

## THE ROLE OF EFL TEACHER TRAINING AT WEST BANK UNIVERSITIES

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### ملخص

يتناول هذا البحث دور أقسام اللغة الانجليزية في الجامعات الفلسطينية في إعداد وتأهيل مدرسي اللغة الانجليزية كلفة أجنبية . ويناقش الكاتب أهداف أقسام اللغة الانجليزية في هذه الجامعات ، ثم يستعرض الكاتب البرامج الدراسية لأقسام اللغة الانجليزية في الجامعات الفلسطينية التالية : النجاح الوطنية ، بير زيت ، الأذاب للبنات / القدس ، بيت لحم ، الخليل ، وغزة مبيناً نقاط التشابه والاختلاف في هذه البرامج الدراسية . ثم يقوم الكاتب هذه البرامج مظهراً النواحي الايجابية والسلبية فيها وموضحاً الدور الهام لأقسام التربية في الجامعات الفلسطينية بهذا الصدد .

ويناقش الكاتب أيضاً مختلف الصعوبات التي تواجه أقسام اللغة الانجليزية في الجامعات الفلسطينية وتحد من فاعليتها في إعداد وتأهيل مدرسي اللغة الانجليزية . وأخيراً يطرح الكاتب بعض المقترحات والتوصيات لتحسين البرامج الحالية في أقسام اللغة الانجليزية في الجامعات الفلسطينية لإعداد وتأهيل مدرسي اللغة الانجليزية كلفة أجنبية .

### ABSTRACT

This paper examines the role of the English departments at the Palestinian Universities in the preparation and the qualification of teachers of English as a foreign language .

The researcher first discusses the objectives of the English departments at these universities . He then scrutinizes the programs of the English departments at the following Palestinian universities : An-Najah National University , Bir Zeit University , the Women's College for Arts , Jerusalem , Bethlhem University Hebron University , and Gaza Islamic University highlighting points of similarity and contrast in these programs and evaluating these programs by focusing on

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positive as well as negative aspects of these programs . In this connection , the researcher clarifies the important role of the Education departments at Palestinian universities .

The researcher also discusses different problems facing the English departments at the Palestinian universities which limit their effectiveness in the preparation and qualification of teachers of English . Finally , the researcher offers some suggestions and recommendations for improving the present programs of the English departments at the Palestinian universities in the preparation and qualification of teachers of English as a foreign language .

## **The Place Of EFL Teacher Training**

### **At West Bank and Gaza Universities**

#### **Introduction**

The past ten or fifteen years have witnessed a tremendous growth in the demand for English by many sectors in the society . Strevens (1987) indicates that the number of users of English , worldwide , surges toward a probable two billion . However , this phenomenal increase in the use of English has not been matched with an increase in the English Language proficiency of our students whether at the high school level or at the university level ( cf. Ibrahim , 1975 ; Zughoul , 1986 ) . A key factor which is responsible for such a state of affairs has to do with inadequate or ineffective EFL teacher training in the first place .

The aim of this paper is threefold . First , the writer explicates the objectives of the departments of English at the various universities in the West Bank and Gaza . Second , he presents a brief account of the study plans of these departments discussing in the process similarities and differences in these plans , evaluating them , discussing the role of the education departments in this connection and mentioning some constraints on implementing effective teacher training programs . Thirdly and finally, the writer offers recommendations and suggestions for improving existing EFL teacher training programs at West Bank and Gaza universities .

## Objectives Of The Departments Of English At West Bank and Gaza Universities

At the outset, it should be pointed out that no written philosophy or objectives exist for the departments of English at the West Bank and Gaza universities . Although some writers ( cf. Tushyeh , 1985 ; Thaher , 1987 ) argue that the primary function of an English department is to prepare qualified teachers of English , English departments are not and should not be viewed as teacher—training centers . It is true that some English majors become EFL teachers but others pursue higher studies in literature and linguistics .

In this connection , Ibrahim (1983) says :

*" Until a few years ago , most of our students were expected and did become teachers of English upon graduation . Those were times when teaching was still socially respectable and financially rewarding . But social values and the job market have changed so radically within the last decade or so that the English major who works as a teacher after graduation now represents an exception rather than a norm. Today , our graduates are found in a great variety of careers " . p.23 .*

After consultation with professors of English and other decision makers in the field of education in the West Bank , the objectives of the English departments at the West Bank and Gaza universities include the following :

- 1 – Providing service or basic courses in English to all university students .
- 2 – Graduating proficient majors of English .
- 3 – Providing English language courses to students wishing to minor in English .

These objectives are in line with El-Mowafy (1983) argument that " .... one of the primary functions of a university department of English is to improve its students' standards of English " . p. 11 .

- 4 – Catering for the English language needs of the community . In this connection , El-Mowafy (1983) says :

*" A department of English which is a part of an Arab University does not exist to serve the needs of either the English language or English literature . These needs are well looked after elsewhere . Rather it exists to serve Arab needs of the English language and literature " .*  
p. 11 .

