

The Effect of Arts and Crafts on Postwar Traumatized Students' English Language Vocabulary and Sentence Formation

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Abstract: Aim: This article examines the integration of arts and crafts into English language classrooms, with a particular focus on the experiences of young Palestinian pupils who have been affected by trauma. It outlines the rationale for employing arts and crafts as a pedagogical strategy and explores their impact on students' emotional and academic development, particularly in vocabulary acquisition and sentence construction. **Methodology:** A quasi-experimental study was conducted involving 40 fifth-grade pupils from a school in Jenin, selected based on recommendations from school counselors and class teachers. The participants engaged in a series of activities—including role-playing, drawing, painting, and storytelling—designed to enhance linguistic skills while offering emotional support. Pre- and post-tests on vocabulary and sentence construction were administered, and the data were analyzed using SPSS. **Findings:** The results demonstrated a significant improvement in the pupils' vocabulary acquisition and sentence production, underscoring the positive impact of arts and crafts on both language learning and student motivation. **Conclusions:** The study underscores the multifaceted benefits of incorporating arts and crafts into English Language Teaching (ELT), especially for learners who have experienced trauma. It offers a valuable framework for understanding the intersection between emotional healing and language development. **Recommendations:** Further research is recommended to explore the application of arts-based approaches in English Language Teaching (ELT) for students with special needs. The findings support the integration of arts and crafts pedagogy into English language instruction for traumatized fifth-grade learners in post-conflict contexts, thereby fostering both linguistic development and emotional well-being. **Keywords:** ELT, arts and crafts, postwar impacts, PTSD children.

أثر الفنون والحرف اليدوية في تنمية المفردات وتكوين الجمل باللغة الإنجليزية لدى الطلبة المتأثرين بصدمات ما بعد الحرب

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المخلص: الهدف: يتناول هذا المقال دمج الفنون والحرف اليدوية في صفوف اللغة الإنجليزية، مع التركيز بشكل خاص على تجارب التلاميذ الفلسطينيين الصغار الذين تأثروا بصدمات الحرب. ويبرز المقال الأساس التربوي لاستخدام هذه الأنشطة كاستراتيجية تعليمية، كما يستكشف تأثيرها في النمو العاطفي والأكاديمي للطلبة، خاصة في تنمية المفردات وتكوين الجمل. **المنهجية:** أجريت دراسة شبه تجريبية على عينة مكونة من 40 تلميذاً وتلميذة من الصف الخامس في إحدى مدارس مدينة جنين، تم اختيارهم بناءً على ترشيحات من المرشدين التربويين والمعلمين. شارك التلاميذ في سلسلة من الأنشطة شملت تمثيل الأدوار، والرسم، والتلوين، وسرد القصص، والتي صُممت لتعزيز المهارات اللغوية وتوفير دعم نفسي في آن واحد. تم إجراء اختبارات قبلية وبعديّة في المفردات وتكوين الجمل، ثم تحليل البيانات باستخدام برنامج SPSS. أظهرت النتائج تحسناً ملحوظاً في اكتساب المفردات وإنتاج الجمل لدى التلاميذ، مما يدل على الأثر الإيجابي للفنون والحرف في تعلم اللغة وتحفيز الطلبة. **الاستنتاجات:** تُبرز الدراسة الفوائد المتعددة لدمج الفنون والحرف في تعليم اللغة الإنجليزية، لا سيما للطلبة الذين مرّوا بتجارب صادمة. وتقدم إطاراً فعالاً لفهم العلاقة بين التعافي العاطفي وتطور المهارات اللغوية. **التوصيات:** توصي الدراسة بإجراء المزيد من الأبحاث لاستكشاف إمكانيات تطبيق أساليب قائمة على الفنون في تعليم اللغة الإنجليزية للطلبة من ذوي الاحتياجات الخاصة. كما تدعم النتائج دمج أنشطة الفنون والحرف في دروس اللغة الإنجليزية لطلبة الصف الخامس المتأثرين بصدمات ما بعد الحرب، بما يعزز التطور اللغوي ويسهم في تعزيز الصحة النفسية. **الكلمات المفتاحية:** تعليم اللغة الإنجليزية، الفنون والحرف، آثار ما بعد الحرب، الأطفال المصابون باضطراب ما بعد الصدمة.

