

CHAPTER 5

DISCUSSION OF FINDINGS, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the war-torn city of Jenin, the Palestinian seventh graders who study English as foreign language found ECD useful and influential. The current research aimed to explore the influence of ECD on teaching English among seventh graders in Jenin. The research also aimed to investigate the ways that ECD influences the English language learning of Palestinian seventh graders. Additionally, the research sought to explore students' and teachers' perceptions of ECD in a speaking skills class for Palestinian seventh graders. Through using educational cooperative drama, students' speaking abilities could be improved in the Palestinian context where the new-born State of Palestine is still dominated by violence and occupation. This qualitative research involves five basic themes related to the implementation and promotion of ECD: challenges, individual inventiveness, attitudes, collaborative learning, and benefits of ECD). Meanwhile, the focus of this research is given to three aspects whereby ECD English language learning among the Palestinian seventh graders in the war-torn Jenin. These aspects are divided into:

1. ECD influences English language learning among the Palestinian seventh graders in the war-torn Jenin.
2. The challenges faced by EFL teachers in Palestine when using ECD.
3. How teachers, students, and English supervisors perceive ECD in seventh-graders' speaking classrooms.

5.1.1 Discussion of the Findings related to the First Objective: ECD Influences English Language Learning Among the Palestinian Seventh Graders in the War-Torn Jenin

Findings of this research confirmed that when ECD is integrated into English language classrooms, several benefits are achieved. These benefits are mainly manifested in improving acting skills, improving speaking skills, decreasing war-torn effects, and improving cooperation and achievement. Figure 5.1 illustrates some of the benefits associated with ECD integration.

The two figures above present several benefits of integrating ECD in the Palestinian context. This context is considered a unique due to the Israeli occupation which has dominated the Palestinian areas for more than 70 years. Data collected from the participating teachers indicated that cooperative learning activities improved students' speaking skills in addition to enhancing their readiness to utilize group work and teamwork. These findings are in line with Amedu and Gudi (2017) who found that the students of their study collaborated to learn the educational materials in small groups. These findings also agree with Namaziandost (2020) who confirmed that cooperative learning was more effective than traditional methods for enabling Turkish EFL learners to improve their reading comprehension skills. In this respect, utilization of cooperative learning in the teaching of speaking skills has been extensively researched by (Al-Tamimi & Attamimi, 2014; Zyoud, 2010; Bagheri et al., 2013; Kandasamy & Habil, 2018; Nasri & Biria, 2017).

