s opinions.” (Int. St 6).

Student 7 also stated that along with enhancing his speaking ability, drama also strengthens the bonds amongst the students as evidenced in following excerpt:

“Acting and role playing improve my abilities and skills in speaking, besides, it increases the relationship between us.” (Int. St 7).

Meanwhile, Student 14 added that although drama involves some challenges, it helps him communicate better. In addition, he can easily and effectively talk to his partner as shown in the following excerpts:

“I enjoy using drama techniques such as role-play in learning to speak English whether with my classmates or with a team. Acting the dialogue is more fun, especially when I'm with a friend. It seems challenging but at the same time improves my communication skills. I can discuss it with my partner, it's good and easy.” (Int. St 14).

Teacher 17 reported that drama helps him teach English more effectively and also enhances his bonds with his students, which improves communication as shown in the following excerpt:

“It’s more enjoyable, it makes me improve my English faster, also it strengthens the relationship between me and my classmates which makes us communicate in a more effective way.” (Int. St 17).

In addition, Student 20 reported that drama helps students communicate better with one another and even foster friendships as shown in the following excerpt:

“We benefit from it since it can develop friendships between the students and improve communication.” (Int. St 20).

Furthermore, through observing students in their classrooms, students were communicating with each other in the English language, they were active like the bees.

The students were able to speak with each other, understand one another, and accept one another's viewpoints while working on worksheets and performing plays.

4.4.3.3.1. Findings Based on Students Interview

Based on the interviews conducted with the students (St3, St 9, St 14, St 15, St 17, St 18, St 20), it was found that ECD gives students the opportunity to speak English and gives them an opportunity to receive peer and teacher assistance. Additionally, it inspires students to actively participate in class. The majority of students who spoke English during the observation sessions asked their teachers to take their turns in acting. They also participated in worksheets and presentations prepared by the teachers to inspire the whole class. ECD was deemed useful by the majority of the participants, including supervisors, teachers, and students. According to students' responses in the interviews, drama has the potential to reduce the war-torn effect (Int. St. 13,16,17,19). The use of ECD to teach the English language has several benefits, one of which is reducing the war-torn effect on students. By involving the students in imaginative situations, drama succeeded to provide a platform for them to escape from the reality of occupation. Many students, (Int. St 3, Int. St 11, Int. St 18) reported that they are inspired by ECD to come up with new ideas to communicate their ideas, demonstrate their English language knowledge and skills, and achieve the objectives of the curriculum.

Moreover, most students reported that they were able to be creative in designing their responses to the assignments, using creative ways to present their ideas using new technology. These creative ways motivated them to use some technologies while implementing drama in-class activities. Furthermore, in the recorded videos, most activities were based on teamwork where one student plays the role of the spokesperson

to present the findings while the teacher's role was to give instruction and assign a specific role for each member of the team.

Finally, some students (Int. St. 5, Int. St. 6, Int. St. 9) stated that using theatre increased their productivity since it allowed them to collaborate with their classmates and receive feedback, which helped them complete their projects and learn new information. They were motivated and focused during the entire class, from the first second to the very last moment, which has enhanced their productivity. As reported by many students and supported by their teachers in the interviews, the use of ECD in English language lessons helps students improve their speaking ability through peer support, dialogue, and acting. In addition to classroom observations and the use of artifacts such as worksheets, presentations, plays, and videos most participants stated that ECD improves students' speaking abilities and offers them the chance to speak English (Int. St 1, Int. St 3, IntSt.5, IntSt.7, Int. St.9, Int. St.11, Int. St 13, Int.St15, Int. St.17, Int. St 19).

4.4.3.3.2. Findings Based on Teachers' Interviews

Based on the results of the interviews with teachers, nearly all teachers indicated that they are in favor of using educational drama to teach the speaking skills because it enables students discuss their daily-life situations while expressing themselves freely. The drama also helps students express their ideas freely, develop their personalities, and refine their acting and creative abilities. During drama activities, students are exposed to a variety of activities, such as working with peers, acting, playing, and having fun, which deepen and improve their relationships. The interviewed teachers also stated that acting in English classes improves students' ability to express themselves, and that is one major source of inspiration and motivation for them.

Some teachers also added that when students found some difficulty in pronouncing new words, they used to support one another by exchanging ideas, knowledge, and information. This type of cooperation developed their self-confidence without worrying about making mistakes or being shy. The whole process of using drama resulted in a stronger cooperative force among all participants including the teacher. Another crucial element is that educational drama encouraged students to collaborate in groups, which is an effective approach for fostering students' creativity by enabling them to be inventive, innovative, and supportive of one another when they exchange novel ideas.

Evidence has shown that the Palestinian curriculum has many interesting activities and topics that can be taught through ECD. However, there is not much collaboration between the schools and the Ministry of Education in terms of implementing ECD in schools which requires collaboration between teachers, school boards, and the Ministry of Education.

Drama ultimately enhances students' English language proficiency to the extent that there was an obvious improvement in students' overall English scores in exams and assignments. The students' level of speaking ability has also greatly improved. Additionally, ECD also was a significant factor in overcoming the challenging conditions under the Israeli occupation. In this regard, findings showed that despite more than five decades of occupation, drama helped students maintain tremendous motivation towards learning English for communicative purposes. Dramatic techniques; furthermore, empowered students to use their imagination while having fun in conversational skills in English. Overall, students' self-esteem, collaboration, and language practice help them become more creative and proficient in the English language. Through cooperating and role-playing, drama helped students to become

better problem -solvers. Such educational benefits clearly display the necessity of integrating ECD into English classes. These benefits are also revealed by teachers who frequently incorporate drama into their lessons. This is because students are desperately in need of help to become better students, stronger leaders, and students with higher English proficiency scores.

Finally, educational drama encourages teachers and students to incorporate technology into English language classes which was shown in using Microsoft Word and some Internet applications to access images and videos relevant to the themes and scenes of the performed plays. On the other hand, educational drama initiatives encourage teachers and English language supervisors to work together to share knowledge and support one another by exchanging documents and educational materials in the form of reports, clips, and Facebook posts via WhatsApp, Facebook groups, and the Zoom app.

4.4.3.3.3. Findings Based on Supervisors' Interviews

Based on data collected from the English language supervisors, findings revealed that when students used ECD, their performance improved. This improvement has resulted in a positive impact on students' academic performance because it helped students to learn the English language, and also improved their speaking abilities, acting skills, and social skills. Drama encouraged students to participate in various speaking activities, which helped to share ideas and express themselves in a free-stress environment.

Findings, however, indicated that the Palestinian curriculum for seventh graders gives little emphasis to the speaking abilities as seen in the distribution of marks (See Appendix 1). In Palestine, English language teaching mostly focuses on writing and

reading, while speaking and listening skills are not given the due attention, which leave negative effects on students' speaking and listening abilities. In response to this situation, most supervisors recommended organizing specialized workshops on drama integration to assist teachers in creating more speaking activities such as role-playing, miming, storytelling, and other speaking tasks.

Dramatic teaching techniques have been proven to be effective in improving students' speaking abilities. They also inspire students to participate in interactive activities through acting and role-playing, which engaged them and improved their ability to speak English more appropriately. It has been shown that English language supervisors were able to recognize the needs of teachers and students by incorporating new knowledge and abilities into the existing Palestinian curriculum, which aim to tackle the impact of Israeli occupation on the Palestinian daily-life. In this respect educational theater within ECD encourages the use of technology in English language teaching through using blogs in certain filmed courses and electronic tools to connect with teachers.

The majority of English language supervisors who participated in the current study confirmed using ECD in their workshops to help students improve their speaking skills. Cooperative learning and drama have been found to improve teaching and learning strategies. To make the teaching process more beneficial and highly motivating, most supervisors encouraged teachers to use drama and urged students to act during the speaking tasks which motivates students to participate in classroom activities. Based on the interviews, supervisors expressed their positive attitudes towards using drama as a means to broaden students' knowledge through fostering sociability, confidence, imagination and creativity skills, in addition to the capacity to

respond appropriately to others' feelings, and break up the monotony of doing the same thing repeatedly.

Using ECD in English language teaching and learning, according to the majority of students, teachers and supervisors, requires the process of integrating technology and help instructors find possible ways to do this. For example, WhatsApp groups can be used to enable both English language supervisors and teachers to share knowledge, presentations, instructional videos, lesson plans, worksheets, examples of English exams, dates of workshops, and some news or instructions issued by the Ministry of Education and other decision makers. There were also Facebook and WhatsApp groups for the students to communicate, cooperate, support one another, and share some relevant materials.

