

Fariza Puteh Behak, Tahani R.K. Bsharat. (2021). The English Language Education under Israeli Occupation through Dramatization Method for the EFL Students in Palestine: A Case Study. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 732-741. DOI: 10.9756/INT-JECSE/V13I2.211114

Received: 21.05.2021 Accepted: 24.08.2021

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## The English Language Education under Israeli Occupation through Dramatization Method for the EFL Students in Palestine: A Case Study

### Abstract

*Palestinian students in the occupied regions of Palestine are facing exceptional circumstances besides difficulties, unlike other neighboring countries in the world. These are due to the continuing occupation by Israel. This study, intended to find out English Language Education under Israeli Occupation through dramatization Method for the EFL students in Palestine. This study used a full qualitative method, the participants were eight students who had used drama as a technique in learning English language class. The researcher got the data from interviewing the students. The result of this study showed that the English Language Education under Israeli Occupation through dramatization method for the EFL students in Palestine dramatization method is effective in Learning English for Palestinian students. The results of interviews with eight students indicate that they have a positive perception of the dramatization method in learning English language class. Thus, the technique of dramatization examines their thoughts, memories, and responses, offering greater insights into this complex and disturbing situation due to conflict and occupation.*

**Keywords:** Dramatization Method, Israeli Occupation, EFL Students in Palestine, Qualitative Method.

### Introduction

The shared obligation of authority, boundary concerns, protection, water rights, control of Jerusalem, land-living privileges, in addition to refugee laws are just a few of the factors that have contributed to the war. On September 29, 2000, a second Palestinian revolt occurred in response to Israeli politician Ariel Sharon's visit to the contested Temple Mount (Haram al-Sharif), where the Al Aqsa mosque is located. As a result, the Al-Aqsa Intifada is another name for the Second Intifada. Israel's response has been to tighten security and impose restrictions, which has had a huge impact on Palestinian youths' life and fundamental services like

schooling (Altinok, 2011). Furthermore, schooling and lifetime, in general, take place in the background of continued occupation by Israeli equipped and forces armies, as well as episodic safety points, including gunfire, uprisings, restrictions, lock-downs, conflict. Besides, we're not dismissing the political and security circumstances that plague Lebanon, Syria's, Gaza's, and even Jordan's and Egypt's educational systems. The influence of the Israeli occupation and the safety condition on Palestinian educators is the overarching research topic in this article (Harker 2011, Traxler et al, 2019).

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Circumstantial the occupied Palestinian territories, commonly stated to as the West Bank, have existed in their present formula for periods, courting back to the 1967 war (Efrat, 2006), nonetheless essential be understood in the context of the Palestinian people's history (Tessler, 2009). The Israeli government currently divisions the occupied lands into three divisions, referred to as zones. Only Area A, the enclave around Ramallah, appears to be normal, albeit not during intifadas (Peretz, 1990) or what UNRWA refers to as "security spikes." However, Nablus, the focus of the current endeavor, is much different, as it is located in "Area C," which comprises 18.1% of the total land area of the Occupied Territories and is under complete Israeli military and civilian authority (Handel 2009). It is one of the major cities in occupied Palestine, defined as "the northern population center of the West Bank, as well as one of the most violent, considering the fierce resistance to Israeli rule that exists there (Thomas et al. 2010). Moreover, there are three obvious manifestations of Israeli occupation and control: To begin with, the separation fence was built on the appropriated territory in 2007, purely to satisfy Israeli security concerns (Efrat, 2006). Second, there are the settlements, which are built-in strategic positions for Israeli citizens and are considered illegal by most global lawful views (Barak-Erez 2006; Falk and Weston 1991; Darweish 2010); and third, there are the apartheid streets, which are isolated and independent road schemes, one serving the settlements and concerning them back to Israel, and the other helping Palestinians and serving back roads and minor roads. (Efrat, 2006).

Palestinians have been subjected to varied levels of trauma for further than half a century. The Palestinian persons have been subjected to ferocity meanwhile the start of the second Intifada in September 2000. Armed and/or military violence, as well as movement restrictions such as checkpoints, closures, and curfews, have wreaked havoc on the Palestinian people. On a daily basis, traumatic occurrences such as shootings, explosions, home and field destruction, physical violence, and killings occur (El-Khodary Samara 2019a & 2019b). Also, Palestinian children living in occupied Palestine suffer from insomnia, terror of the dim, horrors, sadness, bedwetting, social disengagement, bad social interaction, fierce behavior, forgetfulness, and truancy from school. These signs show that having a normal childhood in Palestine is nearly impossible under the present situations, and it is hurting their future mental well-being (Altawil, 2008, El-Khodary Samara 2019a & 2019b, Abualkibash, 2020).