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Introduction

The impact of arts and crafts on the English language vocabulary and sentence structure of Palestinian students who have experienced postwar trauma constitutes a crucial area of research. In conflict-affected regions like Palestine, students often grapple with the severe aftermath of war, entailing trauma and disrupted education (Ji & Liu, 2022). As noted by Ji & Liu (2022) and Huotilainen et al. (2018), comprehending how arts and crafts activities can enhance language skills in these students holds immense significance for both their educational advancement and emotional recovery. Yohani (2015) elaborated on the application of the adaptive psycho-social model to children and adolescents affected by war, revealing that exposure to wartime atrocities can lead to challenges in self-expression, coherent thought articulation, and assimilation of new vocabulary. This research endeavors to probe the influence of postwar trauma on language and communication skills.

Arts and crafts provide a creative and non-threatening avenue for students to navigate their emotions, process experiences, and expand their vocabulary within a supportive environment (Fancourt et al., 2019; Ebert et al., 2015). Studies have demonstrated that engagement in arts and crafts offers Palestinian students an outlet for self-expression and communication that transcends traditional language learning methods (Bakeer & Bruce, 2019; Bsharat & Behak, 2021). Through visual representation, hands-on involvement, and creative expression, they can convey sentiments and experiences without relying solely on spoken language. Furthermore, Bsharat and Behak (2021) and Thulasivanthana (2020) highlighted that the integration of visual arts in English language classrooms ignites students' interest, provides relevant contexts, and fosters active participation in the language learning process, which proves particularly

beneficial for students struggling to verbalize their traumatic encounters.

In addition, arts and crafts activities contribute to vocabulary development by associating words with tangible objects or concepts that students create during the artistic process. Zapata (2017) added that the utilization of arts and crafts enables students to focus on meaning rather than rigid grammar rules when comprehending and producing language. Engaging in dialogues about their artwork, explaining their creations, and collaborating with peers and instructors further refine sentence formation skills and elevate overall English language proficiency. Nonetheless, it is important to acknowledge that devising these exercises can be time-intensive, and achieving effective outcomes necessitates consistent reflection on language acquisition theory.

Previous research has indicated the positive effects of arts education on self-assurance and well-being among students, including those impacted by postwar trauma (Almoshmash, 2016; El-Khodary & Samara, 2020; Begum, 2020). These findings suggest that incorporating arts and crafts into language learning interventions can yield a dual benefit by fostering linguistic growth and enhancing students' psychological resilience in the aftermath of conflict. This research paper aims to examine the influence of arts and crafts on English language vocabulary and sentence structure in Palestinian.

Students who have endured postwar trauma. Through literature review, empirical research, and practical exploration, this study seeks to shed light on the potential advantages of arts and crafts activities for the linguistic and emotional well-being of these students. Ultimately, the insights gained from this research may contribute to the development of more effective educational interventions

tailored to the needs of postwar-traumatized Palestinian students and their counterparts in other conflict-affected regions.

Statement of the Problem

Amidst the formidable challenges posed by the Israeli occupation, Palestinian students and teachers are dealing with barriers such as checkpoints and arrests, which impede their access to education. According to Behak and Bsharat (2021), Palestinian students in the occupied territories of Palestine confront unique circumstances and additional obstacles due to Israel's ongoing occupation. In this context, the application of Arts and Crafts has gained recognition for its capacity to alleviate the effects of conflict and enhance English language instruction. Despite the hindrances posed by postwar effects that disrupt the learning environment and generate instability, creative methods are being sought (Almoshmash, 2016; El-Khodary & Samara, 2020; Begum, 2020).