Finally, results showed that English supervisors and teachers try their best efforts to assist students in overcoming the challenges of living under the Israeli occupation threaten the continuity and stability of the teaching-learning process. Accordingly, ECD is seen a powerful weapon for minimizing the negative impact of conflict on both teachers and students.

4.4.3.3.4. Findings of Classroom Observation

Based on the classroom observation which employed video recording a number of lessons, the collected data showed that students were able to speak clearly when participating in acting and dramatic activities. Additionally, teachers granted permission to students to participate in drama activities utilizing English during the observation sessions (Classroom Observation, u11, L.1). Cooperative learning and educational drama were found to be beneficial in the study. The benefits included improving acting skills, enhancing speaking skills, increasing achievements, reducing

the effects of war and conflict, motivating students to learn, and accommodating students' learning preferences.

During the observation sessions, students were shown so enthusiastic to speak boldly while acting or presenting relevant materials in the class. Through participating in these activities, students demonstrated strong commitment to using the language appropriately without hesitation or dysfluency. Sharing is a further benefit of acting, which promoted speaking and enhanced communication skills. The observation sessions revealed that while acting and speaking in groups, students were highly engaged.

English language teachers and supervisors believed that integrating ECD into the classroom has the potential to increase students' success by promoting group and collaborative learning. Additionally, observation sessions revealed that after a few sessions, students were speaking mostly English with occasional Arabic words instead of speaking Arabic the entire time. Further, the majority of students achieved excellent speaking scores in all of their presentations (artifacts, number 3 presentations for seventh graders (See Appendix 10). Almost all students who gave presentations received full marks or exceptional grades.

In different circumstances, ECD was found useful for promoting technology integration because during the discussion, participants agreed that technology is essential to enhance collaboration and teamwork between teachers and supervisors in drama education. Students also created animated films to express their thoughts about difficulties they faced in daily life by devising original ways to express themselves, according to observational data. Additionally, the use of worksheets demonstrated kids' participation, attentiveness, and cooperation in class. These worksheets enabled students to work together either in pairs or in small groups where they found ample

opportunities to express themselves and share their ideas. Worksheets also helped students to practice real-life situations in class through cooperating and assisting one another. By the same token, most teachers who took part in the study used technology for a variety of ECD activities, including typing, scenario design, PowerPoint creation, animated software creation, and Internet access for supplementary materials.

The majority of English language supervisors, teachers, and students who participated in the survey maintained that ECD improved students' cooperation in various ways. For example, students employed a variety of strategies, such as individual work, pair work, group work (think-pair-share) which helped them to work cooperatively rather than competitively. According to observation sessions, most students role-played or performed their presentations in front of their classmates to convey their thoughts and exchange knowledge in a range of tasks.

The majority of students who took part in the study (Int.St.2, Int.St.4, Int.St.6, Int.St.7, Int.St14, Int.St17, and Int.St20) reported that interacting with others during ECD improved their communication skills so that they could understand one another and behave well with others.

Furthermore, students conversed with one another in English during the observation sessions and were as busy as bees while conversing. While completing worksheets and acting out plays, the kids can communicate with one another, comprehend one another, and respect one another's opinions. In conclusion, the researcher found that teachers and students are optimistic about the future of ECD as an effective weapon to minimize the effects of war at least for a short period. For instance, one day a student came late to the classroom because the Israeli soldiers attacked the City of Jenin that night. At that time, he entered the classroom, greeted the teacher and his classmates, started his part of participation through acting and getting engaged with

the whole activities. It was also noted that individual innovativeness was enhanced by adopting, creating, or implementing innovative ideas.

Based on the collected data, the researcher concluded that the students were able to use a variety of innovative strategies while utilizing drama to learn English. Creativity, idea generation, issue resolution, and technology integration were among these strategies. Students also provided some creative suggestions for presenting the material and participating in role-play and drama activities. Besides, both English language teachers and students provided new ideas to deliver the material.

RQ 2: What are the challenges faced by EFL teachers in Palestine when using educational cooperative drama (ECD)?

To answer this question, a sample of 20 students, five English language supervisors and five teachers were interviewed face-to-face. Most students, supervisors and teachers indicated that there are many challenges faced by EFL teachers and students in Palestine when using ECD. The responses in the semi-structured interviews were reported by 30 participants. In an interview protocol, the participants shared their opinions and experiences regarding ECD. By the same token, classroom observations revealed many challenges faced by EFL teachers and students such as the Israeli checkpoints, time, cancelling school (education suspension) during crises, small classes and the policy initiations of the school.

4.5 Challenges

The participants in the study reported various challenges of using ECD in teaching the English language. These challenges were categorized into subthemes including checkpoints, time, school policy, and canceling school schedule (education suspension).

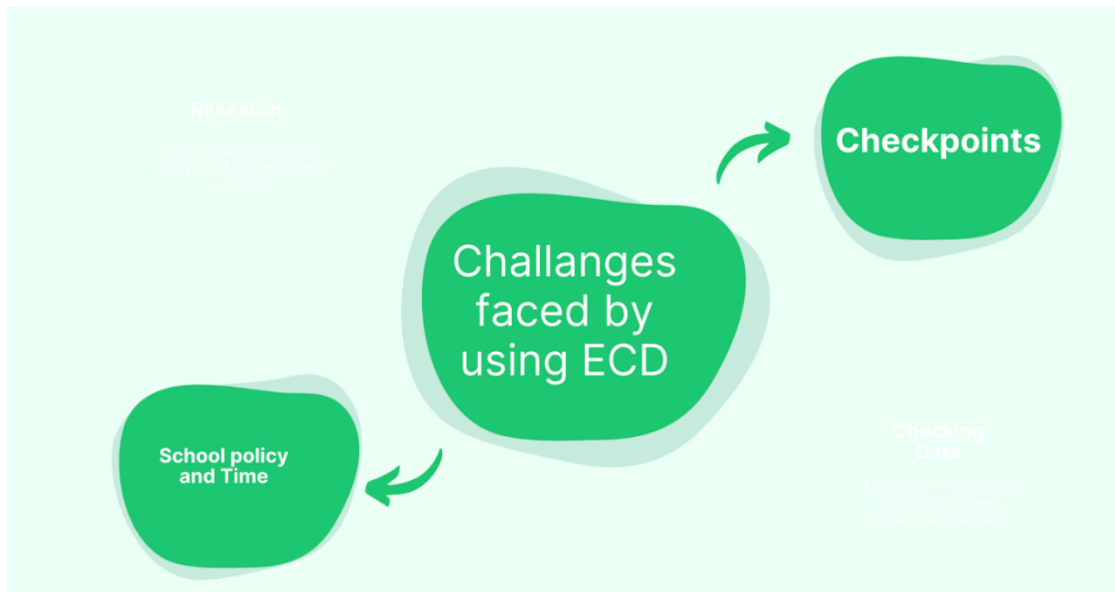


Figure 4.15: Challenges faced which were generated by Nvivo

4.5.1 Checkpoints

All Palestinians living in the Occupied Territories are impacted by the Israeli checkpoints which have been examples of the unlawful practices of the last occupation on earth. Large "checkpoint terminals" have been built in the West Bank, forcing Palestinians who travel between towns and villages, as well as to East Jerusalem and Israel, to endure protracted wait times, intrusive identity checks, and constant danger of violence. A complex permission system is used to administer the checkpoint terminals near major urban West Bank cities like Huwwara (near Nablus), Qalandia (Ramallah), and checkpoint 300 (Bethlehem) (Griffiths & Repo 2021).

4.5.1.1 Teachers' Interviews

The majority of participants reported that the checkpoints which have been planted by the Israeli Occupation all over the West Bank are big challenges that impede utilizing ECD in education. One teacher indicated that he suffered from checkpoints and the whole situation in Palestine is difficult as evidenced in the following excerpt:

“I mean the situation in Palestine is so difficult to the extent that it affects the teaching-learning process in general and English language in particular. This is because English is a foreign language and students cannot study it alone like many subjects as Arabic, religion, etc. Parents usually help their children in these subjects but not English. In addition to the checkpoints, arrests have been made against students, parents, or even teachers. Our teachers and students are suffering a lot compared to those who live in peace and safe. We all live in a big prison, we have no airports, no seaports. Can you imagine that? If we want to travel to another country, we must go through many checkpoints to arrive at Jordan, the only window to the world, when planning to travel abroad.” (Int. T 3).

