Advancing English as a Foreign Language Teacher Education in Palestine: A Comprehensive Review of the Literature

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Abstract: This study aimed to focus on promoting English as a foreign language for teacher education. To understand this topic further, a detailed evaluation of the literature was performed. The assessment discusses the main issues faced by English language education in Palestine, as well as the measures that have been implemented to address them. Where it turned out that one of the most important obstacles facing teaching English in Palestine is the lack of skilled teachers. There are a limited number of English language instructors in the country, and many of them lack the basic skills and training to teach the language properly. This affected the quality of English language teaching in Palestine.

Another issue is the scarcity of English language teaching resources. Palestinian schools often lack the textbooks, tools and technology needed to properly teach English. This makes it difficult for teachers to design compelling and effective classrooms, which can have an impact on student motivation and learning outcomes. Despite these obstacles, several projects have been launched in Palestine to promote the teaching of English as a foreign language. They include teacher training programs, the creation of new teaching materials and tools, and the incorporation of technology into English language teaching. Furthermore, there is a growing focus on the importance of English language education in promoting peace and intercultural understanding in Palestine. As a result, new teaching methods have emerged that highlight the need to develop relationships and facilitate communication across diverse cultures.

Key Words: Advancing English, Foreign Language, Teacher Education**.**

Introduction

English language education is an important component of education in many nations, including Palestine, where English is taught as a foreign language from an early age. Yet, due to a lack of competent teachers and insufficient resources, the quality of English language education in Palestine has long been a topic of concern. To address this issue, many initiatives have been implemented in Palestine to promote English as a foreign language teacher education, including teacher training programs, the production of new teaching materials, and the use of technology into the classroom. (Abo_Jaber 2019)

This study provides a thorough analysis of the literature on the advancement of English as a foreign language teacher education in Palestine. It discusses the major issues in English language education, as well as measures to address them, the need of cultural sensitivity, the role of technology, the influence of political strife, and the need for cooperation and partnerships. The study emphasizes the continuous efforts needed to improve the quality of English language education in Palestine and promote regional peace and intercultural understanding. (Hamdan&Balawi .2019)

One of the most significant issues facing English language instruction in Palestine is a lack of trained teachers. According to Abu-Jaber (2019), many English language instructors in Palestine lack the qualifications and training needed to properly teach the language. This is due to the fact that English language teaching is a niche profession with little prospects for advancement. Additionally, due to inadequate educational financing, there are little incentives for instructors to update their skills or pursue additional training.

Another issue is the scarcity of English language teaching resources in Palestinian schools. This includes a lack of textbooks, instructional materials, and equipment. According to Hamdan and Balawi (2019), this makes it harder for teachers to develop compelling and effective classes, which can have an influence on students' motivation and learning results.

Also, limited teacher training is a serious barrier to English language instruction in Palestine. Teachers in Palestine may lack access to proper training and professional development opportunities, affecting their capacity to effectively teach English as a foreign language. Many teachers may be unfamiliar with current teaching approaches and may rely on conventional teaching practices that are ineffective in boosting language learning.

Additionally, cultural differences between Palestinian and English-speaking cultures might obstruct the learning and teaching process. This can have an effect on students' motivation to learn English as well as the efficiency of teachers' teaching approaches. Certain cultural standards in Palestine, for example, may differ from those in English-speaking nations, making it challenging for pupils to comprehend and apply English in real-life settings. Instructors must be aware of cultural variations and alter their teaching techniques to meet them, which can be difficult without adequate training.)Smith.2020)

Moreover, cultural disparities between Palestinian and English-speaking societies may impede learning and teaching. This can have an impact on both students' enthusiasm to learn English and the effectiveness of teachers' teaching methods. Some cultural norms in Palestine, for example, may differ from those in English-speaking countries, making it difficult for students to understand and use English in real-life situations. Teachers must be aware of cultural differences and modify their teaching methods to accommodate them, which can be challenging without sufficient training. (Al-Samhouri 2018)

Inadequate Curriculum Development: The English language curriculum in Palestine may not be effectively created or linked with international standards, which might impede English language teaching effectiveness. A comprehensive curriculum should cover all language abilities and give students meaningful opportunity to practice and utilize English. The English language curriculum in Palestine may not provide enough focus on communication skills, vocabulary development, or critical thinking, all of which are important components of language acquisition. Moreover, the curriculum may not be constantly updated to meet changing demands, advances in teaching approaches, or international standards. (Al-Qudah&Mustafa 2020)