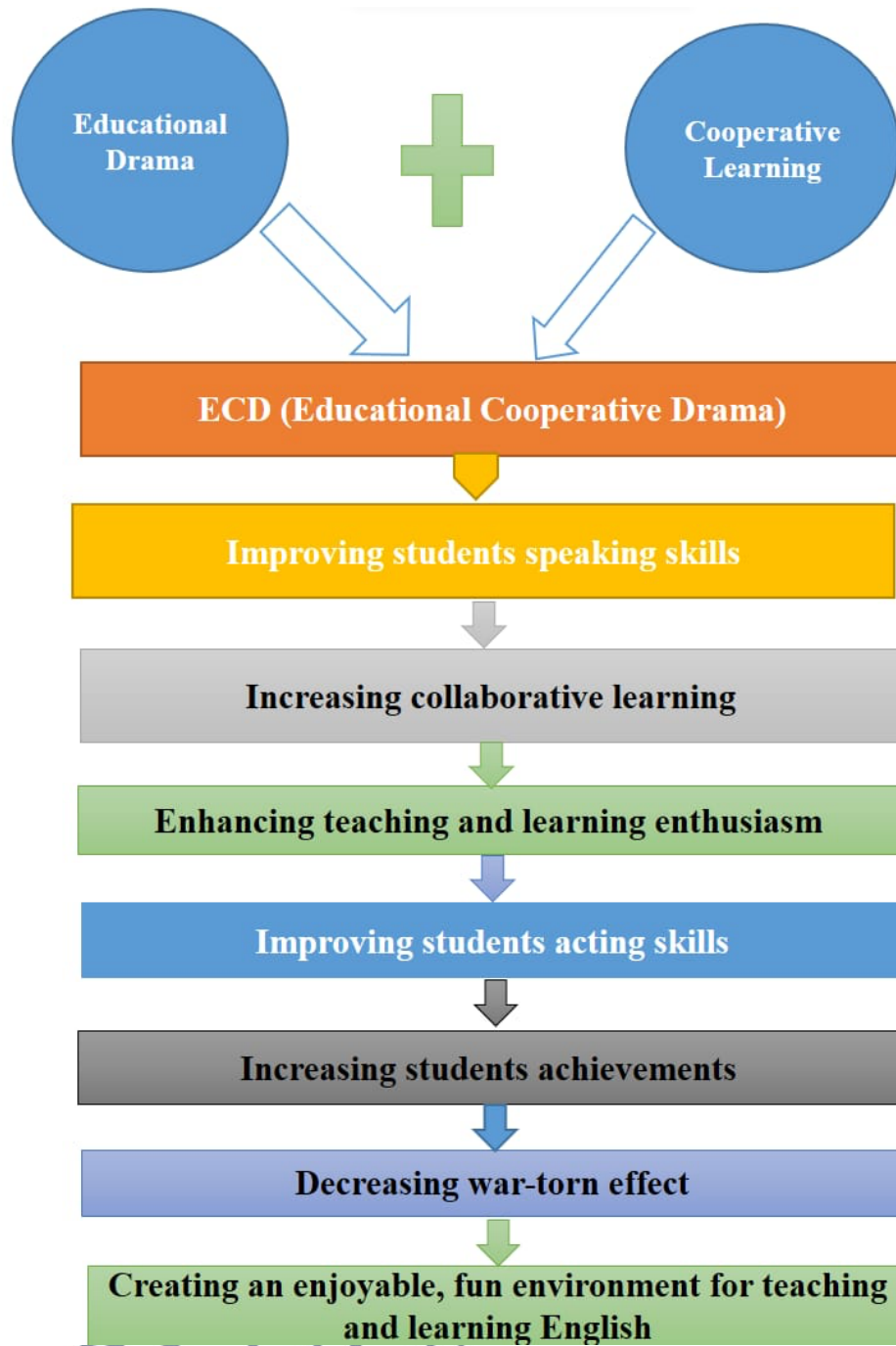


Figure 5.1: Benefits of ECD as Reported by Research Participants

Likewise, several studies have shown that cooperative learning strategies have the potential to improve students' speaking skills and improving their attitudes towards cooperative learning (Alharby, 2015; Nasri & Biria, 2017; Suhendan & Bengu, 2014).

Cooperative learning methods, which differ from traditional teaching methods, have

several benefits that stem from students' social collaboration (Leong & Ahmadi, 2017; Namaziandost et al., 2019). In this regard, the participants of Hung's (2019) study reported that cooperative learning has major social benefits including group work skills, problem-solving skills, communication skills, and self-confidence. When it comes to group work and problem-solving skills, respondents explained that they were able to learn how to share tasks and duties set by the teacher. Although they shared duties allocated during the organizing stage, task sharing was subject to change during the group work processing. To this end, students work within cooperative learning environments has the privilege of developing social, cognitive, and motivational, according to the results of a study conducted by (Hung, 2019). Hence, cooperative language learning seeks to create a flexible atmosphere in which students utilize their autonomous learning to improve their language skills. Cooperative learning is a student-led, instructor-facilitated teaching technique in which a small group of students are responsible for teaching the whole class. Students then work together to learn and practice the elements of a topic to solve a problem, complete a task, or achieve a goal (Har, 2013; Dendup MEd & Onthanee, 2020).

As cooperative learning stresses the importance of face-to-face interaction, this strategy tends to encourage various forms of interaction such as sharing verbal knowledge, assistance, enthusiasm, and resources required to complete a given task (Tufail, 2017). Besides, group work is conducted interactively with members of the community who have the same input and cooperate to inspire one another. This interaction helps students to accomplish a given task with common interests. When the aim is to work on a specific task, students are prepared to communicate verbally with each other to explain, discuss and teach other members what they learned. Teams are organized by teachers to sit and talk about any aspect of the task they are trying to

accomplish (Scheurell, 2010; Siltala et al., 2007). To ensure face-to-face interaction, learners are asked to use their verbal intelligence to discuss a given issue (Johnson & Johnson, 2009). Learners help each other to master the items presented in English language learning such as grammar, intonation, and pronunciation of words or sentences (Lynch, 2010, Godoy & Lopez, 2019).

According to Mackey (2007), the aspects of social interaction in the classroom contribute to language development. Oral skills are likely to develop when students speak more and communicate with each other and with the teacher inside and outside the classroom (Namaziandost et al., 2019). Findings of the current research indicated that improving students' acting skills was associated with improving their speaking skills especially when using drama. Thus, it seems inconceivable to study the benefits of drama separately, since these benefits are interconnected. This interconnection helps in building students' self-confidence and their ability to speak the language freely. Using drama in teaching the English language also aims to improve the quality of intended learning outcomes (ILOs) and reduce the negative effects of the Israeli occupation on Palestinian youth and children. In addition to these benefits, using drama tends to offer in-class activities that change the teachers' roles and tasks, which agree with Nasri & Biria's (2017) who found that teachers who use cooperative learning shift from knowledge transmitters to learning mediators.

As a result of using drama activities, students showed their potentials to be active learners instead of sitting passively in the classroom. The classroom environment became more autonomous and student -centered. Moreover, the teachers were more capable to design non-homogeneous work groups for the students to practice the speaking English. As a result, the students were given more opportunities to converse with each other, which enhances their speaking skills (Tesfamichael, 2017). Other

research has also demonstrated the effectiveness of this approach in enhancing the oral language skills of students (Pattanpichet, 2011), in promoting comprehension of English reading materials (Bolukbas et al., 2011), and its contribution to English writing (Nasri & Biria, 2017).

On the other hand, the results of a study conducted by Zahara (2018) also indicated that drama techniques are effective in developing students' creativity and promoting their positive perceptions toward using drama in the speaking classes.

Findings of the current research also indicated that using drama techniques emphasizes experiential learning which is based on practice and experience. This mode of learning helps in ensuring continuous learning, increasing academic achievement, making various contributions to the lesson, adding fun, creating positive attitudes towards learning and teaching; helping students to recognize their abilities and strengths, enhancing creativity allowing for social relationships to be formed (e.g., Celik, 2019; Thi et al., 2016; Tajareh, et al., 2017).

Within the context of this research, the seventh-graders were able to improve their speaking and communication skills due to the use of cooperative drama-integrated instruction. Therefore, the students were motivated to construct knowledge and improve their skills through participating actively in the learning process (Burlínska, 2016). ECD in such context was a reliable teaching method that invests in student-centered approaches where knowledge is constructed and shared with a great deal of involvement and engagement.