Likewise, Teacher 4 added that the Palestinians have endured a great deal of sufferings, including checkpoints, student arrests, assassination, theft of their lands, demolishing houses, as demonstrated in the excerpt below:

“I mean we live in difficult conditions because of the Israeli occupation; we suffer a lot from the checkpoints, arresting students and innocent people without any reason. They took our lands, homes, and stole our dreams. Furthermore, imagine that a student in the school is martyred by a wrong bullet from the Israeli soldiers for no reason and his only sin is that he is Palestinian. I would like to convey my voice to the world. Can anyone imagine that we cannot sleep or travel without a series of complicated and difficult procedures.” (Int.T4).

As well, Teacher 1 stated that the Palestinian students who are severely affected by the occupation, including the checkpoints and detaining them or their parents as shown in the following excerpt:

“We live in a war-torn country and we face a lot of problems. If we compare between the Israeli students and the Palestinian students, the Israeli students have everything, The Israelis stole our lands and dreams; they live in peace and have all entertainment not like the Palestinian students who suffer a lot from the occupation such the checkpoints and arresting students or their parents.” (Int. T 1).

The arrest of teachers and checkpoints cause many problems for teachers and for students, added Teacher 1. The problems include the inability to teach the whole curriculum which affects students’ learning as evidenced in the following excerpt:

“To return to the main point, the current situation affects us as teachers because we suffer a lot from the checkpoints and the arrest of teachers. When they arrest teachers, a lot of problems appear such as delay in the curriculum and the absence

of teachers affect the students and they will feel depressed besides low achievement in the English language.” (Int. T 1).

4.5.1.2 Supervisors’ Interviews

A point similar to the statements given by the teachers was mentioned by Supervisor 5 who reported that he personally encounters several obstacles, mainly the checkpoints, on his way to school, which prevent him and many other supervisors and teachers from fulfilling their duties as evidenced in the following excerpt:

“As a Palestinian, I endure numerous barriers on my way to school, particularly the checkpoints, which cause me and many others to miss our work in the Ministry of Education and schools. Furthermore, arresting people promotes horror and anxiety and low academic accomplishment among Palestinian students, particularly in English.” (Int. S 5).

Thus, Supervisor 5 reported that checkpoints delay the teachers when they go to schools as evidenced in the following quotation:

“The whole situation here in Palestine is unsafe and there is a lot of pressure on the students and English language teachers from the occupation such as when the teachers are arrested and delayed in their classes at the checkpoints.” (Int. S 5).

Similarly, Supervisor 2 claimed that the situation in Palestine as a whole is dangerous, and the occupation imposes a lot of pressure on the students and English language teachers by arresting them and keeping them out of class due to the checkpoints as shown in the following excerpt:

“To be honest with you, the whole situation here in Palestine is not safe and there is a lot of pressure on the students and English language teachers from the occupation which always arrest teachers and hinders their free movement which also creates a delay in getting the target schools due to the checkpoints. I still remember that one day I went to a nearby school to supervise an English language teacher in Jenin city. The teacher lives in a village that is only ten minutes far away. The teacher was 15 minutes late and when he entered the class, he informed us that there is a checkpoint and the Israeli soldiers arrested my brother.” (Int. S 5).

4.5.1.3 Students' Interviews

Based on the students' perspectives, Student 2 stated that, since he lives near Jenin City, their teacher sometimes skips or arrives late to class due to the checkpoints as evidenced in this excerpt:

“Our teacher is sometimes absent or comes late to the lesson because he is from a village near Jenin city and all that happen because of the checkpoints and Israeli occupation. Every day there are many problems here in Palestine due to the Israeli occupation and the checkpoints inside the Jenin city and outside the city.” (Int.St.2).

Furthermore, during the process of gathering data, one of the teachers came late for more than an hour. When he arrived, he complained that a checkpoint stopped him to check his identity and forced him to wait for no reason. As a result, he could not give two classes. This point was also raised by a student who expressed his anger and fear about the Israeli soldier's actions such as arresting or assassinating the Palestinian people and delaying them at the checkpoints. Aside from resisting the unlawful actions, he emphasized how ECD helped him spend good time in school and practice his English as demonstrated in the excerpt below:

“I mean the occupation and fear which we live every day, killing, arresting and the stress we suffer a lot. At least I want to feel safe in my school, and spend good times. Through drama and acting I live another situation full of joy and happiness and get fruitful information by practicing the language to be a good person for my family and my country Palestine.” (Int, St 11).

In this respect, English language teachers tried to help their students in many ways. Teacher 2, for instance, stated that in many cases the Israeli soldier's attacked Jenin city and its camp in broad daylight when the students are still at school. Consequently, these students were subject to the sounds of explosions which used to frighten them. The teacher added that she did her best to calm the students down using games, songs and chanting as evidenced in the following excerpt:

“We were in the class and the sounds of explosions were audible because the Israeli soldiers attacked Jenin city to arrest some people. I told my students to close their eyes and imagine that they are playing PUBG (Player Unknown Battle Ground) which is a common game in Palestine where 100 players are dropped on an island and the winner the one who can survive. The students were strong and brave enough to play the game which helped me to manage the situation successfully.” (Int. T 2).

Also, most students in the interviews expressed their sufferings from the whole situation in Palestine as a result of the occupation. They hoped to live in peace which was reflected in using the ECD method that helped them forget their difficult living conditions even for a while as evidenced in the following excerpt:

“We live in a war-torn country and suffer a lot. There is no safe place in Palestine, the bullet may come anytime and anywhere at home, at school or on the street. By acting, we forget our bad situation even if it is for a short time.” (Int. St 6).

According to another student, his teacher was detained by the Israeli troops for one day without any reason, and he spent the whole night awake. The next day he came to school and did his duties as if nothing had happened as evidenced in the following excerpt:

“Palestine experiences a real drama all the time and with everyone. Only in Palestine are teachers arrested and sent back to their schools the next day. Similarly, In the occupied Palestinian territories, students spend the whole night awake due to gunfire and arrests, but the next day, they go to school without any hesitation.” (Int. St 1).

Similarly, students working on worksheet number 3 (Appendix 10) expressed their feeling of helplessness because they were stopped at a checkpoint by heavily-armed soldiers after attending a nearby wedding party as evidenced in following excerpt:

“We were going home from a wedding party; the way to our home was only 30 minutes. Everything was normal on the road. Suddenly the traffic stopped, it was an Israeli tank stopping the road. The joy of the party has vanished and we were concurred with fear and madness. They started shouting and uttering indecent words against us. I was mad because they were calling people with bad words. Then after 30 minutes, they allowed us to go.” (Sts.worksheet.3).

A similar point was mentioned by another student who wrote in the worksheet that he arrived late at school because there was a checkpoint inside Jenin city in front of Jenin camp because the soldiers aimed to arrest some resistants. There was a lot of fear among the students as written in the worksheet below:

“In the morning, we heard that the Israeli soldiers came to Jenin and there were sounds of gunfire and explosions. After a while, we aimed to school to sit for a final exam. Unfortunately, there was a checkpoint in front of our camp, they didn’t let us go. After two hours, they left the city and we felt sad and nervous because we missed our exam, we hate them.” (Sts.worksheet.3).

4.5.2 School Policy and Time

English language teachers, students and English language supervisors mentioned that teachers are always required to finish the curriculum at a specific time and under any condition. Anyway, the use of a new strategy like ECD may require teachers to take more time to finish their curriculum. Using drama in education is optional, so not all teachers use it as reported by supervisors and teachers. However, the Ministry of Education takes this issue into account and holds workshops about drama. As a result of the researcher’s observations and attendance at English language classes, in conjunction with the teacher’s answers from the interviews, the policy of the school plays an important role in the teaching-learning process. In this regard, Teacher 5 expressed the need to train English language teachers. Meanwhile, some teachers complained about not being able to attend any form of training without the permission of the school’s headmaster as evidenced in the following excerpt:

“I would like to attend the workshops about educational drama and cooperative learning and other methods but the headmaster of the school doesn’t allow me to go because the students will miss some English classes and also the parents will certainly complain.” (Int. Teacher 5).