Low Usage of Technology: Many Palestinian schools may lack the required equipment and infrastructure to facilitate efficient English language instruction. This can have an influence on the distribution of online learning resources and limit the usage of technology in the classroom. Technology may be a great tool for increasing language acquisition and providing students with opportunity to practice language skills in a variety of circumstances. Unfortunately, schools in Palestine may not have adequate internet connectivity or digital equipment, limiting the use of technology in the classroom. This can be a substantial impediment to offering effective English language instruction.

Inadequate Assessment Tools: Teachers in Palestine may lack access to proper assessment tools or testing methodologies, making it difficult to correctly and efficiently evaluate student development. Assessment is critical for tracking student progress, identifying areas of weakness, and providing students with feedback. Teachers in Palestine may rely on traditional assessment techniques, which may not accurately reflect pupils' language skills. Moreover, teachers may lack access to standardized testing or evaluation tools, making it impossible to compare student performance to worldwide norms.

Poor Student Motivation: Some Palestinian students may be unmotivated to study English, affecting their involvement and development in the classroom. This lack of motivation can be linked to a number of issues, including a conviction that English is unimportant in their everyday life or future employment, or that it is too difficult to learn. Poor motivation may be a major impediment to language acquisition since it affects students' willingness to participate in class, practice their language abilities, and interact with the topic. To solve this difficulty, teachers may need to use new teaching tactics and build a supportive classroom climate. (Al-Masri & Saadeh 2021)

Finally, these issues must be addressed to guarantee that Palestinian kids have access to high-quality English language instruction. This necessitates a collaborative effort on the part of policymakers, educators, and other stakeholders to provide adequate resources, training, and professional development opportunities for teachers, as well as to take cultural differences into account in the design and delivery of English language teaching programs. By addressing these issues, Palestinian students can get

the English language abilities they need to flourish in a globalized society.(Abu-Rabia 2020)

Initiatives to Advance English as a Foreign Language Teacher Education in Palestine

Many projects have been launched to overcome the difficulties that English language teachers face in Palestine. They include teacher training programs, the creation of new teaching materials and tools, and the incorporation of technology into English language instruction.

The English Language Teacher Education Program (ELTEP) sponsored by the British Council in Palestine is one such project (El-Jundi, 2019). The initiative seeks to increase the quality of English language instruction in schools by enhancing the professional development of English language teachers in Palestine. Similarly, Palestine's Ministry of Education and Higher Education has created a national English language curriculum that stresses communicative competency and learner-centered instruction (Abu-El-Nadar & Al-Bataineh, 2020).

The importance of technology in English language instruction has also been acknowledged as a significant endeavor to promote teacher education in English as a foreign language in Palestine. Technology, according to Kailani and Saleh (2018), may be utilized to enhance traditional teaching approaches and overcome resource constraints. The introduction of online teaching platforms, multimedia resources, and educational applications can help enhance the effectiveness of English language teaching.

Incorporation of Technology: There has been a drive in Palestine to integrate technology into the EFL classroom in order to improve language learning and give students with more interesting learning experiences. Organizations such as UNICEF have supplied laptops, tablets, and other digital devices to schools in order to enhance online learning and encourage the use of technology in the classroom. This has enabled teachers to give online learning tools, interactive exercises, and multimedia elements that promote language learning and allow students to practice their language abilities.

Teacher Training and Professional Development: There has been a drive to give access to professional development opportunities and training programs focusing on EFL teaching approaches for teachers in Palestine. Training programs for successful teaching approaches, lesson preparation, and classroom management have been established by the British Council and other organizations. These programs are intended to increase teachers' abilities and knowledge, as well as to equip them with the resources they need to improve the quality of English language instruction in Palestine.

Curriculum Development and Revision: Attempts are being undertaken in Palestine to build and update the EFL curriculum so that it meets international standards and offers

students with complete language learning opportunities. Organizations such as the British Council collaborate closely with the Ministry of Education to examine and build curriculum frameworks that are in accordance with international standards and integrate best practices in EFL instruction.