The findings of the current research also showed that ECD promotes fluency, interactivity and flexibility. Findings of the data collected from the semi-structured interviews, from observation checklists and the artefacts. Also correspond with other studies such as Burlínska, (2016) and Karimzadeh (2017) who argued that drama

activities help students to place language in a higher priority and also strengthens their confidence through a comparable experience to real-life circumstances (Burlínska, 2016). Taking this into account, Karimzadeh (2017) summarized ten advantages of using drama in the classroom including promoting students' participation, teamwork, cooperation, cooperative learning, creativity, versatility, commitment, higher-order thinking skills, gratitude, fun, and discipline. With regard to this research, Palestine was used as a case study to illustrate most of these benefits.

The semi-structured interviews, observation checklists, and the artefacts all revealed that ECD improves students' speaking and communication skills. The findings are in agreement with those found by Karimzadeh (2017) who stated that drama-based techniques are useful for improving the speaking skills of primary learners. In a variety of real-life activities, teachers use innovative drama-based methods to assist students in their efforts to learn and communicate. In addition, in cooperative learning environments, students collaborate to acquire and practice the subject matter and accomplish intended learning outcomes, according to Macpherson (2015). To some extent, cooperative learning seems to have some features similar to Round Robin Technique. In Round Robin Technique, the members produce ideas individually, while a facilitator records each member's contribution, followed by a discussion of the ideas, ranking and scoring ideas, and finally a taking a decision on priority. The technique is based on the nominal group technique (NGT), where participants generate ideas individually, a facilitator records each individual's ideas, participants discuss, rank and score the ideas, and the group agrees on their priorities.

Moreover, the current research revealed that drama has the power to facilitate collaborative learning through creating clear language objectives and communicative techniques as well as inspiring students to decrease tension which is in line with

previous studies such as (Kagan 2009; Mohammad & Mohammad, 2018; Olsen, 2018; Zegarra 2008). Through integrating vocabulary and coherent phrases, students are encouraged to use their imagination (Waffa, 2014). Kusnierek (2015) described Role-playing as a comprehensive range of communication techniques that contribute to the development of students' language fluency, improve their motivation to learn, and share responsibilities between teachers and students. In RP, the participants are encouraged to commit to and engage in each stage (Perez, 2016) whereas the teacher guides the participants to prevent intense reactions after completing each stage (Rojas, et al., 2017; Rojas and Villafuerte, 2018).

Boudreult (cited in Karimzadeh, 2017) suggested role-playing as a powerful teaching technique that can be used for different benefits such building self-esteem, promoting self-acceptance, encouraging others' acceptance, and creating real-life situations.

In light of the Palestinian situation, teachers and policymakers are always striving to mitigate the negative effects of Israeli occupation on the Palestinian people (Khlaif, 2018a and b). Consequently, drama activities were recommended to mitigate the effects of war-torn environment, drama is used in English language teaching and several previous studies have confirmed the effectiveness of using drama in English language teaching classes. Findings of a study carried out by Behak & Bsharat (2021) revealed that compared to students in other countries, Palestinian students in the occupied territories face several challenges and dramatization can be an effective teaching method for EFL students in Palestine. During interviews with eight students, dramatization was perceived as a favorable method of learning English. This preference might be due to significant role of dramatization in providing deeper insights into the

complicated situation caused by conflict and occupation (Khader & Arafat, 2019) (Behak & Bsharat, 2021).

In the same vein, the occupation has negatively affected the educational system in Palestine which is still suffering from scourges of war, occupation, and military conflict. These terrific effects include assaults and pressures on schools, students and teachers, the arrest of students and their detention, and other instances of violation of the right to education. In addition to the restrictions imposed on every single citizen, the long delay at checkpoints, breaking into schools and transforming others to military barracks, the destruction of schools, and Gaza blockade left terrible impact on the life of the Palestinians either in the West Bank or in Gaza Strip. In the West Bank, students who live in the so-called Area C (Area C is still under Israeli military control) are particularly affected by occupation and conflict (Moe et UNICEF, 2018; MoEHE, 2018; UNICEF, 2018).

5.1.2 Discussion of the Findings related to the Second Objective: Challenges Faced by EFL Teachers in Palestine when Incorporating ECD in English Speaking Classes

In order to collect the required data, semi-structured interviews were conducted with students, teachers, and English supervisors to identify the challenges faced by Palestinian EFL teachers using educational cooperative drama (ECD). The participants in this qualitative research mentioned several challenges facing them when aiming for integrating ECD into EFL classrooms. These challenges include lack of time, cancellation of school schedules, unfavorable policies, and Israeli checkpoints. In light of the findings, the researcher developed a digraph (Figure 5.2) to present the challenges faced by EFL teachers in Palestine when incorporating ECD.