A similar point was also reported by Teacher 3 who added that in many cases, teachers were unable to attend professional development workshops because of several factors, including time, fear of missing classes, training location which is mostly in another city, and getting school permission. In some cases, the headmaster of the school would not permit the teacher to leave because he wanted him/ her to finish the lessons first as evidenced in the following excerpt:

“Yes, of course, to be honest with you, the Ministry of Educations sends letters to the teachers in their schools to attend workshops about drama and other competitions for the teachers. Sometimes the teachers are unable to attend these workshops because of many reasons such as shortage of time, I mean I was afraid to miss some classes. Sometimes, the training is held in another city and it is far away. In other cases, the headmaster of the school didn’t let me go, and he told me to finish the lessons first. He might have the fear of not being able to finish the curriculum on time due the problems that happen in Palestine every day or because these workshops are not obligatory.” (Int. T 3).

Additionally, Teacher 3 described similar factors like lack of time, proximity of place, and school policy. Teacher 3 said that occasionally, workshops are held in Ramallah or Nablus city, and he was unable to attend due to the spread of Israeli checkpoints. As for the time, sometimes it was during their daily schedule, and this would be a major problem because there were many issues as shown in the following excerpt:

“Well, let me explain it simply. Sometimes, the workshops are held in Ramallah city or Nablus city and I can’t go because of the checkpoints from the occupation. Besides, the problem of time, because the workshop is scheduled to be during the working days and during our classes and this will be a problematic issue because there are a lot of problems.” (Int. T 3).

Considering that English is a foreign language, and other subjects are taught in Arabic, Teacher 1 complained that she was not able to teach more than four lessons at a time as demonstrated in the excerpt below:

“Of course, the Israeli occupation affects the whole education system in Palestine, especially the English language because it is a foreign language and other subjects such as math, science, and history are taught in Arabic. English language is given four lessons a week not daily.”

Furthermore, Teacher 3 confirmed that teachers should be allowed to attend more training to acquire skills by attending workshops, seminars and the educational policies should implement training for teachers as evidenced in the following excerpt:

“Sure, I mean that drama needs skills, awareness, abilities, and efforts from the teachers because it has many techniques which need competent teachers who are well-qualified to manage their classrooms. Nevertheless, some English language teachers still utilize the traditional method (chalk, walk and talk). Older teachers prefer to use the traditional method which is mostly based on lecturing. Thus, they sometimes resist to apply drama or cooperative learning because they think that drama and cooperative learning require more efforts and longer time.” (Int. T 3).

Based on the interviews with Supervisor 4, he asserted that teachers do not use cooperative learning when teaching English language due to lack of time although the objectives of the new Palestinian curriculum stress the importance of using cooperative learning principles as shown in the excerpt that follows:

“Well, when I attended English language classes to evaluate the teachers and write reports for the Ministry of Education, I noticed that the majority of English teachers did not use cooperative learning due to shortage of time since the lesson is just 40 minutes. Meanwhile, the Palestinian curriculum activities and exercises require the use of cooperative learning to have great results. I always advise my colleagues to use such amazing techniques like cooperative learning.” (Int.S4).

Having to live under a prolonged occupation puts a lot of pressure on teachers and students, preventing them from utilizing new teaching methods. There may be no time, especially when a few classes were missed due to the Jenin events. Under these conditions, English language teachers tend to focus on the traditional method of teaching as stated by Supervisor 5 in the following excerpt:

“The whole situation here in Palestine is not safe and there is a lot of pressure on the students and English language teachers because of occupation such as arresting teachers and checkpoints which cause a delay in teachers’ arrival at school. There

are times when the school schedule is cancelled because a martyr has died or Israeli soldiers attack the Jenin camp to arrest people there. These events happen a lot here in Jenin city.” (Int. S 5).

Furthermore, Student 13 reported that drama exercises need a lot of time to implement, train and a lot of revision to act the roles correctly and appropriately as shown in the excerpt that follows:

“Whenever my teacher assigns me a role to act in, I spend lots of time learning the role, memorizing it, and practicing it, but drama activities tend to take more time.” (Int. St 13).

Besides, Student 3 stated that since drama requires a lot of time and only one period is insufficient, students need extra time to absorb what their teacher is asking for as demonstrated in the excerpt that follows:

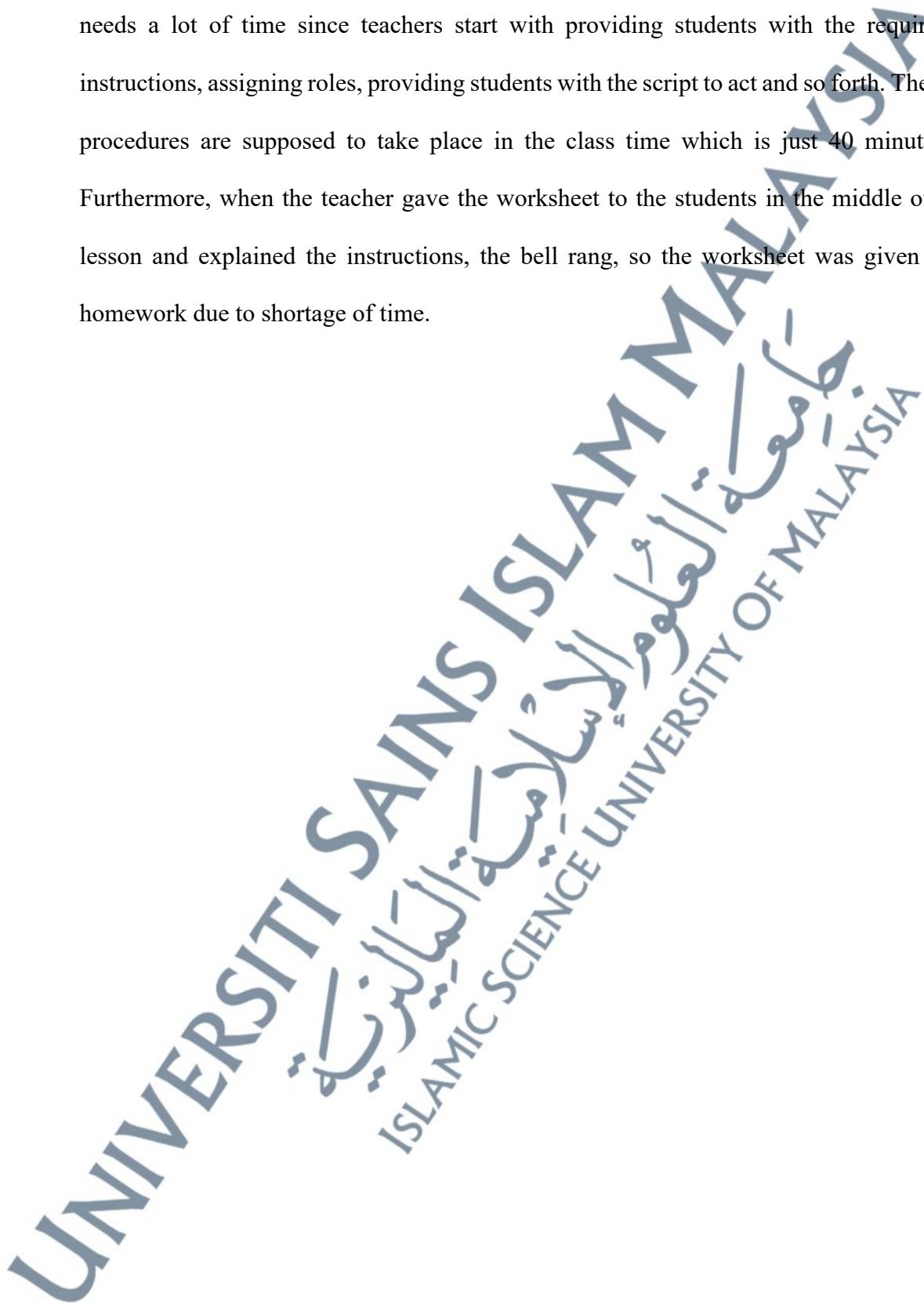
“Well, let’s start with the good news; I mean using drama is good because we learn from each other. Meanwhile, we need to spend more time in drama activities to understand what our teacher wants us to do. When drama is used, sometimes we find out that the lesson has already ended and we haven’t had enough time to complete our assignments.” (Int. St 3).

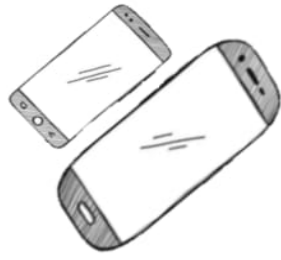
Similarly, based on the interview with Student 15, drama necessitates more planning and more time than forty minutes as evidenced in the following excerpt:

“Sometimes my English teacher uses drama depending on the title of the lesson and availability of time. Sometimes, we need to prepare a suitable place like the English lab and take our time to practice; it’s fun when I can explore the personalities of my partners, and cooperate with them to do our best. Unfortunately, these things need more time, I mean more than forty minutes as scheduled by the MoE. We may need extra two classes every week.” (Int. St.15).