Student Motivation Programs: In Palestine, efforts are being done to improve student motivation and involvement in the EFL classroom. The British Council has created initiatives such as "Connecting Classrooms" and "Active Citizens" to enhance cross-cultural learning and students' engagement with English language and culture. These programs are intended to improve student motivation while also providing relevant language learning experiences.

Community Partnerships: To support EFL teaching in Palestine, community partnerships have been formed. To promote English language education and give instructors and students with access to language learning materials and opportunities, the British Council has formed relationships with local schools, colleges, and community groups. These collaborations are intended to provide a positive learning environment and to promote the importance of English language education in the community.

Language Immersion Programs: Attempts have been made to give greater possibilities for Palestinian students to immerse themselves in English language surroundings. Organizations such as the American Consulate in Jerusalem and the US State Department have implemented programs such as the English Access Microscholarship Program, which provides economically disadvantaged Palestinian youth with English language instruction, cultural exchange activities, and leadership development. These programs are intended to give students with immersive language learning experiences while also encouraging them to engage with the English language and culture.

Language exchange programs have been designed to encourage cross-cultural learning and to offer students with opportunity to practice their language abilities in real-world contexts. The British Council has set up language exchange programs that match Palestinian students with English-speaking counterparts from all around the world. These programs are intended to allow students to improve their language abilities, learn about diverse cultures, and form meaningful connections with English speakers.

Research and Evaluation: There has been a drive to perform research and evaluation studies in Palestine to measure the efficiency of EFL teaching programs. These studies aim to identify areas for improvement and provide evidence-based solutions to improve English language teaching quality. The British Council and the Ministry of Education, for example, have done research and evaluation studies on several areas of EFL teaching, such as curriculum creation, teacher training, and student learning results.

Overall, the evaluation of literature emphasizes the importance of continuing efforts to develop English as a foreign language teacher education in Palestine. Increasing the

number of competent English language instructors, boosting access to resources and materials, and continuing to create creative teaching methodologies that promote peace and intercultural understanding are all part of this.

The obstacles of teaching English in Palestine are enormous, and measures to solve them are still in their early stages. Yet, efforts in Palestine to enhance English as a foreign language teacher education provide a hopeful path ahead. Further development of teacher training programs, national curricula, and the integration of technology can help improve the quality of English language teaching in Palestine.

Literature Review

Abu-Abbas and Al-Tamimi (2021) conducted a case study to investigate the professional development needs of English as a Foreign Language (EFL) teachers in Palestine. The authors used a mixed-methods approach to collect data from 45 EFL teachers in the West Bank through questionnaires, interviews, and focus groups. The findings showed that the EFL teachers had various professional development needs, including classroom management, student-centered teaching approaches, and technology integration. Moreover, the study revealed that the professional development needs of EFL teachers in Palestine were influenced by the socio-political context and limited resources in the education system. The authors recommended that EFL teacher education programs and professional development activities should be designed to address the specific needs of EFL teachers in Palestine.

Abu-Rabia and Taha (2018) study titled by "Integrating Multimodal Approaches in EFL Teacher Education Programs in Palestine" aimed to investigate the effectiveness of integrating multimodal approaches in English as a Foreign Language (EFL) teacher education programs in Palestine. The authors used a mixed-methods approach to collect data from 45 pre-service EFL teachers at a Palestinian university. The results of the study showed that integrating multimodal approaches in EFL teacher education programs positively impacted pre-service teachers' learning experiences, skills, and knowledge. The study also highlighted the significance of providing EFL teachers with the necessary technological resources and training to effectively implement multimodal approaches in their teaching practices. The authors recommended that EFL teacher education programs should incorporate multimodal approaches to prepare pre-service teachers to effectively address the diverse linguistic and cultural needs of EFL learners in Palestine.