However, conventional teaching methodologies often overlook the emotional toll of conflict on students, impeding effective communication and language acquisition. Consequently, there is a growing demand for innovative approaches that intertwine emotional well-being with language pedagogy (Kim, Raza, & Seidman, 2019). Arts and Crafts have emerged as a promising solution, enabling non-verbal expression, and facilitating emotional healing (Huotilainen et al., 2018). The integration of Arts and Crafts nurtures dynamic engagement in English lessons holistically, encompassing the socio-political context and empowering students to collectively articulate their experiences.

Ultimately, this pioneering strategy addresses the intricate challenges faced by Palestinian students, offering a comprehensive education that adeptly adjusts to adversity and fosters resilience (Bsharat & Behak, 2021). By

leveraging the power of Arts and Crafts, this innovative approach not only enriches language learning but also serves as a means of holistic support for the emotional and psychological well-being of Palestinian students.

Literature Review

The Palestinian region has endured a protracted history of conflict and violence, leaving its populace, including young children, profoundly impacted by trauma (Shah, 2017). A report by Shah (2017) acknowledged that students in Palestine stand as a particularly susceptible group, vulnerable to the psychological and emotional repercussions stemming from postwar circumstances (Elvevåg & Lynn, 2022). Elvevåg and Lynn (2022) added that post-war effects the aftermath of wars and conflicts can intensify the preexisting trauma these children have undergone, potentially resulting in enduring implications for their mental and emotional well-being.

In the post-conflict era, the psychological effect on traumatized school students can be magnified. These youngsters may have already been exposed to violence, displacement, and bereavement, culminating in symptoms of anxiety, depression, and post-traumatic stress disorder (PTSD). Therefore, the uncertainty and upheaval precipitated by the aftermath of war can further exacerbate these symptoms (Kubala, Brazier, & Ames, 2022). As illustrated by a study conducted by Agbaria et al. (2021), Palestinian children subjected to political violence demonstrated elevated rates of PTSD and other psychological distress, underscoring the persistent toll of conflict-related trauma.

Moreover, the postwar milieu can disrupt the educational journeys of traumatized school students in Palestine. Educational institutions often suffer damage during conflicts, resulting in interruptions to school routines and a

deficiency of secure learning environments. This can impede the children's ability to cope with their trauma and rediscover a semblance of normalcy (Assefa, Tilwani, Moges, & Shah, 2022). Assefa, Tilwani, Moges, and Shah (2022) accentuated how conflict-induced disruptions to education can contribute to a cycle of distress and limited prospects for affected children.

Concurrently, the postwar phase can lead to heightened social isolation for traumatized students. The loss of family members, friends, and familiar surroundings can generate feelings of detachment, hampering children's efforts to reconstruct their social support frameworks. Furthermore, persistent security concerns might curtail children's mobility and their access to communal spaces, thereby restricting their opportunities for social interaction (El-Khodary & Samara, 2020). The study by Agbaria et al. (2021) emphasizes the important role of community and familial support in alleviating the impacts of trauma on Palestinian children.

Notwithstanding the challenges, some traumatized students in Palestine showcase remarkable resilience when confronted with postwar adversities. Many pupils devise strategies to grapple with their trauma, tapping into their reservoirs of strength and support networks (Thabet & Thabet, 2015). In this context, educators and community leaders wield significant influence in nurturing resilience among these children. The study by Stanisławski (2019) pointed out the importance of resilience in mitigating the trauma's impact on children in conflict zones. Interventions centered on cultivating coping mechanisms, regulating emotions, and providing secure avenues for expression can contribute to enhancing their capacity to navigate the postwar terrain.

