This thesis examines the relationship between language and ideology and how this relationship is represented through the analysis of Caryl Churchill's *Seven Jewish Children* (2009) and Richard Stirling's *Seven other Children* (2009). The analysis follows Dell Hymes’s contextual features of analysis (1974), which include participants, setting, purpose, metaphor, speech acts, tone, modality, lexicalization, channel, deletion, substitution, and repetition in addition to two elements of M.A.K. Halliday’s Context of situation (1985), including field and tenor. Our choice of this model is due to its ability to limit the range of possible interpretations in an attempt to provide a useful source of information about any discourse. The importance of the study lies in its ability to present a contribution to the field of discourse analysis through focusing upon contextual analysis or features of context which are considered great tools in conveying the intended meaning of the two texts selected as data or the connotative meaning even that of our daily language.

The study examines the relationship between language and Ideology, following Dell Hymes’s Contextual Features of Analysis (1974) and M.A.K. Halliday’s Context of situation (1985) as the research methodology. This methodology shows how the contextual structure of each scene of the two plays can reduce the complexity of the situation and consequently reach the ideology in question.

By analyzing the different scenes of each play, the researcher would like to confirm that contextual features of analysis help the reader to understand the situations and conditions of each historical situation throughout the Arab- Israeli conflict starting from the Holocaust till the last Israeli strike on Gaza in 2009.

Situational context plays an important role in drawing a full linguistic image through highlighting participants, temporal and spatial elements of each scene under
analysis. Churchill’s *Seven Jewish Children* presents the Jews’ understanding of many issues, starting from the Holocaust ‘Tell her there are still people who hate Jews/ Tell her it’s a game’, their migration to Palestine ‘Tell her we’re going home/ Tell her it’s the land God gave us’, expulsion of Palestinians ‘Tell her they’re going away’ and many other issues. In addition to that, Richard Stirling’s *Seven Other Children* reflects the Jews’ distorted understanding of the Arabs’ educational system. This is clear in the speaker’s utterances: ‘Ask him to say a word in English/ Ask him who plays tricks on him in school/ Ask him if he knows he’s stateless’. 