## Literature Review

### ***Studies about Palestinian Students Suffering under Israeli Occupation***

A study by Gaboulaud et al. (2010) presented data between November 2000 and January 2006, 1773 children and adults in the Gaza Strip and the West Bank were treated by psychotherapists. Nearly half of the patients were between the ages of 4 and 14. Anxiety disorder, mood disorder, and post-traumatic stress disorder were the three predominant diagnoses. Also, the Gaza Strip was the site of the majority of studies on psychological health and recovery in Palestine. According to the findings, Palestinian children living in conflict zones are at a higher risk of developing PTSD, somatic disorders, and psychological issues (Kanninen, Punamäki, & Qouta, 2003; Qouta & El-Sarraj, 2004; Thabet & Vostanis, 2000). Palestinian teenagers who grew up during the Intifada depicted students being assaulted or shot by soldiers in their drawings (Garbarino, Kostelny, & Dubrow, 1991; Holt, 2001). In addition, the number of traumatic experiences were linked to higher degrees of neuroticism, as well as a lack of attention, focus, and memory (Qouta, Punamäki, & Sarraj, 1995; Abualkibash, 2020). Another study by Abu Hein, Qouta, and El Sarraj (1993) discovered that during the first intifada, a large percentage of Palestinian pupils residing in Gaza were subjected to traumatic experiences. According to another study, Palestinian children in the West Bank are primarily affected by behavioral and psychosomatic issues (Baker, 1990). As a result, Palestinian youngsters appear to be surviving terrible events. They must rise to the occasion, adapt, bounce back, recover, and strive to conquer any obstacles, regardless of the circumstances. Given that the majority of people are subjected to traumatic situations, the question isn't so much what kind of oppression they face, but how to help them develop the ability to overcome them. Researchers and psychologists have placed a greater emphasis on frustration and sadness, as well as nervousness and hopelessness, than on the people of Palestine's strengths and potentialities, but the central question remains how to help people overcome traumas and grow up with good mental health in the face of traumatic events (El-Khodary Samara 2019a & 2019b; Abualkibash, 2020).

Exposure to previous traumatic combat experiences and events have been linked to the increase of post-traumatic stress disorder (PTSD), grieving, and depression in several studies. The strongest risk factors for PTSD include exposure to traumatic events, notably physical injuries, loss of loved ones, urgent risk

of death, injury of a family member or friend, and loss of a family member (El-Khodary Samara 2019a & 2019b; Abualkibash, 2020).

Individuals or groups subjected to traumatic situations are likely to feel some sort of stress, which is why traumatic stress is commonly used. Psychologists have spent a lot of time studying the effects of traumatic stress (Awadh, Vance, El-Bebrawi, & Pumariega, 1998; Barber, 2009; Benjamin & Crawford-Browne, 2010; Bonanno, 2004; Breslau, Davis, & Andreski, 1995; Daniel, Jane, & Ann, 2005; Elbedour, Onwuegbuzie, Ghannam, Whitcome, & Hein, 2007; Espié et al., 2009; Palosaari, Punamäki, Diab, & Qouta, 2013; Stevens, Eagle, Kaminer, & Higson-Smith, 2013; Thabet, Abu Tawahina, El Sarraj, & Vostanis, 2008; Thabet & Vostanis, 1999; Yule, 2000; Dimitry, 2012; Dubow et al., 2012; Eagle & Kaminer, 2013; Khamis, 2015).