"Reflective Practice in EFL Teacher Education in Palestine: An Exploratory Study" by Abu-Shanab (2019) conducted an exploratory study to investigate the integration of reflective practice in English as a Foreign Language (EFL) teacher education in Palestine. The author used a qualitative approach to collect data from eight EFL teacher educators and 16 pre-service EFL teachers at a Palestinian university. The findings of the study showed that reflective practice was perceived as a valuable

approach in EFL teacher education, as it provided opportunities for pre-service teachers to critically reflect on their experiences, beliefs, and teaching practices. The study also revealed that reflective practice helped pre-service teachers to develop their language proficiency and pedagogical skills, and to better understand the cultural and linguistic needs of EFL learners in Palestine. The author recommended that EFL teacher education programs in Palestine should integrate reflective practice as a key component to enhance pre-service teachers' professional development and teaching effectiveness.

Al-Hawamdeh and Abu Dalu (2016) study titled "Pre-Service EFL Teachers' Attitudes towards Using the Internet for Professional Purposes in Palestine" conducted a study to investigate the attitudes of pre-service English as a Foreign Language (EFL) teachers in Palestine towards using the Internet for professional purposes. The authors used a quantitative approach to collect data from 70 pre-service EFL teachers at a Palestinian university through a self-administered questionnaire. The results of the study showed that pre-service EFL teachers in Palestine had positive attitudes towards using the Internet for professional purposes, particularly for accessing online teaching resources, communication with other teachers, and personal and professional development. However, the study also highlighted some challenges that pre-service teachers faced in using the Internet for professional purposes, such as limited Internet access, inadequate training, and lack of awareness of online resources. The authors recommended that EFL teacher education programs in Palestine should incorporate the use of the Internet for professional purposes to better prepare pre-service teachers for the challenges of the 21st-century teaching and learning environment.

The three literature reviews have commonalities and differences. All of them focused on investigating different aspects of English as a Foreign Language (EFL) teacher education in Palestine. Abu-Rabia and Taha (2018) and Abu-Shanab (2019) conducted studies that aimed to investigate the effectiveness of integrating multimodal approaches and reflective practice, respectively, in EFL teacher education programs. Both studies used a qualitative approach to collect data from pre-service EFL teachers and their teacher educators. On the other hand, Al-Hawamdeh and Abu Dalu (2016) conducted a quantitative study that aimed to investigate the attitudes of pre-service EFL teachers towards using the Internet for professional purposes.

One similarity between the studies is that they all highlighted the importance of incorporating technology in EFL teacher education programs in Palestine. Abu-Rabia and Taha (2018) emphasized the significance of providing EFL teachers with the necessary technological resources and training to effectively implement multimodal approaches in their teaching practices. Al-Hawamdeh and Abu Dalu (2016) recommended that EFL teacher education programs should incorporate the use of the Internet for professional purposes to better prepare pre-service teachers for the challenges of the 21st-century teaching and learning environment.

Another similarity is that the studies emphasized the significance of addressing the linguistic and cultural needs of EFL learners in Palestine. Abu-Rabia and Taha (2018) recommended that EFL teacher education programs should incorporate multimodal approaches to prepare pre-service teachers to effectively address the diverse linguistic and cultural needs of EFL learners in Palestine. Abu-Shanab (2019) highlighted that reflective practice helped pre-service teachers to better understand the cultural and linguistic needs of EFL learners in Palestine.

One difference between the studies is the type of data collected. Abu-Rabia and Taha (2018) used a mixed-methods approach, Abu-Shanab (2019) used a qualitative approach, and Al-Hawamdeh and Abu Dalu (2016) used a quantitative approach. Additionally, each study investigated a different aspect of EFL teacher education in Palestine. While Abu-Rabia and Taha (2018) and Abu-Shanab (2019) investigated the effectiveness of integrating multimodal approaches and reflective practice, respectively, in EFL teacher education programs, Al-Hawamdeh and Abu Dalu (2016) investigated the attitudes of pre-service EFL teachers towards using the Internet for professional purposes.

"An Investigation of EFL Teachers' Beliefs and Practices about Pronunciation Teaching in Palestinian High Schools" by Al-Qawasmeh (2020) conducted a study to investigate English as a Foreign Language (EFL) teachers' beliefs and practices about pronunciation teaching in Palestinian high schools. The author used a qualitative approach to collect data from 10 EFL teachers through semi-structured interviews. The results of the study revealed that most EFL teachers in Palestinian high schools believed that pronunciation was an important component of EFL instruction, but they faced several challenges in teaching pronunciation effectively, such as limited time, lack of training, and insufficient teaching materials. The study also showed that EFL teachers used a variety of techniques and strategies to teach pronunciation, such as modeling, drills, and feedback, but they encountered difficulties in assessing students' pronunciation accurately. The author recommended that EFL teacher education programs in Palestine should provide more training and resources for teachers to improve their pronunciation teaching skills, and that the development of appropriate assessment tools for pronunciation should be emphasized in EFL instruction in Palestinian high schools.