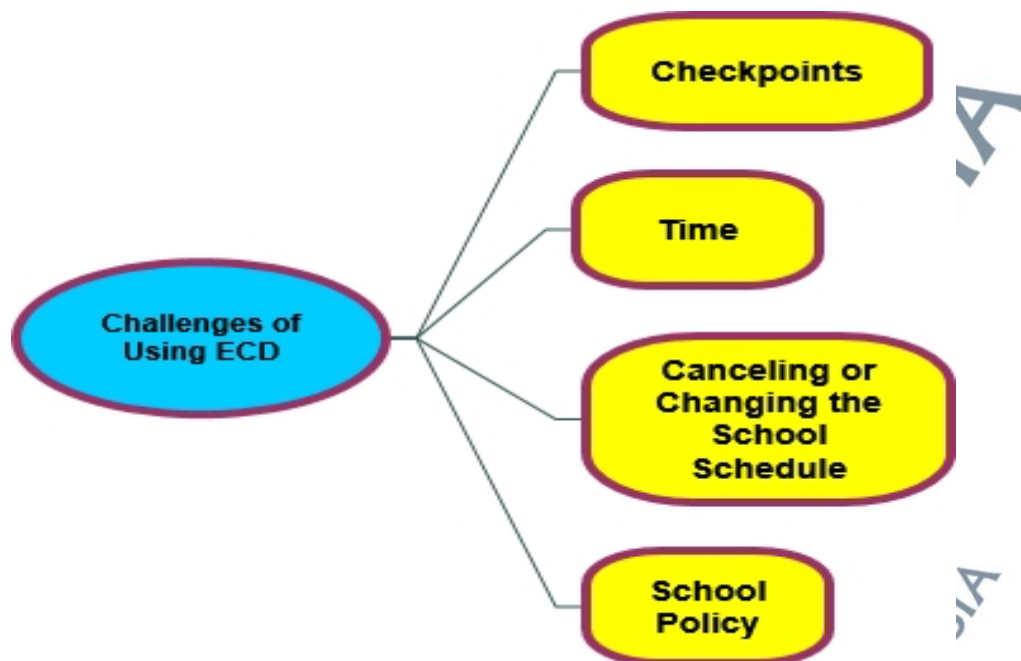


Figure 5.2: Challenges Faced by EFL Teachers when Using ECD Generated by Nvivo

Despite the positive perceptions of integrating drama into teaching and learning, teachers, supervisors and students voiced various challenges when integrating ECD into education. Some of the most common challenges are manifested in checkpoints that force school administration to change the school schedules, the limited available time for teachers to prepare for drama activities as well as some school policies which necessitate completing the official curriculum on time and the Israeli procedures on the ground. These findings in particular are supported by a report from Global Education Against Violence Alliance (2018) and Global Coalition to Protect Education from Attack (2018) which recorded an incident that took place on an undisclosed date in 2017 when the Israeli soldiers harassed and detained a student at Abu Al-Reesh checkpoint in Hebron for an hour. Also, OCHA (2017) reported two clashes between schools in Qalqiliya town and Bizzariya village in Nablus where five pupils were injured in mid-February. At that time, a 14-year-old Palestinian girl and a school headmaster were

attacked and wounded by a gang of Israeli settlers. OCHA also concluded that the Israeli security militaries have destabilized Jenin and other surrounded cities in Palestine with checkpoints, interrupting the educational system during gun violence and bombs which left deaths and injured or arrested people in addition to the destruction of social amenities such as schools, houses hospitals and so on.

The successful implementation of ECD requires sufficient time in order to reap the expected benefits of this new strategy. Time is related to teachers' efforts and their strong commitment that must be devoted to designing and implementing the activities, as well as assessing the results of using this strategy. Additionally, time is important for students to finish the official curriculum as well as their tasks on time. It is not mandatory for the Palestinian teachers to use drama in their practices. According to the Ministry's policies, teachers must finish the required material on time by the end of the semester or the scholastic year. TANA (2018) identified lack of time as one of the main challenges in drama implementation. English teachers must be given various opportunities to begin working with at least a minimal preparation that gives them confidence in teaching. Cornelius-ukpepi et al., (2016) also added that cooperative learning can degenerate into confusion when the instructor is not well-qualified. It might be time-consuming for novice teachers because of its dynamic and highly- organized existence, which needs adequate facilities and infrastructure.

Another challenge of integrating drama into teaching is canceling or changing the daily school schedule during crisis due to some political issues or natural disasters like the COVID-19 pandemic. In reality, teachers, students and school administrators are familiar with changing the daily schools due to their experience of the occupation procedures on the ground. Because of the Israeli checkpoints, teachers were forced to arrive late at their schools, teachers were also arrested for no reason. These reasons and

others have led to an entire or partial change or even canceling the daily routine. In this regard, Dweikat and Zyoud (2021) found that frequent school closings and a rise in teachers' workloads suggested a need to transition to distant online learning to compensate for any expected change in the school schedule. As a result, the teacher's role changed from that of a face-to-face teacher to that of a monitor and a facilitator.

Shraim and Khlaif (2010), Traxler et al. (2019) found that the Palestinian schools were closed many times which deprived students of their rights to have a high-quality education when teachers could not finish the curriculum as planned ahead. According to Brück, Di Maio, and Miaari (2019), the negative impact of conflict on academic attainment can have long-term effects. Conflict can stifle the buildup of human capital and economic development by lowering the likelihood of pupils successfully finishing high school and being admitted to university. This is a potential long-term cost to add to the many other harmful influences of the Israeli–Palestinian conflict that have already been established. Schools are negatively affected by the non-stop conflict. Conflict has different levels of influence depending on the nature and timing of violent events that a student is exposed to.

Palestine has always suffered from chronic crises which have left a great setback on the educational system which is a major challenge according to the finding of this research. Nicolai (2006) argued that the Palestinian educational system has developed against a backdrop of ongoing crises, recurring emergencies, and tightening movement restrictions over the years. Furthermore, this research showed that the education of the Palestinian children is inextricably linked to the end of the occupation. Many people think that the average young person has little hope for the future because of some severe restrictions, humiliation at checkpoints, and the forced displacement and livelihoods.

According to a research conducted by Behak & Bsharat (2021) several challenges were

identified including the checkpoints, feeling of insecurity, and gunfire, which cause fear and panic as well as low academic performance, particularly in English language and speaking skills (Behak & Bsharat, 2021).

In addition to the aforementioned challenges, most Palestinian schools were built before the existence of the Palestinian Authority which took over the education system in Palestine in 1994. Therefore, these schools usually lack the adequate infrastructure and teaching materials. Besides, the relatively small classes are considered as a challenge for teachers who plan to teach drama since teachers need an ample space to divide students into small groups to help them work together. The researcher concluded that the numbers of the students were larger than the capacity of the classroom which pose a big challenge for the teacher and the students. In agreement with previous studies such as Van de Water et al. (2015) and Shehadeh and Dwaik (2013), the current research also found that sometimes it is difficult for some teachers to choose the teaching materials because they are dependent on the financial resources of their school which are usually limited.