Nevertheless, traumatic stress does not always result in PTSD or other mental disorders; in fact, the vast majority of instances recover over time with no long-term psychopathology (J. Breslau, 2004). This is especially relevant because data shows that there are cross-cultural disparities in how emotional and behavioral diseases and difficulties are exhibited (Rahman, Mubbashar, Harrington, & Gater, 2000). Furthermore, in times of war and conflict, violence and trauma are typically felt collectively, with ramifications for a feeling of community security, rather than individually (Giacaman, Shannon, Saab, Arya, & Boyce, 2007). In this sense, several researchers have attempted to bridge the gap by bringing together various viewpoints on individual and collective trauma (e.g. Abramowitz, 2005; Kienzler, 2008). New dimensional approaches to trauma are being created in response to this, which incorporate the biological, cultural, and clinical dimensions of trauma into the explanatory framework of trauma (e.g. Kirmayer et al., 2007). It is necessary to determine whether Palestinian youngsters are exposed to traumatic conditions. Individuals who are exposed to war and violence, whether directly or indirectly, face a variety of negative short and long-term psychological effects. Anger, sleeping difficulties, nightmares, and avoidance of situations that are reminders of the trauma, as well as impairment of concentration and guilt due to survival or lack of personal injury during the traumatic event, are common symptoms and reactions in the aftermath of potentially traumatic experiences. A number of studies have discovered that children exposed to combat trauma, state-sponsored terrorism, or interpersonal violence had a high prevalence of symptoms, including Post Traumatic Stress Disorders (PTSD) (Palestinian Center for Human Rights, 2009; Abualkibash, 2020). The majority of research has been conducted in Gaza, with

little data coming from the West Bank; assessing traumatic experiences entails not only determining whether or not someone has PTSD, but also determining how everyone perceives their situation in light of their unique circumstances, particularly in a collective traumatic situation. In war-torn areas, this knowledge will allow actions to be taken to boost not only individual psychotherapy focus but also community psychosocial attention (Shalhoub Kevorkian, 2008). Students are subjected to recurrent traumatic experiences as a result of the war and the long-term occupation of Palestinian territory, which violate their human rights to live, learn, be healthy, live with their families and communities, develop their personalities, be nurtured and protected, and enjoy childhood. In the current circumstances, having a normal childhood in Palestine is unlikely, and Palestinian children's future psychological well-being is at stake due to continuing traumatic events (Abualkibash, 2020).

### ***Drama and Education***

A lot of research has been carried out in this area: For example, Maley and Duff (1978) claimed that drama releases imagination and energy, which might be considered an educational goal. Drama, according to Fernandez and Coil (1986), helps pupils to use their imagination and sensitivity, making learning more realistic and meaningful. Drama helps children improve socially, intellectually, and linguistically as an educational tool (Dougill, 1987). Drama, according to Early and Tarlington (1982), focuses on language development, personal awareness, group cooperation, sensory awareness, and imaginative growth. The drama was discovered to improve students' drive to perform better and harder in the area of motivation (Mordecai, 1985; Scharengnive, 1970). Students see the importance of communicating and focus on how to complete a task because theatre provides them with a meaningful context. Drama has been found to be particularly effective in the area of responsible and cooperative learning (Early and Tarlington, 1983; Scharengnive, 1970; Mordecai, 1985). Students cannot afford to be passive during dramatic exercises, which usually take the shape of group work. There is a desire to be a part of the group and to finish the mission. As a result of their collaboration, kids were able to acquire a sense of self-worth. Thus, drama has a calming impact. It can assist in the treatment of mental and behavioral issues (Stern, 1980; Scharengnive, 1970). It's a method for a "troublesome kid" to let off steam while also encouraging the shy and unwilling student to join in. also, in terms of creativity and imagination,

Fernandez and Coll (1986) claimed that theater promotes pupils to use their sensitivity and imagination. When pupils participate in dramatic activities, their ego is temporarily suspended. They must interpret an event by the roles they play, which are frequently not their own. A learner, for example, is given the opportunity to understand and relate to the feelings of others through role-playing. This fosters a sense of empathy in the pupil as he learns to see beyond himself, as well as moral and social traits (Scharengrnival, 1970; Bsharat, 2015).