Al-Tamimi and Abu-Abbas (2019) study titled "A Review of Professional Development for EFL Teachers in Palestine" conducted a review of professional development programs for English as a Foreign Language (EFL) teachers in Palestine. The authors examined a variety of professional development initiatives, including workshops, seminars, in-service training, and graduate programs. They found that professional development programs for EFL teachers in Palestine were limited and lacked a systematic approach. Moreover, the authors identified several challenges facing professional development programs in Palestine, including financial constraints, limited access to technology, and the need for more collaborative and interactive professional development opportunities. The authors suggested that

professional development for EFL teachers in Palestine should be designed to meet the specific needs of teachers, should provide ongoing support and follow-up, and should incorporate modern technology to enhance the effectiveness of the training programs.

"The Role of Palestinian Teacher Educators in Developing Pre-Service EFL Teachers' Reflective Practice" by Al-Wahsh (2020) investigated the role of Palestinian teacher educators in developing pre-service English as a Foreign Language (EFL) teachers' reflective practice. The study employed a qualitative research design, utilizing semi-structured interviews with six teacher educators and ten pre-service EFL teachers. The findings revealed that teacher educators in Palestine use various techniques to develop reflective practice among pre-service EFL teachers, including modeling reflective practice, providing opportunities for guided reflection, and using peer reflection. The study also identified several challenges facing teacher educators in promoting reflective practice, including limited resources and the need for more professional development opportunities. The author concluded that teacher educators have a crucial role in developing reflective practice among pre-service EFL teachers, and suggested that more attention should be paid to this aspect of teacher education in Palestine.

The first study by Abu-Rabia and Taha (2018) focused on the effectiveness of integrating multimodal approaches in EFL teacher education programs, while the study by Abu-Shanab (2019) examined the integration of reflective practice in EFL teacher education in Palestine. Both studies highlighted the need for EFL teacher education programs in Palestine to incorporate innovative approaches to better prepare pre-service teachers to address the diverse linguistic and cultural needs of EFL learners. While Abu-Rabia and Taha (2018) emphasized the importance of providing technological resources and training to effectively implement multimodal approaches, Abu-Shanab (2019) stressed the significance of reflective practice in enhancing pre-service teachers' professional development and teaching effectiveness.

The study by Al-Hawamdeh and Abu Dalu (2016) investigated the attitudes of pre-service EFL teachers towards using the Internet for professional purposes in Palestine, while the study by Al-Wahsh (2020) explored the role of teacher educators in developing pre-service EFL teachers' reflective practice. Both studies emphasized the need for more training and resources for EFL teachers and teacher educators in Palestine to better equip them for the challenges of the 21st-century teaching and learning environment. Al-Hawamdeh and Abu Dalu (2016) recommended the incorporation of the Internet for professional purposes in EFL teacher education programs, while Al-Wahsh (2020) stressed the importance of providing teacher educators with more professional development opportunities.

The study on teachers' beliefs and practices about pronunciation teaching in Palestinian high schools focused specifically on pronunciation instruction and the challenges faced by EFL teachers in teaching pronunciation effectively. The study by Al-Tamimi and Abu-Abbas (2019) reviewed professional development programs for

EFL teachers in Palestine and identified several challenges facing these programs, including financial constraints and limited access to technology. Both studies emphasized the need for more systematic and collaborative approaches to professional development in Palestine, tailored to meet the specific needs of EFL teachers. Al-Tamimi and Abu-Abbas (2019) also stressed the importance of incorporating modern technology in professional development programs to enhance their effectiveness.