Nevertheless, schools' administrations and the MOE always encourage teachers to use new teaching methods and train novice teachers on how to use current methods of teaching to enhance the curriculum and improve the learning process. It is also less likely that the new strategies will result in outstanding improvement since no enough time is allocated to teach English language (TAÑÀ, 2018). Based on the researcher's observations and after attending several English language classes, it was found that the policy of the school plays an important role in the teaching-learning process.

Furthermore, research indicated that teacher education is essential to ensure that educators have the necessary skills and current methods, including incorporating drama into the English classroom. This is in agreement with Senel & Yerliyurt's (2017) who

maintained that preservice teachers undergo systematic in-service training for the development of their professional skills. The results indicate that not many English teachers are using these techniques because of lack of knowledge and time. Therefore, there is a need to persuade those teachers who insist on using traditional methods to switch to ECD. Farrah, Halahla, and Sider (2021) found that drama is limited and inadequately used in the language classrooms, and this robs students of the opportunity to gain original and beneficial language knowledge. However, EFL supervisors should try their best efforts to encourage teachers to incorporate drama into their English classes since it is an innovative and effective method for assisting pupils overcome their inadequacies in the English language (Senel & Yerliyurt, 2017; Farrah, Halahla, & Sider, 2021).

5.1.3 Discussion of the Findings Related to the Third Objective: Teachers, Students, and English Supervisors' Perceptions of using ECD in Palestinian Speaking Classrooms

The findings of the current research indicated positive perceptions among the respondents towards using ECD in English speaking classrooms. Data revealed that the majority of students appreciated ECD which was effective in improving the seventh - graders' speaking skills and taught them how to collaborate, support one another, respect their teachers and the English language. These findings are supported by the findings of Behak & Bsharat, (2021) who found that the students in their study had a positive perception of the dramatization method in learning English language. They also added that dramatization activates their thoughts, memories, and responses, while offering greater insights into this complex and disturbing situation due to conflict and occupation. In contrast to this, arguments were made that more investigation needed to be carried out on perceptions and attitudes of teachers and students, who are essentially

versed in traditional teaching and learning. Drama-based instruction is highly recommended as these attitudes may constitute one of the challenges facing the wider implementation of drama-based instruction in the foreign language classroom in Jordan (Bataineh & Salah, 2017). Additionally, the researcher concluded that students who took part in the current research had a higher level of self-esteem while speaking English and without any fear or embarrassment. Finally, the findings showed that ECD helps students in lowering levels of tension, stress, anxiety, and worry.

Secondly, the Palestinian English teachers acknowledged using ECD in their instruction of English lessons to adapt their teaching methods and incorporate enjoyment into the instructional activities. They also perceived ECD as an effective method for teaching and learning English language since teachers find it engaging and helps to promote cooperation and creativity among students. Using ECD also promotes students' self-confidence to speak the English language and to get through boring lessons. Moreover, the teachers perceive ECD as a suitable method to help students learn accurate word pronunciation, vocal projection from the theatre activities which help them become good articulators and self-assured communicators. Based on the findings, teachers perceived ECD as a promising method to learn English and improve their proficiency, particularly their speaking skills. These findings are in line with Senel & Yerliyurt, (2017) who stated that senior preservice preschool teachers had positive perceptions of the impact of drama activities in their field experience. Farrah, Halahla, and Sider, (2021) also stated that teachers are satisfied with the positive effects that drama activities have on the attitudes of their students.

By the same token, this research revealed that English language supervisors perceived drama as a key tool because it involves a variety of activities like role-play, fluency tasks, and actual language usage rather than merely learning about the language

which helps students to improve their confidence. However, English language supervisors believe that the Palestinian curriculum should incorporate cooperative learning strategies and educational drama because ECD fosters communication and collaboration among students when they engage in dramatic activities because ECD entails “acting the role” (Farrah, Halahla, & Sider, 2021). Drama, which at its core imitates real-life scenarios in which individuals act, sing, and role-play, gives the target students a sense of security as learning proceeds naturally without paying much attention to the linguistic rules. The majority of the participants in the current research agreed that ECD helps students to feel more confident, show self-assurance, and respond appropriately to their peers' emotional needs while speaking English (Senel & Yerliyurt, 2017).

5.2 Emergent Themes/ Summary of the Findings

The emerging themes were identified according to the findings of the three aforementioned objectives. Five themes and seventeen subthemes emerged from the findings that are linked to all the three objectives: Benefits of ECD, Individual Innovativeness, Collaborative Learning, Attitude and ECD Challenges. Figure 5.3 represents a summary of the findings as generated by NVivo.