### ***Drama in Education***

Educational drama can perform a beneficial role in educating the socio-emotional abilities essential for a productive social transition (Belliveau, 2005; Joronen, Konu, Rankin, & Åstedt-Kurki, 2011; Lindberg, 2015; Mages, 2010; Mavroudis & Bournelli, 2016; Mc Naughton, 2010). Such abilities, which are linked to effective expression of feelings, self-empowerment, cooperation, and respect for the opinions, desires, and needs of others, enrich children's interpersonal connections and should be developed by all school students (Kuranchie & Addo, 2015, Alakrash et al., 2021). An educational theatre is a valuable tool for promoting the concept of education. Acts resulting from specific behaviors and decisions cannot be neglected in instructional play, just as they cannot be overlooked in real life. It's possible to repeat events and scenarios several times, especially if students make different choices each time, resulting in diverse outcomes. This technique aids youngsters in better understanding the relationship between cause and effect, developing a sense of shared responsibility, problem-solving adaptability, and repeating an ability until they master it (Bailey, 1997). As a result, drama in education encourages individuals who participate in its performances to think deeper, allow them to ask questions about how and why, and encourages them to participate in the world around them, to feel the joy of belonging to a community, through harmless tests, to focus their attention for lengthy amounts of time on strengthening their listening and observation skills, and to eventually interact more readily with their peers (Dogru, 2015). As a result, educational drama provides opportunities for positive experiences and relationships to be shared. It's a social space where everyone can direct, name, and test their feelings by exerting complete control over them (Galazka, 2016). Educational drama entails engagement, teamwork, professional progress, and attitudes; drama adds to real-life solutions and procedures, and procedures are treated cognitively, emotionally, and physically (Johnson

et al. 1984; Ackroyd 2006) (Mavroudis & Bournelli, 2019; Bsharat & Barahmeh, 2020).

Furthermore, the educational drama approach is a tool that helps people develop their personalities, strengthen their social behaviour and skills, trust and support themselves, and achieve academic success. The educational drama scheme, which is distinguished from other techniques by these characteristics, has a repulsive quality that appeals to emotional intelligence. Unless emotional intelligence is successfully used, no matter what kind of intelligence is produced from multiple intelligences, the person will be lacking in self-definition and understanding of his own desires. Individuals that are successful but unhappy will exist in a context that only values academic achievement and ignores the emotional intelligence of the individual. Since the educational drama approach involves a social community with its members and leaders, it can be said that it is a method that can compensate for the loss of a person and social interaction caused by the advent of technology. It gives the impression that you are part of a group and are in a social environment. As a result, during the primary school years, when self-confidence is growing, students develop a stronger sense of identity and social interaction. Drama in education can also be used as a teaching tool to pique and maintain the attention of primary school students. Attention issues that occur during the lesson can be alleviated by using a humorous drama to break up the monotony. Teachers in the classroom have major roles in the preparation, execution, and evaluation of primary school drama activities (İşyar & Akay, 2017; Barahmeh, & Bsharat, 2021).

### ***The Impact of Conflict on Children's Education***

It's difficult to assess the impact of conflict on youngsters' schooling. Two million children have perished in the last decade, six million have been gravely injured, one million have been orphaned or separated from their families, and twelve million have become homeless, to name a few statistics (UNICEF, 1999). Numbers aren't as easy to come by when it comes to less physical elements. Terror and violence cause psychological harm, which varies in severity from child to child and can have severe consequences for social and emotional development. During the war, children's cognitive development is also affected, as skills such as knowledge, skill, and critical thinking are delayed. Graça Machel described how armed conflict harms children not only physically, but also socially and emotionally in her groundbreaking study on the influence of

equipped war on children (Nicolai, Triplehorn, 2003).

### ***The Difference in Education between Israeli Occupation Students and Palestinian Students***

We live in a war-torn country and for sure the Palestinian students suffer a lot to have their education while the Israeli students have everything to learn big schools and safety and all the resources while the Palestinian students suffer from the checkpoints and occupation and struggle to learn. Furthermore, The Israeli-Palestinian conflict is a long-running conflict that pits Israelis against Palestinians. The dispute is caused by a number of factors, including mutual recognition of sovereignty, border problems, protection, water rights, control of Jerusalem, land rights, and refugee legalities (Altinok, 2011, Alakrash & Razak, 2019).

Furthermore, it is clear that both Israel and the Palestinian Authority's special education programs are experiencing significant and profound changes. In Israel, the system is undergoing a significant transformation as it invests money in putting Israeli-Palestinian special education on par with Israeli-Jewish special education, while also concentrating its efforts on developing a more comprehensive special education system focused on administrative and budgetary decentralization. The Palestinian Authority is working hard to develop transparent and progressive special education policies for all Palestinian children. In a national economy striving to achieve independence while simultaneously entering the global community and caring for all of its people, this struggle takes on new and challenging dimensions as Palestinian teachers and government agencies declare their independence from Israeli influence and establish bureaucratic frameworks where none previously existed (Gumpel, & Awartani, 2003).

