

**INSIGHTS INTO UTILIZING EDUCATIONAL COOPERATIVE  
DRAMA FOR PALESTINIAN  
SPEAKING SKILLS IN A WAR-TORN JENIN CITY**

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**UNIVERSITI SAINS ISLAM MALAYSIA**

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IN A WAR-TORN JENIN CITY**

Tahani R. K. Bsharat

Thesis submitted in partial fulfillment for the degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION

UNIVERSITI SAINS ISLAM MALAYSIA

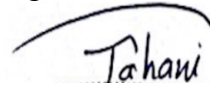
July 2023

## AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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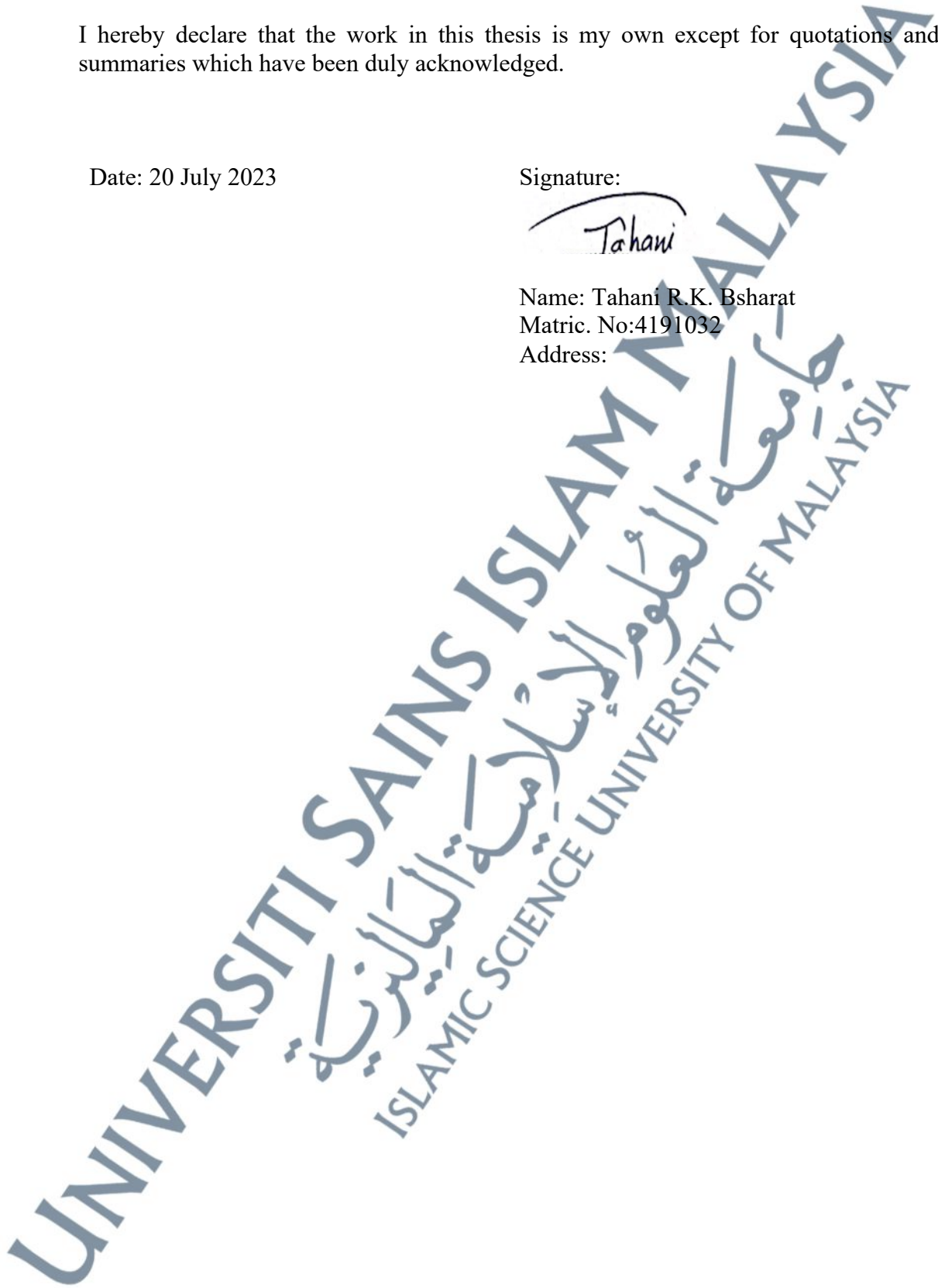
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## ABSTRAK