Teachers, students, and supervisors reported that time plays a critical role in using ECD in teaching since teachers need more time to design and prepare suitable activities to meet students’ needs and interests, especially for enhancing the speaking skills. Some students also reported that they need more time to understand their roles in role – play tasks.

Observation sessions, furthermore, showed that implementing ECD activities needs a lot of time since teachers start with providing students with the required instructions, assigning roles, providing students with the script to act and so forth. These procedures are supposed to take place in the class time which is just 40 minutes. Furthermore, when the teacher gave the worksheet to the students in the middle of a lesson and explained the instructions, the bell rang, so the worksheet was given as homework due to shortage of time.





***Worksheet:
Write a summary
from unit 4
keep in touch
and you should
present it in
5 minutes***



Figure 4.16: Sample Worksheet in ECD Activities

4.5.2.1 Findings Based on Students' Interviews

According to the results of the interviews, the participants described several challenges facing students, teachers, and supervisors. One of these challenges is ECD implementation which presents a critical challenge for EFL teachers in Palestine. Findings revealed that the Israeli occupation frequently detain teachers and students, assassinate the Palestinians, and delay them at checkpoints for no reason. The soldiers at these checkpoints used to practice all forms of abuse and torture against the people. Additionally, Students 1, 2, 3, 5, 11, 13 and 15 highlighted the challenges of checkpoints each day. Students and teachers are sometimes arriving late to class or they might skip classes due to long delays at checkpoints. Additionally, according to the worksheet number 3 (Appendix 10), checkpoints left destructive influences on students and teachers. They felt terrible and exhausted due to the Israeli occupation stopping them at checkpoints after they returned home from wedding parties, worship centers and gatherings. The phenomenon of missed classes is common due to the spread of Israeli checkpoints inside and outside Jenin district. These checkpoints negatively affected English language teaching and learning when there were frequent delays from the teachers and the students in addition to missing some classes. These conditions were apparent because when practicing drama, it takes time for students to learn what their teachers are asking for, revise, and act out their parts before they can speak them correctly. Students, therefore, need additional time for speaking skills activities.

4.5.2.2 Findings Based on Teachers' Interviews

In relation to the collected data, the major obstacles facing EFL teachers in Palestine are caused by the occupation. These obstacles are manifested in checkpoints, detaining students and their parents or even their teachers, and the unjustifiable killing

of the Palestinian citizens. However, English language teachers try their best to assist students under these difficult conditions. Children's safety, their well-being and academic progress are not the only things that are impacted by the Israeli activities. Due to the time constraints and the fact that Arabic is the primary language of instruction and English is a foreign language, teachers are forced to keep English language classes to a maximum of four lessons per week.

According to the interviews, not all 7th -grade teachers are trained on how to implement ECD when teaching speaking skills and the English language in general. The findings showed that teachers are unable to attend training workshops due to a number of reasons, including time, which made them concerned about missing classes, the training workshops are usually held in a different city which is far away from Jenin, and school policies. Due to the insufficient classes and worries of teachers that they will not be able to complete the curriculum because of the daily problems in Palestine, the principals of these schools usually do not allow teachers to leave for ECD training programs. Finally, the educational policy in Palestine has no sustainable policies regarding teacher training in the field of ECD which badly requires continuous training for all English teachers.

4.5.2.3 Findings Based on Supervisors' Interviews

Interviewing a sample of English language supervisors from Jenin Directorate of Education, it was obvious that the non-stopping occupation is still threatening students, English language teachers, and supervisors through arresting them, installing checkpoints and other obstacles.

It was also extremely difficult for teachers to apply ECD techniques because of the Israeli occupation, which used to place stress on both teachers and students. In light

of the events in Jenin City and the cancellation of classes, teachers had to focus on traditional teaching methods. The shortage of time prevents most teachers from using cooperative learning techniques while teaching English, even though this is recommended by the Palestinian curriculum.

English language teachers, students and English language supervisors mentioned that teachers are informed to finish the curriculum at specific time. Nevertheless, teachers need more time to finish the curriculum specially when they use new strategies like ECD. Because using drama in education is optional, not all teachers use it as reported by supervisors and teachers. This prompted the Ministry of Education to organize several trainings workshops on drama.

RQ 3: How do teachers and students perceive the use of educational cooperative drama in a Palestinian 7th graders' speaking skills classroom?

4.6 Perceptions of Using ECD

To answer this question, the perceptions of teachers and students were explored. The Participants' opinions reflected their experience with ECD in the EFL classrooms in addition to observations and artefacts such as worksheets, plays, and students' presentations.

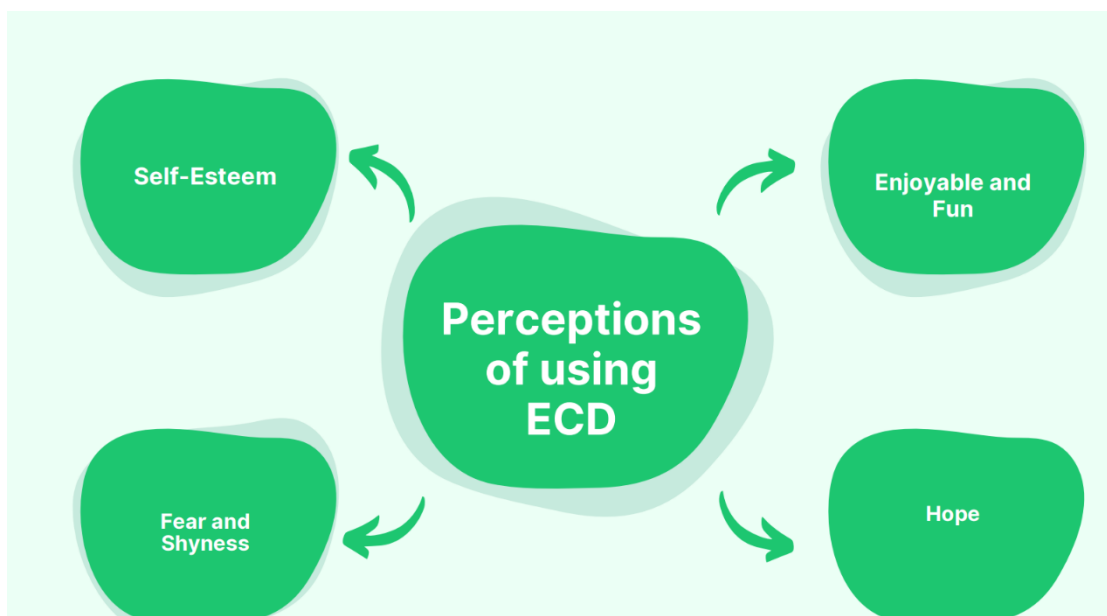


Figure 4.17: Students and Teachers’ Perceptions Towards using ECD as Generated by Nvivo

4.6.1 Enjoyable and Fun

The majority of participants in this study confirmed that utilizing ECD in English language teaching involves enjoyment and fun. According to the English language supervisors (Int.S2, Int.S3, Int.S3), teachers who employ such tactics help learners utilize the language competently in engaging and exciting ways. Drama also emphasizes using language to play various roles and also emphasizes fluency and actual usage of the language rather than merely learning about the language. Drama is used frequently today by most teachers who pointed out that the majority of students find it enjoyable as demonstrated by the following quote:

“The English language supervisor has a crucial role in familiarizing the teachers with such techniques since he or she is responsible for training teachers and supervising them in the classroom. Therefore, they can see whether teachers exploit such techniques in the classroom or not. Furthermore, supervisors could convince hesitant teachers to implement such methods because supervisors can take parts of the classes to show them that such techniques are applicable and practical. Besides, as a supervisor, I encourage teachers who adopt such since they help students to use the language competently in methods that are enjoyable and exciting. I also

appreciate those teachers who work day and night to update their methods of teaching hoping to leave a positive impact.” (Int. S 2).

In this respect, Supervisor 3 added that drama -based exercises should be tackled in a fun, encouraging environment that also takes into account their tendency and readiness to play and act as demonstrated in the following quote:

“As far as I know as a supervisor of the English language and a teacher of English in the past, I know that the drama educational method is one that focuses on involving the learners of language in different roles and focusing on fluency and the real usage of language , not just learning about it. All this should be done in a nice, supportive, and enjoyable way taking into account the tendency of students to play and act.” (Int.S3).