The Israeli special education system is thriving and well-funded, and these reforms reflect a stable classification that is reevaluating and renewing itself. On the other hand, to call the reforms in the Palestinian special education system a mere metamorphosis would be an understatement. Indeed, as a developing Third World country, Palestine is grappling with fundamental issues of equity, identity, and service provision, and it is suffering from the pernicious effects of poverty, unemployment, inadequate health care, and, most significantly, military occupation. The data also show that the deep mechanisms that underpin these special education policies vary greatly. Teachers in the Palestinian Authority were more politicized in general, seeing themselves as nation builders

responsible for ensuring a strong future and equitable distribution of wealth. Israelis, on the other hand, were more career-oriented and less ideological. They were less affected by a potentially stigmatizing conception of disability, and they were abler to see disabled children as future students. Furthermore, increased conviction about the costs of special education and the importance of the programs provided by those costs predicted attitudes toward disability as stigmatizing. The findings of this study back up Dukmak's (1994) findings of the stigmatizing effect of disabilities on Palestinian respondents (Gumpel, & Awartani, 2003). Thus, according to Artilles and Hallahan (1995), developing countries face monumental and seemingly insurmountable challenges, including developing their fragile economies while suffering under massive debt, providing basic services to their people, and developing their own natural and human resources based on long-term development plans. However, there is another, more significant aspect to remember when examining developed countries' problems with special needs populations: causation, learning ability, and rights of children with disabilities all affect the effectiveness of special education reform (Marchesi, 1998; Obiakor, 1998; Gumpel, & Awartani, 2003).

### ***What Role Can Drama Play in Promoting Peace?***

By giving the "voiceless" and marginalized a voice; by reflecting community concerns and offering a venue for discussion; and by providing ideas that have worked well in other contexts; furthermore, by demonstrating attitudes and behaviors that, while difficult to imagine in polarized communities torn apart by war, could be adopted; in addition, by implementing models that best meet the challenges and difficulties we face in a wartime context and provide a "way out" (for example, for child soldiers attempting to rebuild their lives and relationships with their communities in a post-conflict environment). Also by addressing difficult-to-address problems and sensitive issues in crisis-affected communities, such as justice and reconciliation; consequently, by encouraging dialogue and agreement amongst the play's protagonists as a model to emulate and a catalyst for change; also by encouraging artists in conflict zones to become more involved in the struggle for peace. Moreover, there is a lot of drama going on all around the world. Sharing theatre is no longer solely associated with the Brazilian government; it is now widely used in a variety of fields—from public health to education to conflict resolution—as a beneficial tool for reaching new audiences and promoting constructive speech and change

in Palestine and Israel are in the Middle East. ASHTAR is a non-profit organization based in Jerusalem that began operations in 1991 and extended to Ramallah four years later. Its purpose is to raise cultural awareness, stimulate aesthetic perceptions, and arouse artistic sensibility and taste in Palestinian culture by making theatre a basic need (Slachmijlder & Tshibanda, 2006).

### Methodology

This study is an entirety qualitative method study, Exploratory qualitative analysis is often used to uncover trends in concepts and points of view. As a result, qualitative studies typically answer research questions involving qualitative rather than quantitative data collection with what, how, and why questions. Two instances of such outcomes are a recorded interview and free-form text responses to a questionnaire. The information acquired is the result of more detailed approaches and difficulties to be resolved. Qualitative researchers use participant evaluation, in-depth interviews, record analysis, and focus groups to collect and recognize data

(Yilmaz, 2013). Open-ended questions or other strategies such as framing, projective techniques, and exercise mapping, among others, might be used by the researcher (Barnham, 2015). (Abuhamda & Bsharat, 2021). In total, the participants were eight EFL students (4females and 4males) who had used drama as a technique in learning English language class at two schools in Palestine also the researcher got the data from interviewing the students who volunteered to participate in this study.

### Results and Discussion

This study proved the English Language Education under Israeli Occupation through dramatization method for the EFL students in Palestine is efficient. The results were clear by answering the questions for the interview.

#### Main Results for the Interview

The following themes were the main themes taken from the 7th graders' answers.