Landskap pengajaran bahasa Inggeris di Palestin masih dikelilingi oleh isu-isu kritikal seperti kelemahan ketara dalam kemahiran bertutur dalam kalangan pelajar Palestin. Salah satu sebab kelemahan tersebut adalah kerana kaedah pengajaran tradisional yang masih digunakan oleh majoriti guru Bahasa Inggeris sebagai Bahasa asing (EFL). Di samping itu, kehidupan pelajar dikelilingi isu berkaitan peperangan akibat Konflik Israel-Palestin. Oleh itu, kajian ini bertujuan untuk memberi pencerahan tentang kepentingan menggunakan Drama Kooperatif (ECD) untuk meningkatkan kemahiran bertutur pelajar Gred tujuh di bandar Jenin yang dilanda perang di Palestin. Kajian ini meneroka kepentingan penggunaan pembelajaran koperatif dan drama dalam kelas Bahasa Inggeris, terutamanya dalam pengajaran kemahiran bertutur. Kajian ini mempunyai tiga objektif utama; pertama, meneroka cara Drama Kooperatif (ECD) mempengaruhi pembelajaran bahasa Inggeris di kalangan pelajar gred tujuh Palestin di Jenin yang dilanda perang. Kedua, meneroka cabaran yang dihadapi oleh guru EFL di Palestin apabila menggunakan ECD dan ketiga, menyiasat persepsi guru dan pelajar terhadap penggunaan ECD di dalam kelas kemahiran bertutur pelajar Gred tujuh di Palestin. Untuk mencapai objektif kajian kualitatif ini, persampelan bertujuan di gunakan dan peserta kajian adalah terdiri daripada lima penyelia guru, lima guru, dan 20 pelajar gred tujuh. Pendekatan analisis tematik digunakan melalui penggunaan program Nvivo untuk menganalisis data yang dikumpul melalui temu bual separa berstruktur, senarai semak pemerhatian, dan artifak seperti video, lembaran kerja bilik darjah, pembentangan, sesi dalam talian dan drama. Hasil kajian menunjukkan bahawa menggunakan Drama dan Pendekatan Pembelajaran Koperatif, dikenali sebagai Drama Kooperatif (ECD), meningkatkan kemahiran bertutur pelajar, meningkatkan kreativiti mereka, meningkatkan kerjasama dan kerja berpasukan, membangunkan keupayaan pelajar untuk berlakon dan berdrama, meningkatkan pencapaian, di samping mengurangkan kesan persekitaran yang dilanda peperangan. Walau bagaimanapun, kajian itu mendedahkan beberapa cabaran yang mengurangkan integrasi drama dalam pengajaran bahasa Inggeris seperti kekurangan masa, kekurangan pembangunan profesional guru, dan mereka bentuk aktiviti yang sesuai. Berdasarkan keputusan ini, pembuat polisi di Kementerian Pendidikan di Palestin disyorkan untuk merancang program pembangunan profesional guru yang bertujuan untuk melatih guru tentang cara mengintegrasikan drama dan merekabentuk aktiviti yang berkaitan. Sebaliknya, tanpa mengira keputusan yang disebutkan di atas, kajian ini mempunyai beberapa batasan iaitu bilangan peserta yang terhad, peserta yang datang dari satu wilayah iaitu Jenin dan juga kajian ini menggunakan pendekatan kualitatif semata-mata.

## ABSTRACT

The landscape of English language teaching in Palestine is still surrounded by issues such as apparent weaknesses in the speaking skills among Palestinian students. One reason for such weaknesses was found to be the traditional teaching methods used by the majority of English as a Foreign Language (EFL) teachers. In addition, the students' lives were also encircled by war-related issues following the Israeli-Palestinian conflict. Thus, the present study aimed to shed some insights into the importance of utilizing Educational Cooperative Drama (ECD) for Palestinian seventh graders' speaking skills in the war-torn city of Jenin. Furthermore, the study explored the significance of using cooperative learning and educational drama in English language classrooms, especially in the teaching of speaking skills. Three main objectives of the study have guided the study; First, to explore Educational Cooperative Drama (ECD) influences the learning of the English language among Palestinian seventh graders in the war-torn Jenin. Second, to explore the challenges faced by EFL teachers in Palestine when using ECD. Third, to explore the way teachers and students perceive the use of ECD in a seventh graders' speaking skills classroom. In order to achieve the objectives of this qualitative study, a purposeful sample comprising five supervisors, five teachers, and twenty students was chosen. The thematic analysis approach was employed by utilizing the NVivo™ program to analyze the data that have been collected, such as semi-structured interviews and observation checklists, as well as artifacts, such as videos, classroom worksheets, presentations, online sessions, and plays. The results revealed that the utilization of the Educational Drama and Cooperative Learning Approach, which is also known as Educational Cooperative Drama (ECD), has the potential to improve speaking skills, increase creativity, enhance cooperation and teamwork, develop the ability to act and dramatize, increase achievement, and promote the self-esteem of the students, in addition to decreasing the effects of war-torn environments for them. However, the study also revealed some challenges that mitigated drama integration in teaching the English language, such as shortage of time, teacher professional development, and design of suitable activities. In the light of these results, the decision-makers in the Ministry of Education in Palestine were recommended to plan for teacher professional development programs that aim at training teachers on how to integrate educational drama and design relevant activities. On the other hand, regardless of the aforementioned results, the study has some limitations related to the limited number of participants who came from one specific directorate, "Jenin" as well as using a purely qualitative approach.