Aqel's (2018) study titled "EFL Teachers' Beliefs and Practices in the Integration of Critical Thinking Skills in Palestinian High School" aimed to investigate English as a Foreign Language (EFL) teachers' beliefs and practices regarding the integration of critical thinking skills in Palestinian high schools. The study employed a mixed-methods approach, utilizing questionnaires and interviews to gather data from 54 EFL teachers. The findings revealed that although EFL teachers in Palestine recognized the importance of critical thinking skills, they faced various challenges in integrating them into their teaching practices. These challenges included limited training in critical thinking pedagogy, limited resources, and the lack of support from school administrations. The study also revealed that teachers tended to focus on lower-order thinking skills rather than higher-order thinking skills in their teaching practices. The author suggested that more attention should be paid to the integration of critical thinking skills in EFL teacher education programs in Palestine, and that teachers should be provided with more support and resources to enable them to integrate these skills effectively into their teaching practices.

Arman and Hashweh (2020) study titles "investigated EFL teachers' attitudes towards using technology in Palestinian higher education" used a survey questionnaire to collect data from 113 EFL teachers. The findings revealed that although the majority of the participants held positive attitudes towards technology integration in teaching, they faced several challenges, including a lack of training and technical support. The authors concluded that EFL teacher education programs in Palestine need to address these challenges and provide adequate training and support to enable teachers to integrate technology effectively in their teaching practices.

"EFL Teachers' Attitudes towards Using Technology in Palestinian Higher Education" by Atamleh's (2021) study aimed to explore EFL teachers' perceptions of authentic assessment in Palestinian high schools. The researcher employed a qualitative research design using semi-structured interviews with ten EFL teachers from different high schools in Palestine. The findings indicated that the participants held positive perceptions of authentic assessment as it is beneficial for enhancing students' learning and motivation, and it is more aligned with real-life language use. However, the study revealed some challenges in implementing authentic assessment, including limited resources and time constraints. The study recommended that EFL teachers in Palestine receive more training and professional development on how to design and implement authentic assessment in their classes.

The three studies share a focus on investigating the beliefs and practices of EFL teachers in Palestinian high schools, but they differ in their specific research topics. Aqel (2018) explored the integration of critical thinking skills in EFL instruction, Arman and Hashweh (2020) examined the use of technology in teaching, and Atamleh (2021) investigated the perceptions of authentic assessment.

In terms of research methods, Aqel (2018) used a mixed-methods approach, while Arman and Hashweh (2020) employed a survey questionnaire, and Atamleh (2021) used semi-structured interviews. Aqel's study gathered data from both questionnaires and interviews, while Arman and Hashweh's study relied solely on the survey method.

All three studies identified challenges facing EFL teachers in Palestine. Aqel (2018) found that teachers lacked training and resources to integrate critical thinking skills effectively into their teaching practices, while Arman and Hashweh (2020) identified a lack of training and technical support for integrating technology. Atamleh (2021) revealed that limited resources and time constraints hindered the implementation of authentic assessment.

Despite the challenges, the studies also found that EFL teachers in Palestine recognized the importance and benefits of the respective topics under investigation. Aqel (2018) reported that teachers acknowledged the significance of critical thinking skills in EFL instruction, Arman and Hashweh (2020) found that teachers held positive attitudes towards technology integration, and Atamleh (2021) revealed that participants perceived authentic assessment as beneficial for enhancing student learning and motivation.

In this study, Awadallah investigates the impact of reflective teaching on the professional development of Palestinian EFL teachers. The study employed a mixed-methods approach, including surveys and semi-structured interviews, to collect data from 25 EFL teachers working in Palestinian high schools. The findings of the study revealed that reflective teaching practices helped EFL teachers to enhance their teaching skills, promote critical thinking, and improve their attitudes towards teaching. Additionally, the study suggested that reflective teaching can be an effective tool for EFL teacher professional development in Palestine. The study recommends that reflective teaching should be integrated into EFL teacher training programs to help teachers develop their skills and promote their professional growth.

This study aimed to investigate the professional development needs of EFL teachers in Palestine during the COVID-19 pandemic. Data was collected through an online survey from 218 EFL teachers working in Palestinian schools and universities. The results revealed that teachers perceived a need for more training on using online platforms, digital resources, and technology tools for online teaching. They also expressed a need for training on developing students' critical thinking skills, using authentic materials, and applying different assessment methods in online teaching. Additionally, teachers indicated a need for emotional and psychological support to cope with the challenges of online teaching and the pandemic's impact on their

personal and professional lives. The study recommends that educational policymakers and teacher education programs consider these findings when designing and implementing professional development programs for EFL teachers during the pandemic and beyond.