A department of English can serve its community by holding remedial and intensive English classes , administering the TOEFL , preparing English language editors for newspapers , and providing companies , businesses , and banks with employees who are proficient in English . In other words , an English department should serve its community at a time when English has become a lingua franca indispensable in conducting diplomacy , business , and other practical transactions with the whole world .

5 – Providing English for Specific Purposes for the various departments and colleges in a university ( cf. Tushyeh , 1988 ; Saqful– Hait , 1989 ) .

6 – Preparing translators and contributing to cross–cultural understanding . As El-Mowafy (1983) says : " talent and an almost–native familiarity with English and other foreign languages will be required of participants in translations of modern literary works produced in the Arab world " . p. 13 .

## **A Brief Account Of EFL Teacher Training At West Bank And Gaza Universities**

### **A – Introduction**

In this section a brief account of the EFL teacher training programs at the West Bank and Gaza Strip universities will be briefly discussed . These universities include from the north to the south : An–Najah National University , Nablus , Bir Zeit University near Ramallah , Women's College for Arts (Dar El–Tifl) Jerusalem , Bethlehem University , Hebron University , and Gaza Islamic University . Abu–Dees College for Science and Technology is not included in this account because it does not contain an English department . Similarly various teacher training institutes and community colleges are also not included since they are out of the scope of this paper .



At the outset the study plans of the English departments at the above—mentioned universities including courses in linguistics and literature are listed separately in the appendixes of this paper . Similarities and differences between the EFL teacher training programs at these universities will be highlighted . An attempt will be made at evaluating these programs pinpointing their strengths and weaknesses . Finally various constraints on the implementation of these programs will be discussed .

### **B – An-Najah National University**

An-Najah National University was established in Nablus in 1977 . It has about 5000 students and about 200 faculty members . The English department enrolls some 250 students and has 14 faculty members . Appendix A shows the new departmental plan . Although the new plan includes a sufficient and useful list of required linguistic courses , there is a strong bias for literature as evidenced in the existence of 26 literature courses some of which are repetitious , e.g. American Literature , Modern American Literature , Contemporary American Literature , and Special Topic in Literature . Other literature courses are either too abstract or too irrelevant , e.g. Neo—Classical Poetry and Pre—Raphaelite Literature .

The College of Education at An-Najah offers three programs that are directly related to EFL teacher training . First , the Teaching Methods Department , which was established in 1985 , offers a program leading to a B.A. degree in methods of teaching English . Second , English majors can take a minor in Education . This minor entails taking 21 credit hours in various Education courses . Third , in 1985 an M.A. program in TEFL was initiated in the College of Education .

### **C – Bir Zeit University**

Bir Zeit Junior College was transformed into a full—fledged university in 1972 . It enrolls about 3000 students and has 230 faculty members . The English department has 25 faculty members and enrolls about 230 English majors . See Appendix B for the study plan of the English Department at Bir Zeit University . The English Department at Bir Zeit quite unique among other English departments in the occupied territories . It offers four distinct programs of study leading to the B.A. degree . The four programs are :

**Literature and Teaching Diploma , TEFL , Linguistics , and Translation .**

In general , the four programs offered by the English Department at Bir Zeit University are impressive offering a large number of relevant and practical courses . In addition , minors in Education and French are offered . The minor in Education includes eight Education courses together with a two—credit practicum . The English Department at Bir Zeit is the only department to offer the following courses : Literature for Teachers of English , Grammar for Teachers of English , Arabic Linguistics , Arabization , and Language and Culture .

However , one might argue that the existence of these four separate programs in the English Department at Bir Zeit leads to fragmentation of effort and very narrow specialization . Furthermore , some relevant and recent courses are not offered by Bir Zeit such as Applied Linguistics , Second Language Acquisition , and Interlanguage .

#### **D – The Women's College for Arts ( Dar El-Tifl )**

The Women's College for Arts , more commonly known as Dar El-Tifl , is a branch of the Jerusalem University which also includes Abu-Dees College of Science and Technology and the Islamic Religious College .

Dar El-Tifl was established in 1982 . It has 90 women students and 40 faculty members . The English Department has five faculty members and 30 English majors . Appendix C gives the study plan of the English Department at Dar El-Tifl .

The English Department at Dar El-Tifl offers the minimum of Linguistics and Applied Linguistics courses . To its credit , it offers a broad course , Theories of Education and a practicum . However , linguistics and applied linguistics are disproportionate with literature , the latter includes ten courses including such courses as American Literature I and II , English Literature I and II in addition to a Survey of Literature . Thus there is a heavy emphasis on literature at Dar El-Tifl .