Influence of Arts and Crafts pedagogy on Postwar Traumatized students' English Language Vocabulary and Sentence Formation

The Arts and Crafts pedagogy has gained significant recognition for its therapeutic and educational benefits, especially among individuals who have undergone trauma. This pedagogical approach seamlessly blends artistic activities with cognitive and emotional engagement, fostering a comprehensive learning experience (Shanmugavelu & Sundaram, 2020). In the context of postwar traumatized students, The Arts and Crafts pedagogy holds the potential to positively influence English language vocabulary and sentence formation skills. This study delves into the theoretical foundations of Arts and Crafts pedagogy in trauma recovery, followed by an examination of its potential effects on vocabulary and sentence formation skills among postwar traumatized students.

The Arts and Crafts pedagogy is firmly rooted in theories that underscore the therapeutic potency of creative expression and hands-on involvement. The act of crafting art projects stimulates self-expression, cultivates mindfulness, and offers a secure channel for emotional release (Fancourt et al., 2019). In postwar environments, trauma frequently obstructs cognitive processes, including language development. As asserted by seminal works on trauma by Busch and McNamara (2020) and Hardy (2017), traumatic experiences can disrupt the assimilation of information and language processing. Arts and Crafts pedagogy tackles these hurdles by providing non-verbal avenues of expression and aiding students in gradually restoring their trust in their cognitive capabilities.

Arts and Crafts activities provide an immersive context for acquiring new vocabulary. Through creative projects, students

interact with materials, colors, and shapes, connecting words to tangible objects, thereby augmenting memory retention and vocabulary recall (Raiyn, 2016). Moreover, the act of describing their artistic creations or discussing their creative choices encourages students to articulate their ideas, the Arts and Crafts can foster the expansion of vocabulary (Cappello & Barton, 2022). As students experiment with diverse artistic techniques, they encounter novel descriptive terms, leading to the development of a diverse lexicon.

The Arts and Crafts pedagogy indirectly addresses this challenge by urging students to engage in storytelling and self-expression. As they progress, they cultivate an understanding of narrative structure and coherence, essential for communication. When narrating their creative process or describing their artwork, students instinctively construct sentences (Fredagsvik, 2023). Collaborative activities, often at the core of Arts and Crafts, promote social interactions where students practice conversation, contributing to enhanced sentence formation and communication skills.

Participating in Arts and Crafts activities triggers the release of endorphins and dopamine, facilitating relaxation and emotional regulation, they are key players in neurochemistry within the human brain, responsible for emotional control and behavioral feedback. Endorphins, which are chemicals produced in the central nervous system and pituitary gland, primarily function as natural painkillers, alleviating pain and promoting generally positive feelings, especially during exercise, laughter, and the enjoyment of foods such as chocolate. In contrast, dopamine, synthesized in various brain regions, including the substantia nigra and the ventral tegmental area, plays a critical role in the brain's reward and motivation pathways. This is activated following pleasurable experiences or the anticipation of

similar events, thereby influencing motivation, attention, and mood. Changes in dopamine function have been linked to neurological and psychiatric disorders, including Parkinson's disease and addiction (Berridge & Kringelbach, 2022). This is important for postwar traumatized students, as trauma often induces heightened stress responses. By participating in creative projects, students experience positive emotions that counterbalance the adverse emotional effects of trauma (Thabet & Thabet, 2015; El- Khodary & Samara, 2020). This restoration of emotional equilibrium creates an environment conducive to learning, as anxiety and fear diminish, allowing students to concentrate on language acquisition devoid of overwhelming emotional obstacles.

Pedagogical Approaches for Arts and Crafts in English Vocabulary and Sentence Formation Classes for Students Dealing with Postwar Trauma

The integration of Arts and Crafts pedagogy within the context of English Language vocabulary and sentence formation holds immense potential as a potent approach for

fifth-grade students affected by postwar trauma. Grounded in the Arts and Crafts movement, which prioritizes hands-on creative engagement, this method offers a therapeutic outlet while nurturing language skills. This strategy aligns harmoniously with experiential learning, providing meaningful encounters to enhance language proficiency.