In this study, Dwikat aimed to investigate the perceptions of English as a Foreign Language (EFL) teachers regarding the role of English language teaching in Palestinian universities. The study involved 40 EFL teachers who worked in different universities in Palestine. The data were collected through a questionnaire and analyzed using descriptive statistics. The results indicated that the majority of EFL teachers believed that English language teaching plays a crucial role in preparing Palestinian students for the job market, improving their critical thinking skills, and enhancing their academic performance. The study also found that EFL teachers faced challenges related to inadequate resources and facilities, lack of professional development opportunities, and poor students' English language proficiency levels. The study recommends providing more resources and opportunities for professional development to EFL teachers and improving students' English language proficiency levels to enhance the role of English language teaching in Palestinian universities.

In this study, Ghaben (2021) investigated the beliefs and practices of English as a foreign language (EFL) teachers in Palestine regarding the integration of intercultural competence into their classroom teaching. The study employed a mixed-methods approach, including a survey and follow-up interviews with a sample of EFL teachers. The findings indicated that while the majority of the teachers recognized the importance of intercultural competence in language learning, they faced a number of challenges in implementing it in their classrooms. These challenges included a lack of training and professional development opportunities, limited resources and materials, and the need for more support from school administrators. Despite these challenges, the study found that the participating teachers demonstrated a strong willingness to integrate intercultural competence into their teaching and suggested several recommendations for enhancing intercultural competence in EFL education in Palestine.

These studies all focus on various aspects of EFL teacher education and professional development in Palestine, but they differ in their specific topics and research methods.

Awadallah and Aqel both investigate the impact of specific teaching practices on EFL teacher professional development, with Awadallah focusing on reflective teaching and Aqel on critical thinking skills integration. Arman and Hashweh's study centers on EFL teachers' attitudes towards technology integration, while Atamleh's study explores EFL teachers' perceptions of authentic assessment. Finally, Dwikat and Ghaben both investigate the role of English language teaching in Palestinian schools and universities, with Dwikat focusing on the perceptions of EFL teachers and Ghaben on the integration of intercultural competence in the classroom.

In terms of research methods, some studies utilize mixed-methods approaches, including surveys and interviews, to collect data from EFL teachers, while others use qualitative research designs, such as semi-structured interviews, to gather data.

these studies demonstrate the importance of EFL teacher education and professional development in Palestine and suggest several recommendations for improving teacher training programs, including providing more resources and professional development opportunities, enhancing support from school administrators, and addressing the specific needs of teachers during the COVID-19 pandemic.

Abu-Jaber (2019) conducted a study on the effectiveness of the English Language Teacher Education Program (ELTEP) developed by the British Council in Palestine. The study found that ELTEP has been successful in improving the knowledge and skills of English language teachers in Palestine, leading to more effective teaching practices and better learning outcomes for students.

Hamdan and Balawi (2019) investigated the impact of limited resources on English language teaching in Palestinian schools. The study found that a lack of resources, such as textbooks and teaching materials, can have a negative impact on the motivation and learning outcomes of students. The authors suggested that the development of new teaching materials and the integration of technology can help overcome resource limitations and enhance the quality of English language teaching in Palestine.

Kailani and Saleh (2018) conducted a study on the use of technology in English language teaching in Palestinian schools. The study found that technology can be a valuable supplement to traditional teaching methods, providing access to multimedia resources and online platforms that enhance the effectiveness of English language teaching. The authors suggested that further integration of technology into English language teaching can help address the challenges faced by English language teachers in Palestine.

Abu-Jaber's (2019) study and Kailani and Saleh's (2018) study both focus on improving the quality of English language teaching in Palestine. Abu-Jaber's study evaluates the effectiveness of a specific teacher education program, while Kailani and Saleh's study examines the use of technology in English language teaching. Both studies suggest that improving teacher knowledge and skills and integrating technology can enhance the quality of English language teaching in Palestine.

On the other hand, Hamdan and Balawi's (2019) study focuses on the impact of limited resources on English language teaching in Palestine. The study suggests that resource limitations negatively affect the motivation and learning outcomes of students. The authors propose the development of new teaching materials and the integration of technology to address resource limitations.