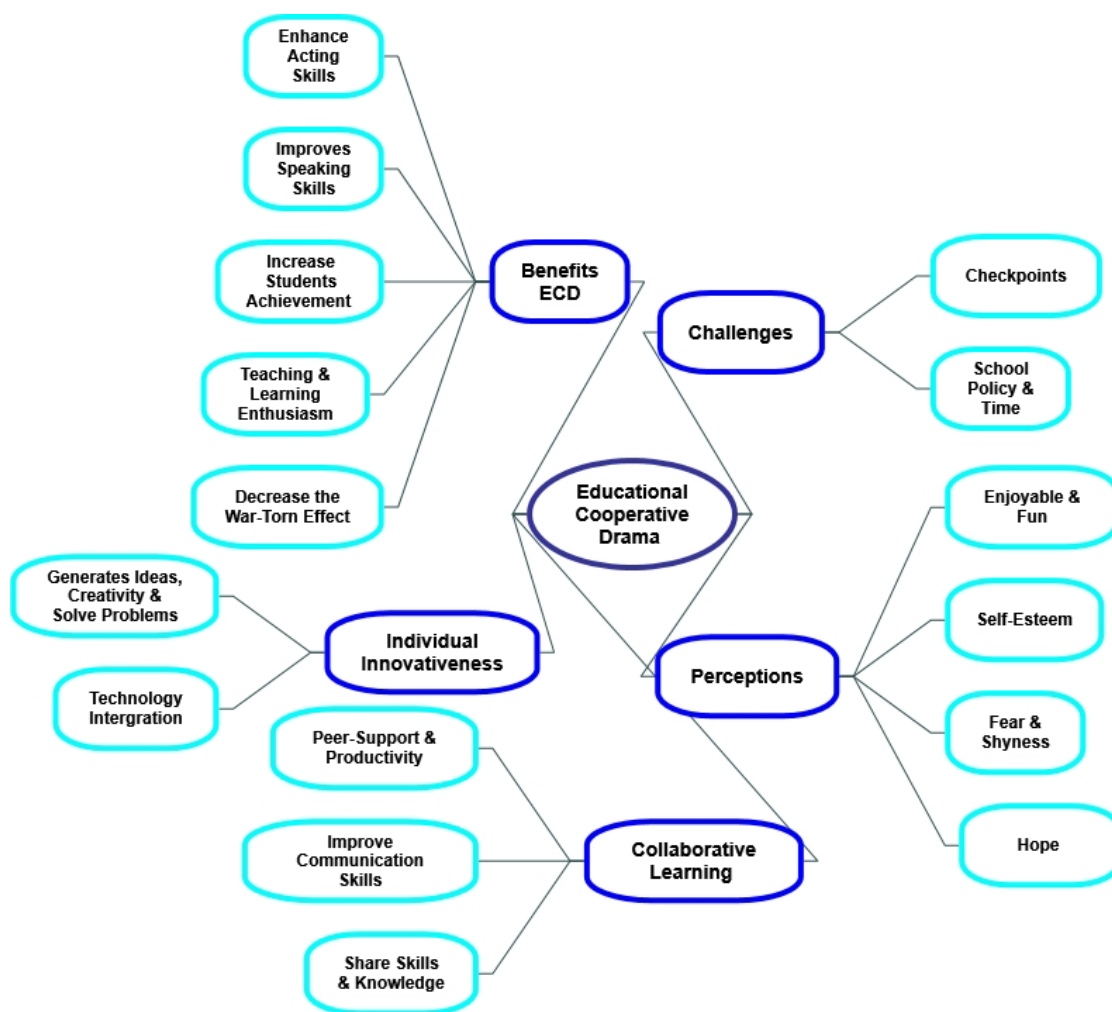


Figure 5.3: Summary of the Findings in the Study Generated by NVivo

This section shows a belief explanation of the five emergent themes based on Figure 5.3 which represents the summary of the findings in the study generated by NVivo.

5.2.1 Benefits of Educational Cooperative Drama (ECD)

Based on the emergent themes from the findings, the benefits of ECD are numerous such as improving the speaking skills which is the main objective of using ECD in English lessons, increasing achievements, when students' performance in English exams has positively increased. Using their imaginations and creativity, the

Palestinian students discovered hidden abilities which broadened their minds. They also demonstrated a great deal of self-confidence and responded appropriately to others' feelings because of incorporating drama into the teaching and learning process. Most students were offered multiple opportunities to act out lines through role-play tasks, making the students and teachers more resilient to handle stress, fear and uncertainty caused by war-torn effects in Palestine. ECD was found to be an effective factor that triggers teachers' and students' enthusiasm to cooperate through ECD which encourages students to think out of the box and forget the stress of getting to school after passing many checkpoints, or after the death of a friend or a relative as the result of gun violence in Jenin city (Zyoud, 2010; ULFA, 2018).

5.2.2 Individual Innovativeness

Based on the findings from the current research, ECD encouraged the development of individual innovativeness, which is manifested in developing, adopting, creating and, discovering new knowledge such as creating and generating ideas, practicing problem-solving techniques, and technology integration. ECD also inspired students to come up with new ideas on how to create and manage conversation, convey their roles, share knowledge and skills, solicits their opinions, and initiate discussions. ECD enabled students to maintain a dialogue with other classmates about daily - life difficulties faced in the city of Jenin.

5.2.3 Collaborative Learning

ECD involves dramatic techniques which require cooperation between students when they engage in role-play tasks and singing activities that give students the opportunity to act and perform. Students could use many tactics, such as pair work,

group work, (think-pair-share), and listening to voices other than their teacher's voice. They also preferred to work together productively rather than competitively. While collaborating with each other, students were able to exchange knowledge, share skills and experiences, and most importantly learn from one another. Likewise, students succeeded to develop certain skills to progress in their life upon working together and sharing experiences during drama. Therefore, ECD enhances students' understanding and encourages them to support one another (Zyoud, 2010).

Moreover, ECD increases the productivity of teachers and students. Teachers were able to gain knowledge of how to understand students' needs, and get awareness of new information and skills. ECD boosts students' output through their participation in classroom discussions and dialogues. These activities enabled students to explore their own identities, historical events, and relationships. Students were also able to improvise, sing, dance, and act in drama to express themselves. ECD increased their creative skills since it allowed them to collaborate with their classmates and receive feedback, which helped them complete their projects and have better access to new information.