Likewise, Supervisor 3 added that through his visits to many schools, he noticed that most teachers use drama these days, and that most students find it enjoyable and useful as evidence in following excerpt:

“Actually, most of our workshops include things that are related to drama, either directly or indirectly. As I mentioned before, since we are applying the communicative approach in teaching English in Palestinian schools, our activities focus on activities that are amusing to help students acquire the language while they act or play. Here comes the serious role of using drama. In most visits, we noticed that the majority of teachers, especially teachers of young students tend to activate such a method. However, some teachers, especially those who are old, prefer to use the traditional methods of teaching, (i.e. chalk, talk and walk!). Still, using drama is widespread nowadays among most teachers and we notice that it is beneficial and practical and most students enjoy it.” (Int.S3).

Supervisor 5 also reported that teachers find pleasure in integrating drama with cooperative learning in training workshops and they also support one another in using it with their students.

“I always encourage the teachers to use such techniques, I mean drama and cooperating learning in teaching the English language, also I always use these techniques in our workshops to show how it will be effective and joyful in teaching and learning the English language. I am sure that the teachers enjoy the workshops and encourage each other to use them with their students.” (Int. S5).

Additionally, all language teachers (Int.T1, Int.T2, Int.T3, Int.T4, Int.T5) acknowledged using ECD to add some enjoyment and fun to the teaching process. Their reason is that they believe drama encourages creativity and makes learning enjoyable as shown in the quote:

“The classroom reminds me of a beehive that is full of energy and enjoyment.” (Int. T1).

It seems like magic when drama is used to make learning and teaching English enjoyable, and full of cooperation between students as shown in the excerpt that follows:

“Yes, of course, drama is like magic; it makes teaching and learning full of fun, joy, excitement and all students cooperate and help each other. For example, it was so creative and fun that the students acted out the roles of the visitor and the driver during a lesson about pollution. Seriously, when a student played the role of the driver and moved his hands as if he was driving a car and making noise like a car, the class laughed and enjoyed the lesson.” (Int. T 2).

Teacher 3 explained how cooperative learning encourages her students to use their imaginations and have fun while learning English as shown in the following extract:

“I use cooperative learning in my classes because it is amazing and fun. Also, it can develop both verbal and nonverbal communication by providing them with space to exercise their voice and body language. By incorporating cooperation into different assignments, this strategy motivates students to be creative and have fun while speaking and practicing English.” (Int. T 3).

In this respect, Teacher 4 reported that he frequently incorporates drama and cooperative learning into his lessons believing that this incorporation is exciting and fun as shown in the excerpt that follows:

“I use cooperative learning nearly in all classes either the primary or the secondary classes. It is an amazing strategy full of energy and fun. It seems suitable for all students at all levels and stages. I know it makes our lessons useful and interesting when we use drama’. Furthermore, it is creative, powerful, and fun for me as a teacher.” (Int. T 4).

It was also mentioned by Teacher 5 that students admire theatre and cooperative learning as effective teaching strategies as shown in the excerpt:

“I use cooperative learning in my classrooms with my students, either in groups or pair- work activities. It is a very useful method and all the students engage with it to have fun. You know making fun and make the lesson enjoyable for students encourage them to participate.” (Int. T5).

Furthermore, the majority of the participating students (Int.St.1, Int.St.2, Int.St.3, Int.St.4, Int.St.5, Int.St.6, Int.St.8, Int.St.11, Int.St.13) confirmed that ECD is enjoyable and fun as it helped them to develop their speaking skills. Role-play was also a useful activity because it motivated students to cooperate, support one another as demonstrated in the quote below.

“Sure, I enjoy acting the dialogues with my classmates because when we have we feel like we are playing not just learning, we're learning new stuff at the same time, so it's just like I'm playing and I'm learning at the same time, I'm learning new words, new sentences, new grammar rules, and I can now speak better.” (Int.St.1).

A similar comment was made by Student 2, who stated that he preferred to speak with drama so that he would be confident when speaking to others.

“My comfort level increases when I talk with them (classmates). I really enjoy doing things like that. I can speak in front of people and also converse with them. I enjoy acting, yes, I love it since I was a child, and talking with other people improves my ability to practice speaking which I really enjoy. Role-playing makes us cooperate, help one another, and love the English language and the teacher.” (Int. St 2).

A similar point was made by Student 2 who said that acting in plays enhances his speaking abilities. Based on her point of view, role-playing encourages cooperation and mutual contact as evidence in following excerpt:

“Well, I really do enjoy things like talking with them. This practice makes me comfortable and more confident since I can speak in front of people and with people. Well, I enjoy acting and I love it since I was a child. Talking with other people helps my acting and improves my speaking skills. For me, role-play is very nice and makes us cooperate, help each other and we love the teacher and the English language.” (Int. St 2).

Moreover, Student 3 added that he prefers to work with a partner or in a small group because he feels more comfortable and engaged as shown in the excerpt that follows:

“I enjoy speaking skills when I work with a partner or in small groups because I feel relaxed and interested. I have been encouraged to speak without shyness.” (Int. St 3).

Such feelings might be due to the fact that he enjoys employing drama techniques like role-play to practice English as evidenced in the following excerpt:

“I enjoy using drama techniques such as role-play in learning to speak the English language because I feel more comfortable.” (Int. St 3).

Likewise, Student 4 reported that drama stimulates her to learn more, enjoy more, and also strengthen the bond with all participants as shown in the following extract: *“I enjoy and learn more and drama improves our relationships.”* (Int.St.4). Student 5 also maintained that drama is more enjoyable and he likes the idea of being a participant in theatre techniques, such as role-playing, because they are fun and effective as shown in the excerpt:

“You have more fun working and studying with a partner. For me, I enjoy using theater tactics in English classes, such as role-playing, because it is enjoyable and beneficial.” (Int. St 5).

By the same token, Student 6 reported that he likes acting out dialogues with his classmates because it is fun and relieves their difficult circumstances in Palestine.

“I enjoy acting out the dialogue with my classmates because it is enjoyable and distracts us from our challenging situations in Palestine. It also helps you grasp the personality of the role you play. When the conversation is interesting, relevant and comfortable, I enjoy it, most of the time I do.” (Int. St 6).

In the following excerpt, Student 8 states that he prefers drama because it is more effective and gives energy when they are together,

“I usually enjoy it because we are together, and it will be more effective and gives us more energy. To be honest, I am a new student here, and this is my first semester

at school. Fortunately, our English teacher uses drama but not always, I really adore it.” (Int. St 8).

Similarly, according to Student 11, acting out the lesson in drama is more effective and entertaining. This is why he no longer feels shy and claims to be stronger now as shown in the excerpt that follows:

“Acting the lesson will be more effective and fun. I do, in fact, because role-playing is really entertaining. I feel that there is someone with me who supports me, helps me. I feel that I am stronger and I do not feel shy.” (Int. St 11).

On the other hand, according to Student 13, drama increases their knowledge and communication skills, and they become more cooperative, enjoy the dialogue, and have a lot of fun.

“Drama increases our language skills, enhances our knowledge, increases the spirit of cooperation and trust between us. My English teacher uses drama, for example, we have a lesson entitled at the Restaurant where our teacher asked us to act the situation. I took the role of the waiter and my classmate played the role of the customer. We enjoyed the conversation and we laughed a lot.” (Int. St 13).

Based on the observation sessions, the researcher observed how the students and teachers were laughing when acting, role-playing in the class, enjoying the activities, and above all interacting with one another. In addition to these aspects, most students were able to create slides for presentations and presented them in an interactive environment.

4.6.2 Self-Esteem

One of the most important issues in speaking English is being confident. The majority of participants in this research said that ECD raises students' self-esteem. Furthermore, the supervisors (Int.S1, Int.S3, Int.S4, Int.S5) reported that ECD increases students' self-confidence. For example, supervisor 1 stated that most students display self-assurance and appropriately responded to others' emotions as demonstrated

in the following extract: *“They act with confidence and react properly to others’ feelings; they did their best to speak English”* (Int. S 1). Supervisor 3 and 4 also stated that since ECD aims to resemble real- life situations, where people act, sing, and role-play, students are expected to feel safe while learning and they instinctively pick up the language without paying much attention to its basic rules Students will also feel more confident and will love studying as shown in the extract that follows:

“Students acquire the language subconsciously without paying much attention to the shear rules of the language. Students will feel safe while learning since it looks like real life in which people act, sing, role-play, feel more confidence and also enjoy.” (Int. S 3).