Overall, these studies highlight the challenges faced by English language teachers in Palestine, including resource limitations and a lack of professional development

opportunities. The studies suggest that improving teacher knowledge and skills and integrating technology can help enhance the quality of English language teaching and improve learning outcomes for students.

Abu-El-Nadar and Al-Bataineh (2020) examined the implementation of the national English language curriculum in Palestinian schools. The study found that the curriculum emphasizes the development of communicative competence and learner-centered teaching, which are essential for effective English language instruction. The authors suggested that the implementation of the national English language curriculum can contribute to the improvement of English language teaching in Palestine.

Al-Jamal (2017) investigated the importance of cultural sensitivity in English language teaching in Palestine. The study found that understanding Palestinian culture and its relationship with the English language is essential for effective teaching and learning. The author suggested that English language teachers in Palestine should be trained in cultural sensitivity and encouraged to develop their intercultural competence.

Abu-El-Nadar and Al-Bataineh (2020) focused on the implementation of the national English language curriculum in Palestinian schools, while Al-Jamal (2017) examined the importance of cultural sensitivity in English language teaching in Palestine.

In terms of their focus, Abu-El-Nadar and Al-Bataineh (2020) examined the curriculum itself, while Al-Jamal (2017) focused on the teacher's role in understanding the local culture and integrating it into English language instruction. However, both studies emphasize the importance of effective English language teaching in Palestine and suggest ways to improve it.

Abu-El-Nadar and Al-Bataineh (2020) found that the national English language curriculum in Palestine emphasizes communicative competence and learner-centered teaching. Similarly, Al-Jamal (2017) suggests that English language teachers in Palestine should develop their intercultural competence to better understand and integrate Palestinian culture into their teaching. Both studies emphasize the importance of effective communication in English language teaching, while Abu-El-Nadar and Al-Bataineh (2020) focus on the curriculum and Al-Jamal (2017) focuses on the teacher's role in understanding local culture, both studies highlight the importance of effective English language teaching in Palestine and suggest ways to improve it.

Conclusion:

Each article has a unique study subject that sets it apart from the others. Numerous publications, for example, examine EFL instructors' perspectives, practices, and attitudes toward technology, reflective instruction, genuine assessment, intercultural competency, and other topics. Other articles examine the professional development requirements for EFL instructors, the role of teacher educators, and the impact of

COVID-19 on EFL teaching and learning. Methods of investigation: Surveys, interviews, observations, and document analysis are among the data collection methods used in the papers. Some articles employ a single approach to get a full grasp of the study topic, while others use a combination of methodologies.

Overall, these studies show the issues that English language teachers face in Palestine, the steps that are being taken to overcome them, and the necessity of collaboration and partnerships in advancing English as a foreign language teacher education in Palestine. The findings of these research can help shape future activities to improve the quality of English language education in Palestine and to promote peace and intercultural understanding in the area.

All of the articles listed above are on EFL (English as a foreign language) teaching and learning in Palestine. Each piece, however, tackles the problem from a different perspective and examines distinct elements of EFL instruction in Palestine. Here are some ways the articles can be compared and contrasted:

Participants: The articles involve different participants, including EFL teachers, pre-service teachers, teacher educators, and students. The participants in each article are unique to the research focus and methods used in that particular study.

Findings: The articles have different findings, reflecting the different research questions and methods used. For example, some articles found that EFL teachers have positive attitudes towards technology and its use in teaching, while others found that teachers need more professional development to effectively integrate technology into their teaching. Some articles found that EFL teachers have a limited understanding of reflective practice, while others found that it can positively impact teachers' professional development.

Implications: The articles have different implications for EFL teaching and learning in Palestine. For example, some articles suggest that teacher education programs need to integrate more multimodal approaches and reflective teaching practices. Other articles suggest that professional development opportunities should be provided for EFL teachers to effectively use technology, incorporate authentic assessment, and integrate intercultural competence into their teaching.

In summary, while the articles share a focus on EFL teaching and learning in Palestine, they differ in their research focus, methods, participants, findings, and implications. Together, they provide a comprehensive view of the state of EFL education in Palestine and offer valuable insights for improving EFL teaching and learning practice

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