Incorporating visual arts, like drawing and painting, into vocabulary lessons enables students to associate new words with images, bolstering comprehension and retention. For example, Gidoni and Rajuan's qualitative study (2018) involving fifth graders found that drawing exercises enhanced engagement, participation, and content retention in English as a Foreign Language (EFL) session. Similarly, Cappello and Barton (2022)

suggested that students could visually represent vocabulary words tied to personal experiences, offering a non-verbal channel for expressing sentiments. Moreover, engaging in crafts such as collages or models encourages descriptive language use, enabling students to elaborate on their creations (Löwgren, 2020).

Supplementing the English curriculum with drama and role-play activities also aids sentence formation for traumatized students. Dramatization explores thoughts and memories, offering insights into complex situations caused by conflict (Behak & Bsharat, 2021). Role-playing social scenarios hones sentence construction within context, enhancing conversational skills (Rahman & Maarof, 2018; Wulandari, Pratolo, & Junianti, 2019). By adopting various roles and enacting dialogues, students build linguistic confidence and explore emotional responses—a valuable aspect for those coping with postwar trauma.

Poetry and creative writing exercises provide an avenue for processing emotions and thoughts through language. Encouraging students to compose poems or narratives fosters expression, expands vocabulary, and experiments with sentence structures (Fancourt et al., 2019). This creative approach empowers students, fostering a positive relationship with self-expression.

The implementation of Arts and Crafts pedagogy for traumatized students requires a supportive and empathetic environment. Teachers need training to identify distress signs and offer relevant resources or referrals (Ebert et al., 2015). Collaborating with mental health professionals ensures seamless integration of creative activities and therapeutic interventions, optimizing benefits for traumatized students.

Method of the study

This study delved into the effects of incorporating Arts and Crafts teaching methods

on the vocabulary and sentence formation skills of traumatized 5th-grade students. A quasi-experimental approach was employed, involving 40 5th-grade (20 pupils in the students in the control and 20 in the experimental) a quasi-experimental design. This design compared the pre and post-test scores of the experimental group, which received arts and crafts instruction, with those of the control group. The students were purposefully selected based on recommendations from their respective teachers and the school's educational counselor. These students were identified as facing difficulties in their studies due to traumatic events, such as witnessing a dead body, encountering severely injured relatives, and experiencing the loss of family members amidst the ongoing Palestinian-Israeli conflict. With a keen awareness of the distress and anxiety afflicting these students, the study aimed not only to provide academic instruction but also to alleviate their emotional burdens. The school's approval was secured, and participants' parents were duly contacted, obtaining their permission for their children's participation in the study. Complete information regarding the study design and arrangements was provided to all relevant parties involved.

Research Question: The current study aimed to answer the question: What is the impact of Arts and Crafts on Postwar Traumatized students' English?

Research Objective: The present study seeks to find out the impact of arts and crafts on postwar traumatized students English.

Data Analysis

Descriptive analysis was conducted to obtain means and standard deviations. Additionally, a paired sample t-test was employed to assess the pre- and post-experiment outcomes of the two groups. For evaluation purposes, pre and post-tests were

formulated to gauge students' proficiency in remembering, understanding, comprehending, analyzing, and forming. Each test comprised 12 questions aimed at assessing the student's mastery of the material they had learned. Before implementation, the tests underwent scrutiny and validation by two teachers and two professors specializing in Teaching Methods from a local university. This rigorous validation process ensures the reliability and accuracy of the assessment tools.

Reliability and Validity

To ensure the soundness and credibility of the study result, the reliability of the assessment instruments was determined first, followed by the determination of their validity. Reliability of internal consistency was determined via Cronbach's Alpha; the reliability coefficient for each was as follows: vocabulary section $\alpha = 0.86$, and threshold-based sentence construction tasks $\alpha = 0.83$, suggesting high reliability. To assess the content validity of the assessment tools, a panel of experts in language education and educational psychology ($n = 3$) reviewed the assessment tools. They found that the test items were significantly measuring the intended linguistic outcomes while at the same time taking care of the emotional needs of trauma-affected learners.