Teamwork was one main aspect of ECD implementation. Students also sought to empower one another by taking ownership of their tasks, by helping the team to meet the set goals, and assisting one another. ECD improved peer support, when students are placed in groups with their peers to work as a team and support one another. This was wonderful and the kids love it since it breaks up the daily routine and differs from the conventional lecture style. Peer support is one of the most beneficial aspects of drama, which refers to students helping, motivating, and encouraging one another. This is crucial for the success of the learning-teaching process. The majority of drama exercises

utilized group-based work. Students who practiced group-work activities undoubtedly helped one another to accomplish the task through sharing linguistic and acting tips.

Another important aspect is that ECD breaks the monotony of teaching method, and encourages all teachers and students to work together, act, and speak English while using drama (Zyoud, 2010).

5.2.4 Challenges of Implementing ECD

First of all, Palestinian secondary schools have a lot of difficulties teaching and learning English due to Arabic being the medium of instruction for teaching other subjects except for a few periods given to the English language. When it comes to curriculum and syllabus, ECD is not properly adopted due to the limited number of periods assigned for teaching English. The Israeli occupation is associated with various obstacles and challenges that have affected the whole life in Palestine. The checkpoints, for example, were scattered everywhere to make life extremely difficult and the Palestinian educational system was not an exception.

Therefore, providing teachers and students with a safe learning environment makes ECD an excellent method for teaching English as a foreign language. In a less-stressful situation. In this qualitative research, ECD helped students to improve their speaking skills, enhanced their achievement, enhanced acting skills, decreased war-torn effects which led to the development of positive attitudes that encouraged collaborative learning.

5.2.5 Perceptions of Using ECD

The ECD method encourages teachers to use a variety of techniques to help learners use the language competently in engaging and exciting ways. Drama also

emphasizes language use instead of learning about the language. Most teachers recognized the positive impacts of using drama on students' perceptions and achievement as well since the majority of students find ECD enjoyable and helpful. Additionally, drama has the potential to trigger students' creativity, improve their self-confidence, boost self-esteem, and increase the levels of hope and optimism. Therefore, allowing students to participate in acting that helps to assimilate real life situations. Acting, singing, and role-play help students to find safety and hope while learning. Additionally, utilizing ECD in English language classrooms boosts students' confidence and ability to speak English fluently, fearlessly, while enhancing their individuality.

5.3 Contribution of the study towards Practical Knowledge & Suggested Framework of (ECD) Integration.

Figure 5.4 below presents a proposed framework for implementing ECD in secondary schools when the aim is teaching English speaking skills. The emerging themes and findings formed the basis of this framework.

Based on the suggested framework, English language teachers and supervisors are recommended to pay more attention to recent educational methods such as ECD. To maximize the benefits of ECD integration, teachers should try the best creative techniques that maximize students' voice in the teaching -learning process. Teachers should be able to see their roles as a facilitator who can effectively use instructional techniques and assist students' learning. Cooperative learning that emphasizes the concept of student- centered learning tends to prioritize autonomous learning, cooperation, and enthusiasm while cultivating leadership concepts, independent learning skills, and teamwork skills. These aspects provide EFL students with the chance to actively engage in their learning (Wang, 2020).

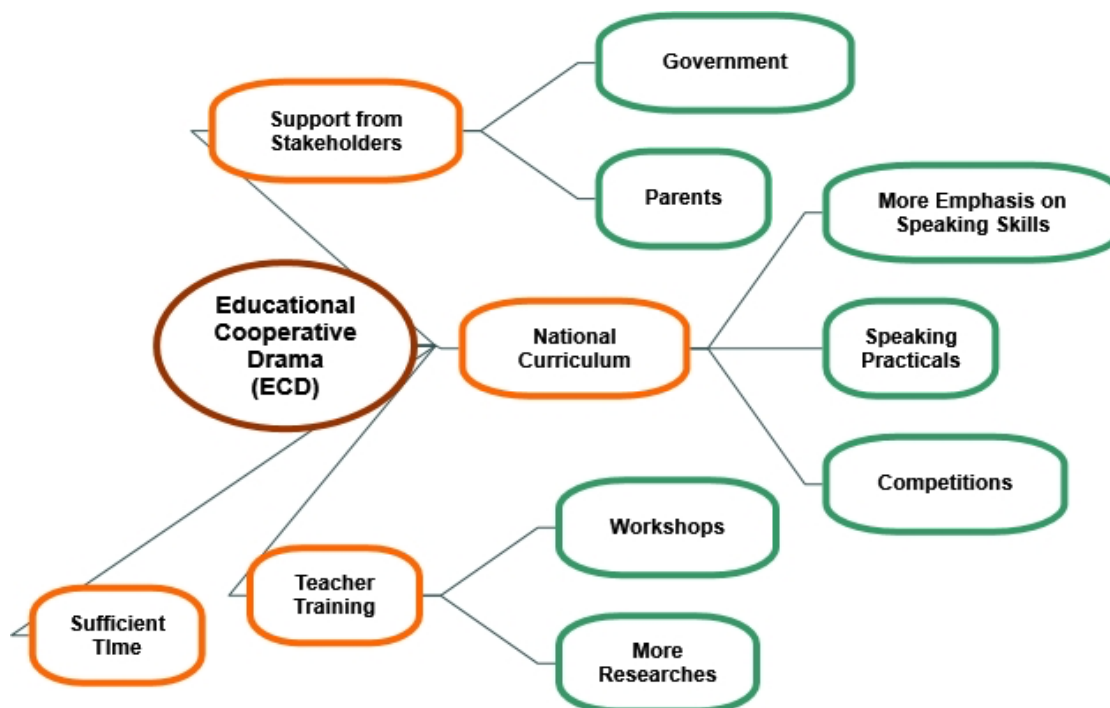


Figure 5.4: Suggested Framework of (ECD) Integration Generated by Nvivo

The Ministry of Education should recognize the need for training EFL teachers in order to raise their awareness of ECD integration in secondary schools. Therefore, the number of workshops or training programs should be raised. To this end, every teacher should be given the chance to participate in these initiatives. However, teachers are also worried about their heavy workloads which might hinder them of adopting new methods of teaching. In order to increase the amount of time spent on ECD activities, the governing bodies and other stakeholders could support teachers by providing sufficient teaching materials or additional time for collaboration (Kim, Raza, & Seidman, 2019; Mansor, Bity, & Vikaraman, 2020).