Additionally, Supervisor 4 noted that students use acting to practice the language in real world encounters with genuine interlocutors in order to get confidence to speak English. Thus, drama can increase their self-esteem to speak English as shown in the extract that follows:

“Through drama, students put on the hat of real interlocutors where they practice the language face-to-face in real-life situations, so they will have confidence to speak English.” (Int. S 4).

Similarly, Supervisor 5 advised all teachers to use drama in English language classes due to its versatile benefits as a creative and productive technique. He also reported that he encourages all instructors and students to work together, act, and use effective theatrical tactics to speak the English language as demonstrated in the extract:

“I advise every teacher and student to cooperate, act, enjoy the English language through efficient drama techniques to gain self-esteem to speak the English confidently.” (Int. S 5).

Furthermore, English language teachers (Int.T2, Int.T3) who participated in the current research confirmed that using ECD enhances students’ confidence to speak the English language. Teacher 2 stated that drama encourages pupils to speak English with confidence while also helps them to get through boring lessons, *“Drama gives students*

self-confidence to converse in English and it also breaks the boredom of the rigid lessons. It opens their minds and imagination” (Int. T 2).

To this end, Teacher 3 reported that EFL students learn accurate pronunciation and vocal projection from the theatre, which helps them articulate correct pronunciation to communicate. Additionally, using theatre in English language sessions boosts students’ confidence in their ability to speak and use the language for meaningful communication even at a low level, as demonstrated in this extract:

“By repeating the words and phrases, they will be familiar with these elements. They will be able to say them with increasing fluency. In addition, drama also teaches them to enunciate their words properly and to project their voices when they speak, helping them to become confident speakers. Furthermore, when we apply drama in English language classes it increases students’ self-esteem when practicing the language.” (Int. T 3).

Moreover, Teacher 3 added that his students were more confident to speak English fearlessly through drama since dram enhances their individuality and boosts their self-assurance when speaking English as demonstrated in this quotation:

“Students speak English without any fears...it builds their personality and increase their confidence while speaking.” (Int. T 3).

Furthermore, some students (Int.St.3, Int.St.4, Int.St.5, Int.St.9, Int.St.10, Int.St.12, Int.St.13) indicated that ECD increases their self-esteem to speak the English language. For example, Student 3 reported that drama gives him more self-assurance and helps him learn how to express himself effectively, which helps him speak more fluently, as evidenced in the following quote:

“Drama increases my confidence and teaches me how to express my ideas clearly. I can improve my language skills, like if I have a friend who has stronger skills and helps me improve mine.” (Int. St 3).

Student 4 also reported that he enjoys using drama techniques like role-playing because during drama, he could hone his conversational abilities with his peers and increase his confidence when speaking English as evidenced in the following quote:

“I appreciate using drama approaches such as role-playing in studying English because I feel more confident. Through drama you can improve your skills when you have someone to talk with and it builds your confidence while you are conversing in English.” (Int. St 4).

A similar point was also mentioned by Student 5 who said that drama develops his speaking skills and increases his self-esteem to speak the English language as evidenced in the following quote: *“It improves my self-confidence and also enhances my speaking skills.”* (Int. St 5).

Student 9 reported that drama inspires him, and boosts his confidence in speaking abilities, which is crucial because he can read, write, listen, and understand English. However, throughout drama, his English speaking improved as demonstrated in the following quotation:

“It gives me motivation and helps me to build confidence in speaking skills and this the most important thing for me, because I can read, write, and listen in English but I cannot speak English very well.” (Int. St 9).

Additionally, Student 13 noted that through activities he was able to speak English more frequently, which produces some improvement. He also feels more energized than usual and has more self-esteem to speak English, as seen in the following quote:

“I started to use more English which will help me improve and I get more energy than usual. I'll have higher level of self-esteem to speak English.” (Int. St 13).

Likewise, a similar point given by Student 10 who felt more affective and more inspired to speak English,

“I feel more comfortable, highly motivated, more confident to speak English. I always have support from my partners, groups or teams. Responsibility used to be shared between us plus having fun.” (Int. St 10).

Student 7 stated that he enjoyed acting and theater and that speaking English helped him feel at ease as shown in the following quote: *“I feel more confident to speak English. I love drama and acting”* (Int. St 7). Student 12, as well said that he enjoys using dramatic techniques like acting and role-playing since doing so makes him feel more excited and confident as evidenced in the following quote:

“I prefer adopting drama approaches such as role-playing and acting because through acting the scenarios, I can explore myself and my classmate in my team. It is useful and teaches me how to deal with my responsibilities. Through role-playing and acting, I feel more confident to talk and converse in English with much excitement. I enjoy acting and gain new skills and abilities to discover new things in myself. I can do anything besides it strengthens my self-confidence in speaking skills, and it makes it easier to understand things.” (Int. St 12).

Through ECD activities, students were given more opportunities to talk and discuss things together using simple versions of English language. Besides, through acting in plays, students spoke English confidently while their presentations enhanced their abilities to express themselves. For example, when the teacher asked him about the presentation *“What is the main idea of your presentation?”* the student responded with a high level of self-confidence.

4.6.2.1 Fear and Shyness

Students of the Palestinian schools have suffered from the occupation for decades. The existence of the checkpoints causes fear and pain as reported by the students (Int. St 2 and Int. St11). The students reported that the Israeli occupation and the checkpoints inside and outside Jenin City cause several problems every day. It is very awful to see the guns and the soldiers shouting and staring at them which scare them a lot as demonstrated by the quotes that follow:

“Every day there are many problems here in Palestine due to the Israeli occupation and the checkpoints inside Jenin city and outside. This is a very bad thing to see the

guns and the Israeli soldiers shouting and chasing us with their brutal eyes, we live in fear.” (Int.St2).

Student 2 stated that he enjoys theatre and acting because acting enabled him to see himself in a different role. For instance, during the lesson on foreign nations, he imagined himself to be free and content in life, just like other children around the world. However, he cannot forget his fear of death like his cousin as demonstrated by the quotes that follow:

“Yes, I like drama and acting because I feel that I am a new personality. I imagine myself a different character. For example, when our lesson was about other countries, I imagined myself that I am free and happy in my life like other children around the world. I am so scared to die like my cousin who was in his father car when the Israeli soldiers shot him. He did nothing, he was just a child. They killed him in cold blood.” (Int.St2).

Additionally, Student 11 reported that the stress and fear they suffer is the result of the occupation which murders people and arrest them every day as evidenced in following excerpt:

“I mean the occupation and fear which we live every day, the killing of children and women, arresting people and the stress we suffer. It is too much for us. As a child, I want to feel safe in my school, and spend good times. With drama and acting, I live another situation full of joy and happiness. I also get fruitful information when practicing the language. I dream to be a good person for my family and my country Palestine.” (Int. St 11).

Furthermore, in response to his teacher's question, Student 4 said he was stressed and confused, because he was terrified of giving the wrong answer as demonstrated by the quote that follows, *“I am afraid of giving wrong answers; I feel confused and so stressed” (Int.St4).* Likewise, many students confirmed that they felt uncomfortable in front of their peers during the ECD events (Int.St1, Int.St13). Consequently, the student had to pair up with a partner to feel better since they believe that being the leader is not their exclusive responsibility and that there is not much pressure. The following statements reflect pressure, fear, grief, and shyness when a student is working with

someone who is a little bit weaker because that person will be afraid and unwilling to speak in front of the class or their teacher:

“Well, it depends on the person I'm working with. When I'm working with a partner who has the same level as me, I feel comfortable because it is not all my responsibility to be the leader. When I'm working with someone who is a little bit weaker, no offense, but it sometimes annoys me, because I am responsible for all the things, he /she is going to do. Besides, he /she will be shy, because he sometimes fears to speak in front of the class or our teacher. There is a lot of pressure, fear, sadness and shyness.” (Int. St 1).

Student 13 avoids participating in drama activities because he encounters some difficulties in speaking and acting in front of his classmates as evidenced in the following excerpt:

“It was the first time to participate in such activities. Acting, playing the roles and speaking in front of my classmate are not easy for me. I do not like these things because of shyness.” (Int. St 13).

Despite having some experiences, Teacher 4 says he had some trouble with students at first because they were shy and afraid of spelling the words incorrectly. Meanwhile, few teachers confirmed that some students do not like to participate in the class because they were shy. Moreover, few students refused to take part in drama exercises during the observation periods as demonstrated in the quote,

“I had some problems with my students since they were shy and afraid of pronouncing the words incorrectly. I did my best to improve their language by using drama more and more.” (Int. T4).