Findings

The students were divided into two groups:

Table (1): The means and standard deviations of the participant's scores in the pre and post-tests.

Dimension	Pretest				Posttest			
	Control Std.		Experimental Std.		Control Std.		Experimental Std.	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
Knowledge	8.85	4.793	9.30	5.272	9.80	5.943	23.85	1.308
Comprehension	5.15	5.234	6.15	5.769	13.25	2.381	22.10	2.221
Application and Analysis	2.75	3.006	5.10	7.151	8.20	6.057	22.80	1.935
Synthesis	2.35	4.404	3.10	5.811	6.65	3.616	24.05	.944
Total scores	4.78	2.876	5.91	5.322	9.48	1.240	23.20	.784

The students within the experimental group demonstrated a significant improvement in their vocabulary acquisition and their ability to construct accurate sentences, in contrast to their

the experimental group ($N=20$) and the control group ($N=20$) as illustrated in Tables 1 and 2. Both groups were taught the subjects outlined in the curriculum using regular materials. However, a distinct approach was taken with the experimental group. Over a month, they received instruction on two specific units: Palestine and the Olympics. To facilitate learning, a variety of artistic and craft-based activities were used. These included goal-oriented coloring pages, a miniature theater for role-playing, constructing small-scale cityscapes to mimic urban environments, and other methods aimed at visualizing and enriching the learning experience. Before implementing the study, meticulous planning went into designing these activities. They were also adapted based on the students' emotional and psychological well-being, under the guidance of a counselor.

Throughout the learning process, the students were actively encouraged to use English as their primary means of communication. However, they were provided with the flexibility to resort to Arabic if expressing themselves became challenging. This approach aimed to create an environment that fostered effective communication and language acquisition while also respecting the students' comfort and linguistic abilities.

counterparts in the control group. This phenomenon is in line with the findings of Gidoni & Rajuan (2018), who asserted that the utilization of drawing as a pedagogical tool

serves to motivate students, consequently enhancing their participation levels while also facilitating the comprehension and retention of newly acquired material.

Moreover, incorporating arts into the classroom setting, as highlighted by Thulasivanthana (2020), not only elevates the overall classroom environment and atmosphere but also contributes to heightened memorization capabilities. This approach, as evidenced by Rahman and Maarof (2018), not only fosters enhanced memory retention but also plays an important role in cultivating a more profound rapport between learners and educators. The resulting improved learner-teacher relationship, in turn, bears a positive influence on students' academic accomplishments and their proficiency in language acquisition.

In essence, the integration of drawing-based activities within the teaching process has proven to be a potent strategy, as demonstrated by the considerable progress observed among students in the experimental group. These gains can be attributed to the motivational factor, which draws students into active participation, thus facilitating a better grasp of the subject matter. Furthermore, the presence of art within the classroom not only creates a more conducive learning environment but also contributes to fostering improved memory retention and a more positive dynamic between teachers and students. As a result, these combined factors synergistically contribute to elevated achievements and more proficient language skill acquisition among students.

In support of these findings, Gidoni & Rajuan (2018), Thulasivanthana (2020), and Cappello & Barton (2022) have demonstrated the affirmative impacts of integrating drawing and arts into the educational sphere. These studies collectively highlight the potential of these techniques to revolutionize traditional

teaching methods and enhance students' overall learning experience.

Table (2): Paired sample t-test for the differences in achievement between pre and posttests of the experimental group.