## الملخص

إن واقع تدريس اللغة الإنجليزية في فلسطين لا يزال محاطا ببعض القضايا المهمة لا سيما الضعف الواضح في مهارات التحدث لدى الطلاب الفلسطينيين. إن أحد الأسباب الكامنة وراء هذا الضعف هو طرق التدريس التقليدية المستخدمة من قبل غالبية معلمي اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، فإن حياة الطلاب محاطة بقضايا متعلقة بالحرب بسبب الصراع الإسرائيلي الفلسطيني؛ وبالتالي هدفت الدراسة الحالية إلى تسليط الضوء على أهمية استخدام الدراما التعليمية التعاونية لمهارات التحدث لدى طلاب الصف السابع الفلسطينيين في مدينة جنين التي مزقتها الحرب. علاوة على ذلك، استكشفت الدراسة أهمية استخدام التعلم التعاوني والدراما التعليمية في فصول اللغة الإنجليزية، وخاصة في تدريس مهارات التحدث. ثلاثة أهداف رئيسية للدراسة ووجهت الدراسة؛ أولاً، استكشفت الطرق التي تؤثر بها الدراما التعاونية التربوية على تعلم اللغة الإنجليزية بين طلاب الصف السابع في مدينة جنين، استكشاف التحديات التي يواجهها معلمي اللغة الإنجليزية كلغة أجنبية في فلسطين عند استخدام الدراما التعاونية التربوية. ثانياً، استكشاف تصورات المدرسين والطلاب حول استخدام الدراما التعاونية التربوية في صف مهارات التحدث لطلاب الصف السابع. ولتحقيق أهداف هذه الدراسة النوعية، فلقد تم اختيار عينة قصدية تكونت من خمسة مشرفين تربويين وخمسة معلمين وعشرين طالباً في الصف السابع. تم استخدام نهج التحليل الموضوعي من خلال استخدام برنامج إنفيغو لتحليل البيانات النوعية التي تم جمعها بواسطة المقابلات شبه المنظمة، وقوائم الرصد، واستخدام بعض الأدوات مثل مقاطع الفيديو وأوراق العمل والعروض التقديمية وحصص التعلم عن بعد والمسرحيات. أظهرت نتائج الدراسة أن استخدام منهج الدراما التعليمية والتعلم التعاوني أو ما يعرف باسم الدراما التعليمية التعاونية لديه القدرة على تنمية مهارات التحدث لدى الطلاب، وزيادة قدراتهم الإبداعية، وتعزيز التعاون والعمل الجماعي، وتطوير مهارات التمثيل، والارتقاء بمستويات الطلاب التحصيلية، وتعزيز تقدير الذات، بالإضافة إلى تقليل الآثار المحيطة التي خلفتها الحروب. كشفت الدراسة عن بعض التحديات التي قد تحد من عملية دمج الدراما في تدريس اللغة الإنجليزية مثل ضيق الوقت، والتطوير المهني للمعلم، وتصميم الوسائل والأنشطة التعليمية المناسبة. وفي ضوء هذه النتائج، أوصت الدراسة صناع القرار في وزارة التربية والتعليم في فلسطين بتخطيط برامج التطوير المهني للمعلمين التي تهدف إلى تدريبهم على كيفية دمج

الدراما التعليمية وتصميم الأنشطة ذات الصلة. وبغض النظر عن النتائج المذكورة أعلاه، فإن الدراسة بها بعض الحدود المتعلقة بالعدد المحدود للمشاركين الذين جاءوا من مديرية معينة ألا وهي "مديرية جنين" وكذلك باستخدام نهج نوعي بحت.

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## LIST OF ABBREVIATIONS

MoEHE	Ministry of Education and Higher Education
UNICEF	The United Nations Children's Fund
OOSC	Out of school children
UNRWA	United Nations Relief and Works Agency
MoSD	Ministry of Social Development
MoSA	Ministry of Social Affairs
MoL	Ministry of Labor
ISCED	International Standard Education Classification
UNESCO	United Nations Educational, Scientific and Cultural Organization
TEFL	Teaching English as a foreign language
D.I.E	Drama-in-Education
MoE	Ministry of Education
OPT	Occupied Palestinian Territory
HRP	Humanitarian Response Plan
ED	Educational Drama
CL	Cooperative Learning
ELT	English language teaching
NGT	Nominal group technique
NHT	Numbered heads together
TPS	Think, pair, share
ECDA	Educational Cooperative Drama approach