4.6.2.2 Hope

ECD, cooperative learning, and educational drama can all be incorporated into the Palestinian curriculum, according to one of the English language supervisors who participated in the interviews. From his perspective, they need new innovative tactics to help students overcome their weaknesses in the English language, particularly the

speaking skills since educational drama and cooperative learning have a lot of advantages as evidenced in the following excerpt:

“It sounds amazing; of course, we can integrate cooperative learning with educational drama into the Palestinian curriculum. From my point of view, we need new creative methods to help students to address their weakness in the English language, especially the speaking skills, as there are many benefits and techniques in both educational drama and cooperative learning. I am looking forward to seeing the results and applying them and talking about them to our teachers in our workshops.” (Int. S 5).

Furthermore, Supervisor 2 added that the Palestinian curriculum encourages cooperation among students and promotes communication as evidence in the following expert:

“The curriculum English for Palestine is based on the communicative approach, which focuses on cooperation between students in the classroom and encourages students to use language in different situations. Therefore, it will be easy to exploit drama that fishes in the same boat of boosting the communicative competence of the students.” (Int. S 2).

In addition, Supervisor 3 recommended that English language supervisors possess the necessary credentials and be capable of teaching English using the most current techniques, including theatre. For individuals who disbelieve in the potentials of such methods, they need to attend training sessions. This can be realized in the extract below,

“English language supervisors should be qualified enough to keep up with most recent approaches, especially employing drama in teaching English. They should organize training courses for those who do not have good ideas about such approaches. Moreover, they should make sure that most teachers employ such approaches in teaching English and if necessary, they should try their best to convince those who insist on teaching on using traditional methods. Additionally, supervisors could contact their colleague teachers through electronic devices and blogs to present some videotaped classes to give good examples of the efficiency of such approaches. They also need to organize periodic visits to excellent teachers to convince other teachers to imitate them. As supervisors of English, we always encourage teachers to adopt this approach as much as they can” (Int. S 3).

Several English language teachers (Int.T1, Int.T3, Int.T4) reported that interactions among them make it easier to integrate cooperative learning methods and educational drama into the Palestinian curriculum. They hope to discover a new method to improve students' proficiency, particularly their speaking abilities. They also hope to discover a new method that meets students' needs and interests as demonstrated in the extract that follows:

“Of course, we can integrate cooperative learning and educational drama into the Palestinian curriculum because they are related. We hope to find new methods to enhance students' speaking skills.” (Int. T 1).

Furthermore, Teacher 3 is in favor of integrating cooperative learning and educational drama in the Palestinian curriculum as evidenced in the following excerpt:

“We can integrate cooperative learning and educational drama in the Palestinian curriculum easily. Sounds a brilliant idea since we need such powerful methods. I think they are related to each other. It is vital to integrate these unique learning styles to address the needs of EFL students who seem ready to shift their learning style. For example, I divide the students into groups and I let them act and cooperate together, I hope to find new methods which attractive them.” (Int. T 3).

Similarly, Teacher 4 said that combining educational drama with cooperative learning would offer more interaction and flexibility for the students.

“Based on the lesson and students' needs, we can adapt and blend the two techniques in one method easily. This sounds new and creative, this will provide the students with more interaction and a flexible learning environment to actively communicate and collaborate with their teachers and peers. If we integrate the activities and techniques, we can control the students to improve not only their speaking skills but also other skills that are important for language learning in the classroom, such as discussion, creativity and confidence.” (Int. T4).

Furthermore, Student 7 stated that drama is wonderful and that he wishes it would be used as a component of all English courses. He also expressed his dream for a stage to play on or a small theatre at his school where they may hold their English classes in the future as demonstrated by this extract:

“It is amazing, I wish all our classes in English use drama as it is such a beautiful thing, I hope in the future to have a stage to perform on it or a small theater at our school to take our English classes on.” (Int. St 7).

4.6.2.2.1. Findings Based on Students’ Interviews

Referring to the data collected from the students, the researcher found that the majority of students (Int.St.1, Int.St.2, Int.St.3, Int.St.5, Int.St.6, Int.St.8, Int.St.11, and Int.St.13) recognized the value of ECD especially when their speaking skills apparently improved. In ECD, role-play was also emphasized, and taught the target students how to work together, support one another, and values what teachers do. Additionally, the students who took part in the research (Int.St.3, Int.St.4, Int.St.5, Int.St.9, Int.St.10, Int.St.12, Int.St.13) had a higher level of self-esteem.

Data also revealed that both the students and their teachers talked freely in a flexible environment with no fear or embarrassment. The students also enjoyed the mutual activities, especially when they created slides and presented them. The students were communicating in an English-speaking context with a high level of self-esteem. Nevertheless, a few students appeared to be uncomfortable when they tried to act in front of their peers for the first time. Through continuous practice and encouragement from the teacher and the classmates, this group of students improved and felt more comfortable with the least amount of stress. However, due to their weakness, anxiety, and unwillingness to speak in front of the class or their teacher, few students continue to act under pressure, with some hesitation and shyness. Meanwhile, most students believe that ECD helped them manage the feelings of tension, anxiety, and worry.

4.6.2.2.2. Findings Based on Teachers' Interviews

To collect data, the researcher interviewed five teachers (Int.T1, Int.T2, Int.T3, Int.T4, Int.T5) who acknowledged utilizing ECD in their English lessons. Results found that the five teachers perceived ECD as a suitable method of teaching that involves more flexibility, engagement, and hope. ECD helped teachers to create a flexible environment while promoting cooperation between students. The teachers' responses showed that drama encourages students to be creative and confident to speak the English language.

On the other hand, the teachers perceive ECD as a good method that helps students acquire the accurate pronunciation, which helps them to become articulate and self-assured communicators. Additionally, the research found that using drama boosts students' confidence and their ability to speak English communicatively and appropriately. Subsequently the findings also revealed that drama encourages the use of cooperative learning techniques which boosts student's ability to imagine while having a great time using the English language. The teachers also confirmed that using ECD enabled the students to speak English fearlessly, build their individuality and boosts their self-assurance. However, the researcher found that few students refused to take part in the drama exercises in the class during the observation periods. Result also showed that some teachers experienced some setbacks when using drama in English class with students who were shy and afraid of making mistakes.

Finally, the results showed that the target teachers hope for a better future for English language learning-teaching by adopting drama and cooperative learning strategies. Incorporating drama and cooperative learning was found to be appealing, exciting and fun for students.

4.6.2.2.3. Findings Based on Supervisors' Interviews

The findings demonstrated that all supervisor who were interviewed (Int.S1, Int.S2, Int.S3, Int.S4, Int.S5) support integrating into English language instruction. These supervisors also agreed that using ECD to teach and learn the English language is useful and enjoyable which makes them support teachers who use this strategy. Supervisors believe that drama involves a variety of activities like role-play, fluency, and actual language usage rather than merely learning about the language. Drama also improved students' confidence when ECD helped the students to feel more secured, more confident to respond appropriately to their peers' emotional needs.

Thus, English language supervisors called for infusing the Palestinian curriculum with cooperative learning strategies and educational drama because it fosters communication and collaboration among EFL students. Drama was found to be a crucial element that gives pupils a sense of security as learning proceeds naturally without paying much attention to linguistic rules.

In this regard, the supervisors believe that teacher education is necessary to qualify EFL teachers and provide them with the necessary skills and competencies that involve incorporating drama into English classroom instruction. However, findings found that not all English language teachers are willing to employ these techniques because they do not have thorough knowledge of these techniques. Findings showed that EFL teachers are in favor of implementing cooperative learning theatre with their students. Likewise, the supervisors stated that they constantly encourage teachers to incorporate drama into their English classes. Based on the interviews, the researcher concluded that teachers needed fresh, creative methods to assist pupils to overcome their inadequacies in the English language, especially speaking skills, because cooperative learning and educational drama both offer various benefits.

4.7 Chapter Summary

Chapter four presented the findings of the current study which showed that the majority of the participants (English language supervisors, teachers, and students) agreed that using ECD in teaching-learning the English language entails many benefits such as enhancing acting skills, improving speaking skills, increasing students' achievement, motivating them, and decreasing the war-torn effects. Furthermore, the chapter pointed out that ECD increases collaboration and productivity while enhancing communication skills. Finally, the chapter explained that there were many challenges facing the adoption of ECD such as the Israeli checkpoints, canceling the school schedule, and the school policy and time.