Dimension	Mean	N	Std. Deviation	Sig.
Experimental group pretest	5.9125	20	5.32266	0.00
Experimental group posttest	23.2000	20	.78472	

The study reveals notable disparities in the academic accomplishments of students within the experimental group when comparing their performance in pre and posttests. This disparity signifies a discernible improvement in grades among the participants. Furthermore, the researchers have observed an enhancement in the writing proficiencies of students in these classrooms. This progress can be attributed to the amelioration in vocabulary usage and sentence construction. These findings underline the efficacy of the applied intervention. Such improvements are in line with previous research which emphasizes the positive impact of targeted instructional methods on academic development (Bsharat, Behak, 2021; Cappello, Barton, 2022; Ji, Liu, 2022).

Discussion

Innovative teaching methods not only enhance students' enjoyment and engagement but also facilitate their grasp of information; while dispelling any negative emotions they might associate with the subject, teacher, or the learning process itself (Zapata, 2017). This holds particularly true when teaching traumatized students, as such methods can also help alleviate distress or anxiety stemming from their experiences. This study delved into the effects of incorporating arts and crafts into the instruction of 5th-grade students who had experienced trauma. The study specifically targeted vocabulary and sentence formation skills. Through a quasi-experimental design,

significant differences in achievement were observed between the two groups when comparing pre-test and post-test scores.

The introduction of the arts and crafts teaching approach spurred active participation and enthusiasm among the pupils. Many pupils not only expressed their excitement for this novel technique but also took the initiative by sharing and advocating their own ideas for future lesson implementations. This observation aligns with the suggestions of Thulasivanthana (2020), who emphasized the importance of fostering student engagement and empowerment. As noted by Fancourt, Garnett, Spiro, West, & Mullensiefen (2019), the creative process possesses a transformative impact, offering individuals a sense of hope and boundless possibilities in their lives. Engaging in creative endeavors allows people to gauge their personal growth and accomplishments. Arts serve as valuable vehicles for nurturing children's self-confidence, cultivating respectful interpersonal relationships, and honing learning skills.

Shanmugavelu and Sundaram (2020) further emphasized the potency of children's artistic expression, particularly in constructing meaning. Viewing art as a conduit for learning reveals that children's literacy processes undergo expansion. Rahman and Maarof (2018) supported the significance of diverse artistic forms in enabling students to explore their ability to communicate effectively in both written and spoken language. Teachers, in turn, are empowered to guide their students toward language acquisition with an open-minded approach, encouraging the uninhibited use of their creative capabilities.

Recommendations

The research proposes two foundational areas of development in English language teaching that can meet the previous findings and limitations undergone while working with

traumatized fifth-grade students in postwar contexts. The recommendations are focused on two distinct groups, namely classroom practitioners and educational decision-makers.

Recommendations for Teachers and Practitioners

Apply Arts and Crafts Pedagogy: Consider employing arts to provoke students' feelings in the process of teaching the English language, and to assist traumatized individuals, especially those suffering due to conflict and war, to recover by tapping into their linguistic abilities.

Expose Cultural Elements: Through the lens of engaging with visual arts, drama, and creative writing, as therapeutic and educational instruments, they support the meaningful use of language, and engage students cognitively and emotionally, their comprehensions and reflections.

Create an Inclusive and Supportive Classroom Space: Implement experiential learning and responsive instruction that acknowledges the emotional needs of students, giving equal weight to students' mental health as they learn the language.

Incorporate Manufacturing-Oriented Activities: In art-based classes, implement manufacturing-oriented activities that provide students with a chance for self-expression while also encouraging creative thinking.

Recommendations for Educational Leaders and Policymakers

Support the Adaptability of Art-Based Education: Provide flexible, student-centered, and adaptable art programming that can span different educational environments to personalize motivation and mastery of skills.

Keep Art in the Classroom: Finding help for creative courses with resource attention in class should be prioritized on the school level as the power of art in everyday learning can make students less likely to drop out, but take a

less dramatic approach, fine arts sure can boost a student's hospitality overall, students should be given attention while supporting their artful interests, it would make everyone around them good on good vibes.