No.	Question	Participants responses
1.	Does the Zionist occupation affect the teaching of the English language in Palestine, and how?	Participants' responses showed that Zionist occupation affects the teaching of the English language in Palestine in many ways such as the checkpoints, arresting their parents, families, friends, and the students themselves, also, the occupation affects the students' psyche.
2.	What are the difficulties that you face as a student on your way to school due to the Israeli occupation?	Participants' responses showed that there are many difficulties they face such as checkpoints, the lack of safety, and the firing of reckless bullets, which leads to fear spreading panic and fear and the low achievement of grades, especially the English language.
3.	Can drama positively affect English language teaching, and how?	All the participants' responses showed that drama positively affects English language teaching and reduces the fear of the student and helps to understand the dialogue in an entertaining way. Also, it strengthens self-confidence and develops imagination, leads to creativity, develops the students' information, and saturate his curiosity confidence, and gives them the ability to express themselves.
4.	Does your teacher use educational drama in the English language class, how?	All the participants' responses showed that their English language teachers use educational drama in the English language class by dividing students into groups and doing plays.
5.	From your point of view as a student, what are the benefits of consuming educational drama in the English language class, especially in the presence of the Israeli occupation?	The majority of the participants' responses showed that there are many benefits of using educational drama in the English language class, especially in the presence of the Israeli occupation such as feeling comfortable and take on other roles and forget the psychological pressure caused by the occupation. Also, improving the student's psyche and increasing self-confidence to speak and increasing cooperation between the participants.
6.	What skills do you acquire as a student when using educational drama in the English language class?	Participants' responses showed that when the participants used educational drama in the English language class they acquire many skills such as cooperating with students, increasing the student's confidence in himself and the spread of love and trust among students develop imagination and lead to creativity. Also, making the learning process more entertaining and enjoyable.

## Discussion of Participants' Responses

It is noticed when reviewing previous studies that drama has become a fertile field for language teaching and study. Researchers in many countries of the world have embarked on conducting various researches in order to investigate the effects of the drama of its various types (which include theatre) on teaching and learning the language with its structures, rules, and language communication skills (which include listening and speaking). Also, Gaudart (1990) conducted an exploratory study of the use of drama technology in teaching English in Malaysia. The survey included (300) high school teachers who focused on teaching them my skills: listening and speaking. The study concluded that the teaching technique using drama is an effective technique in teaching listening and speaking and that teachers have acquired various abilities through teaching with drama. They found dramatic activities useful in motivating students, getting their attention, and stimulating their creativity. Furthermore, the majority of the participants' responses declared that English Language Education under Israeli Occupation through Dramatization Method for the EFL students is, effective, as Slachmuis & Tshibanda, 2006 mentioned in their study. Thus the participants indicated the usefulness of the educational drama method has exposed that this method enhances students' academic success as Biyikli & Yagei, 2015; DikmenliVardar, 2015; Fleming, Merrell & Tymms, 2004; Francis, 2007; Ulubey & Gozutok, 2015; Walker, Tabone & Weltsck, 2011) and increase their attitudes towards learning (Debreli, 2011; Alakrash & Razak, 2020; Hendrix, Eick & Shannon, 2012; Ormanci & Ozcan, 2014; & Ulubey, 2018, Bsharat, & Behak, 2021). Thus the majority of the participants' responses showed that educational drama acquires the students' many skills such as cooperating with students, increasing the student's confidence in himself and the spread of love and trust among students. develop imagination and lead to creativity. Also, making the learning process more entertaining and enjoyable and a very powerful method especially during war-torn as (TUCCI, 2013, Altinok, 2011& Cohen, Cynthia and alias 2011 mentioned in their studies.

Results of the students' interviews analysis showed that the Zionist occupation affects the teaching of the English language in Palestine, from the students' viewpoint negatively. Thematically, all of them showed that Zionist occupation affects the English language teaching in Palestine in many ways, such as checkpoints, arresting their parents, families, friends, and the students themselves. The occupation also

affects the occupation students' psyche. The students repeatedly used verbs such as 'arrested', 'shocked', 'crying', 'affects' to describe and express their feelings as well. as shown in the following excerpts: I feel scared and stressed. (Respondent A). I was crying and shocked when the occupation arrested my father (Respondent B). I always ask myself why we don't have peace like the other children in the world. (Respondent D) I feel sad and sometimes I can't sleep. (Respondent F). Furthermore, participants' responses showed that there are many difficulties they face such as checkpoints, the lack of safety, and the firing of reckless bullets, which leads to fear spreading panic and fear and the low achievement of grades, especially the English language as shown in the following excerpts: "I face many obstacles on my way to school as a Palestinian student especially the checkpoints that delay me and many others from arriving at the right time". (Respondent B) "I didn't study my English exam because the Israeli occupation cut the electricity". (Respondent C) "I can't go to my school alone (Respondent H).