The Ministry of Education is also recommended to hold competitions to encourage students to speak English through ECD. It is also advised to use Palestinian schools for collaborative centers of research where teachers, supervisors and native English language speakers to practice, interact, speak openly about their pupils, and

engage in ongoing debate on better methods to teach speaking skills. The findings of this qualitative study should compel Palestinian administrators and policy makers to implement an ECD approach in all English lessons. Pre-service and in-service teacher education programs need to promote ECD technique performance and professional growth over the present traditional style of teaching (Dajani, 2015). Finally, future research might include different directorates with different populations, using mixed methods approaches, involving more participants, and exploring the effectiveness of using educational drama on learner's achievement.

5.4 Contributions and Implication of the study

The current research shed some light on a relatively new method of teaching English in Palestine. One major contribution is proposing a framework for integrating ECD into EFL teaching context. Educational drama and cooperative learning are combined to assist the particularity of the Palestinian secondary schools under the Israeli occupation. The suggested framework might represent a worthy endeavour that can be experienced by the Ministry of Education, curriculum designers, English supervisors, teachers, and stakeholders as a guide for teaching and learning English language.

5.4.1 Contributions and Methodological Implication of the Research

To collect the required data, the researcher utilized several instruments including semi-structured interviews, classroom observation, and artefacts. For data analysis, the thematic analysis was used through software NVivo 12. As a result, the research has methodological implications which might encourage other researchers to study the influence of ECD on secondary schools in Palestine.

5.4.2 Contributions and Practical Implications

This research differs from previous studies since it addresses drama and cooperative learning in teaching the English language in the middle school settings. The context itself is unique since the students live under different forms of violence and unstable situation. Using new teaching strategies to make learning and teaching fun becomes a necessity to help students live and learn as other students in other countries. Unfortunately, most Arab world countries face several challenges that range from electricity outages, internet disconnection to the low quality of professional development offered to teachers (Baroudi & Rodjan Helder, 2019; Mahmood, 2020). Other countries suffer from the consequences of Spring Arabic Revolution which lead to some violence and instability. These conditions are to some extent similar to the Palestinian context which adds to the significant of this research in case of applying ECD in these countries. In addition, this research represents a qualitative endeavor that aims to understand teachers' perspectives towards using new strategies for teaching English as a foreign language.

5.5 Limitations and Further Studies

The findings of this research are validated by qualitative data collected from English supervisors at the Ministry of Education, English teachers, and seventh- graders secondary schools. Thus, the qualitative method was utilized to collect the required data. However, the qualitative method involves strengths and limitations. Qualitative data can provide in-depth understanding of teachers' preferences and their perceptions of using ECD in English language classrooms Considering the limited number of studies on this topic, it is incredibly helpful to understand the method and outcomes of applying ECD in Palestinian secondary schools. However, a major limitation of qualitative data

obtained through semi-structured interviews is the short-term unpredictability of the unresolved educational system brought on by the Israeli military occupation of Palestine. The sample is based on purposive sampling rather than representative sampling, and the sample size may be insufficient to get the best interpretation of the data. As a result, some of the findings may not be generalizable to other Palestinian secondary schools or cities.

By carrying out more research on the same topic with other populations, it could be possible to overcome the limitations of generalizing the study findings. Future research may focus on the application of ECD to educate seventh-graders and explore teachers' experiences when using ECD in megacities including Jerusalem, Gaza, Hebron, Ramallah, and Nablus. Furthermore, further research might target lower or higher levels of students taking into account some variables including gender, age and place of residence.

5.6 Conclusion

The current research investigated the implication of using educational cooperative drama (ECD) approach in the war-torn city of Jenin. Furthermore, findings showed that educational cooperative drama (ECD) influences the learning of the English language among Palestinian seventh graders in the war-torn Jenin and can bring a great influence. Firstly, the participants reported several benefits of integrating educational drama and cooperative learning into education. The participants' extracts reflected various benefits for ECD. Findings also identified many benefits of using ECD in teaching and learning English such as enhancing students' acting skills, improving the speaking skills, increasing student's achievement, raising levels of students' enthusiasm to learn English and decreasing the effects of war -torn. Secondly, findings revealed that

educational cooperative drama (ECD) found many aspects of individual innovativeness in ECD and ECD encourages student's individual innovation such as generating ideas, enhancing creativity, problem-solving and technology integration. Finally, ECD also enhances collaborative learning which is manifested in sharing knowledge and skills, promoting productivity and peer support, and improving communication skills. Nevertheless, findings indicated that ECD integration entails several challenges such as the Israeli checkpoints, school policies and, limited number of periods for English lessons. Furthermore, findings revealed that ECD showed positive perceptions in a Palestinian seventh-graders speaking skills classroom such as ECD is enjoyable and fun for both the teachers and the students. However, ECD gives them hope for a better future and decrease the fear and shyness to speak the English language and ECD increases the self-esteem to speak the English language.