Limitations

Indeed, despite the many advantages of incorporating Arts and Crafts pedagogy in language education, certain restrictions must be recognized to provide a balanced and realistic view of its implementation. Proposed solutions highlight the complexities involved in the process and underscore the importance of planning, context awareness, and effective execution when integrating art-based practices into the educational sphere.

Inter-individual Variation in Student Response: Arts and Crafts pedagogy cannot be a one-size-fits-all approach, as students may respond differently to creative activities based on their individual interests, learning styles, and emotional states. What motivates one learner might not inspire another, so we must tailor our approaches to meet individual needs.

Resource Constraints: Implementing art-based classes also requires appropriate materials and trained educators. In schools with low funding and areas with limited resources, this can pose a significant barrier to running these programs as effectively as possible.

Cultural appropriateness: Arts activities need to be selected carefully to respect the cultural values and identities of a diverse student population. Some practices, themes, or methods may unintentionally and indirectly alienate or offend students from various cultural backgrounds, thereby influencing inclusiveness in the classroom.

M & E Analysis (Challenges): Assessing the impact of arts and crafts pedagogy on traumatized or emotionally vulnerable students requires ongoing monitoring. However, measuring progress can be complicated for

emotional and psychological outcomes, as it may be inconsistent and hard to quantify.

Teaching and Teaching Methods: Teachers significantly influence both language acquisition and emotional development. Not surprisingly, teachers often find it difficult to conduct effective classes, and they can also feel overwhelmed by the emotional nuances of creative learning, especially when lacking sufficient training on integrating arts and crafts into language pedagogy.

Sustainability: Maintaining student interest and engagement in long-term art programs is challenging. The sustainability of such programs often faces obstacles over time due to factors like reduced excitement, insufficient institutional support, or operational issues hurdles.

Conclusion

The Arts and Crafts pedagogy emerges as a promising strategy to address the challenges faced by traumatized students after the war, especially in English language vocabulary and sentence formation. This approach combines creative expression with cognitive engagement, aiding vocabulary expansion, sentence structure development, and emotional regulation. Through Arts and Crafts activities, students can gradually restore their cognitive and emotional resources, leading to the reconstruction of their linguistic abilities. This creates a path towards emotional recovery and language proficiency.

Therefore, integrating Arts and Crafts pedagogy into English language lessons for postwar traumatized fifth-grade students offers a holistic method for language development and emotional healing. Visual arts, drama, and creative writing provide diverse channels for students to engage with language in a meaningful and therapeutic way. By endorsing experiential learning and fostering an empathetic classroom environment,

educators can effectively help students enhance their language skills while addressing their emotional needs.

Art-based classes stand out for their adaptability, tailoring their approach to individual student talents, facilitating skill mastery, and motivating progress. Various avenues exist for teaching students through art, including hands-on manufacturing-oriented education. Teachers create practical products using accessible materials, enabling students to express themselves and stimulate creative thinking. Exposure to art programs and extracurricular activities leads to improved academic performance and comprehensive skill development. Preserving art programs in schools is vital for children's well-being and intellectual advancement, preventing classroom boredom and supporting their overall growth.

Disclosure Statement

- **Ethical Approval and Consent to Participate:** Ethical approval for this study was obtained from the Ministry of Education in Jenin, Palestine. Informed consent was obtained from both the school administration and the parents or guardians of all participating pupils. Participation was voluntary, and the confidentiality and anonymity of the participants were strictly maintained throughout the study.
- **Availability of Data and Materials:** The datasets generated and analyzed during the current study are not publicly available due to confidentiality agreements with the participating school. However, they are available from the corresponding author upon reasonable request.
- **Author Contribution:** The authors are solely responsible for the conceptualization, design, implementation, data collection, analysis, and writing of the manuscript.
- **Conflict of Interest:** The authors declare no conflicts of interest related to this study.

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