## Results and Themes

Thus, All the participants' responses showed that drama positively affects English language teaching and reduces the fear of the student, and helps to understand the dialogue in an entertaining way. Also, it strengthens self-confidence and develops imagination, leads to creativity, develops the students' information, and saturate his curiosity confidence, and gives them the ability to express themselves. It can be shown in the following excerpts: "I adore drama especially acting with my friend. (Respondent A) I feel so confident to speak English. (Respondent B) (I feel happy and relaxed). (Respondent D)' (I feel that I am an actor). (Respondent E). However, All the participants' responses showed that their English language teachers use educational drama in the English language class by dividing students into groups and doing plays. It can be shown in the following excerpts: "I always cooperate with my teacher to act the dialogue. (Respondent A) I feel that I am another person, ah, I mean the role of the character in the lesson. (Respondent C) (Yes, I use it by dividing students into teams, so you improve my language and create from someone who does not speak English to someone who is able to speak English). (Respondent F)' (Yes; By exchanging roles for me and the teacher and making plays, which improves our relationship with each other and with our teacher, representing the lesson in a practical way, and dividing the class into groups). (Respondent G). Thus, the majority of the participants' responses

showed that there are many benefits of using educational drama in the English language class, especially in the presence of the Israeli occupation such as feeling comfortable, and take on other roles and forget the psychological pressure caused by the occupation. Also, improving the student's psyche and increasing self-confidence to speak and increasing cooperation between the participants. It can be shown in the following excerpts: "it makes me feel confident when I speak with other people in English, it lets me express myself in a comfortable way, and it improves all my skills. (Respondent C). I feel comfortable and take on other roles and forget the psychological pressure caused by the occupation, from my point of view, the drama and its methods are effective in communicating information and spreading an atmosphere of activity and vitality. They made frightening noises, pursued young men, shot them, and also arrested one of the neighbors' sons. I was tired and my psyche was tired and I could not concentrate on studying and in the English language class. We had a lesson about friends. Here, I felt that the style of the drama took me out of fatigue and thinking about what happened the night before the occupation. I am a Palestinian student, and it is my right to feel safe (Respondent E) (I had an English test and from extreme fear I forgot the information and thanks to the educational drama when I saw our teacher, I remembered excerpts of information and got a good mark). (Respondent F)' (I feel motivated and excited to speak English). (Respondent H). Furthermore, participants' responses showed that when the participants used educational drama in the English language class they acquire many skills such as cooperating with students, increasing the student's confidence in himself and the spread of love and trust among students. develop imagination and lead to creativity. also, making the learning process more entertaining and enjoyable. As shown in the following excerpts: "Cooperating with my friends and teamwork". (Respondent A) "love of learning". (Respondent D) "I try to use different life situations and develop solutions for them, develop imagination and lead to creativity, and I am interested in presenting topics of interest. (Respondent E). Self-confidence, fluency in English, cooperation between students, and the spread of love and trust among students. (Respondent F). (I need cooperation and confidence) (Respondent G).

## Conclusion

This study showed how Palestinian students suffer from Israeli occupation, also, the lives of Palestinian kids are tight, and they are governed by the political violence that exists

around them. Because of occupation, their rights and development have been continually eroded; they are aware of this loss and desire to interpret it. Thus, this erosion of Palestinian rights has ramifications for all rights-based development, that is, all activities aimed at equipping individuals with the skills they need to face life's obstacles. Moreover, Occupation, closure, and the resulting violence have had terrible implications for Palestinian educational infrastructure, making it nearly impossible for schools to provide appropriate civic education instruction. Prolonged closure has produced new vulnerabilities and aggravated existing ones, reducing children's ability to cope with life's obstacles. The present wave of violence has slowed the advancement of one of the region's fastest-growing and most successful education systems, one that is critical for Palestinian economic and social success, as well as regional peace. Likewise, the violence has affected educational quality, which is the Ministry of Education's primary goal and that of many of the donors who finance it. It has hampered schools' ability to provide adequate and engaging services to children. Finally, violence and political unrest have a devastating impact on children's hopes. Thus, children seek and need skills to deal with the new vulnerabilities they experience during this age of violence, as well as the existing vulnerabilities that are often the result of Palestinian society and the economy's complicated and fragile structure. They, along with other study participants, gave suggestions for improving their ability to cope with their current position and enhancing their rights right now. They gave fewer suggestions for reducing their long-term marginality (Save the Children, 2002).

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