#### **E – Bethlehem University**

Bethlehem University was established in 1973 . It has 1491 students and 117 faculty members . The English Department has 234 students and 22

faculty members . See Appendix D for the course offerings of the English Department at Bethlehem University . English majors can choose from five different minors .

The chairman of the English Department indicates in his 1987 annual report that there is a balance between linguistics and literature courses . The Department offers a senior seminar and supervises student teachers at local schools . However , a course in Phonetics is not offered . Bowen (1979) says that a professional course in Phonetics for the EFL/ESL teacher is needed . The Department also does not offer a variety of elective linguistic courses such as Applied Linguistics , Sociolinguistics , and Psycholinguistics .

### **F – Hebron University**

Hebron University was established in 1980 . The University has about 2500 students enrolled in it and 102 faculty members . The English Department has about 200 English majors and 13 faculty members . See Appendix E for the most recent study plan of the English Department at Hebron University . In addition , the English Department offers a twenty—four— credit Teaching Diploma including six Education courses , a course in Research Methods , and a practicum .

There is a balance between linguistics and literature courses in the English Department at Hebron University . However , it should be noted that :

- 1 – No courses in Applied Linguistics , Second Language Acquisition , and Error Analysis are offered .
- 2 – Some linguistics courses , such as Schools of Linguistics , are too theoretical and can only fit into an M.A. program .
- 3 – There is really no need for two courses in Special Subject in Linguistics .

### **G – Gaza Islamic University**

The Islamic University at Gaza was established in 1978 . This University , unlike other universities in the occupied territories , is not coeducational . The total number of the students of both sexes is around 5000 . It has 205 faculty members . The English Department has 180 students and 21 faculty members . Appendix F gives the study plan of the English Department at Gaza Islamic University .



Although the English Department at Gaza offers basic theoretical linguistics courses , courses in Applied Linguistics and Second Language Acquisition are not listed . There is really no need for two courses in Phonetics . As is the case with the English Department of Hebron University , Schools of Linguistics is a too theoretical course which might be appropriate at the graduate level . Finally , TESL should be changed into TEFL since in the Arab World in general, English is learned and taught as a foreign language and not as a second language .

## **H – Evaluation of the Programs of the English Departments at the West Bank and Gaza Universities**

From the brief overview of the course offerings of the six English departments at the West Bank and Gaza universities , several points are evident :

- 1 – In some English departments ( those of An-Najah , Dar El-Tifl ; and Gaza ) there is no balance between linguistics and literature , the latter gaining the upper hand .
- 2 – Basic linguistics courses are offered by all these departments . However , some departments ( Gaza and Hebron ) offer theoretical courses in linguistics which are appropriate at the M.A. level .
- 3 – Some departments do not offer essential background courses such as History of the English Language ( Dar El-Tifl , Gaza , and Bethlehem ) .
- 4 – There should be more emphasis on courses in Applied Linguistics , Second Language Acquisition , and the Interlanguage of Arab EFL students.
- 5 – No department offers a course in the theory , practice , and relevance of ESP.
- 6 – With the exception of Bir Zeit , no department offers the following courses : Literature for Teachers of English , Grammar for Teachers of English , Arabic Linguistics , Arabization , and Language and Culture.
- 7 – The place of TEFL in these departments is ambivalent . At Bethlehem and An-Najah it is relegated to the College of Education while at Bir Zeit , Hebron , Gaza , and Dar El-Tifl it is offered in the English Department . TEFL is the most important ingredient in EFL teacher training . Consequently , it should be a required course whether offered in the



**English department or in the College of Education .**

**8 – In general the minor in Education is offered by most of the English departments . Its courses are relatively adequate . The minor in Education varies from six to eight courses . Bethlehem and Bir Zeit offer a variety of minors . However , the practicum , and essential ingredient in teacher training , is offered only at Bethlehem , Hebron , Bir Zeit and Dar El-Tifl . No practicum is offered at An-Najah and Gaza .**

### **Role of the Colleges of Education**

Although Marks and Graham—Brown (1984) point out that faculties of Education which train teachers are usually low in prestige , which led some English departments to relegate the TEFL courses to the colleges of Education (cf. An-Najah and Bethlehem) , the colleges of Education do play an active role in the professional preparation of EFL teachers . These departments offer minors in Education comprising a variety of useful courses such as Educational Psychology , Foundations of Education , Developmental Psychology , Measurement and Evaluation , Methods of Teaching , Audio—Visual Aids , Curriculum and Instruction , the Educational Process , Descriptive Statistics , and Mental Hygiene .

Recently EFL practioners began to draw our attention to the important role of the Education departments in teacher training . El-Fadil (1985) argues that the failure of second language and foreign language educators to keep abreast of developments in curriculum and instruction design has led to inefficient teaching . He further says :

*" TESL / TEFL practioners need to acquaint themselves with the sophisticated paradigms developed in general teaching research . Bridges will have to be built between departments of curriculum and teaching methods and departments of linguistics . If such bridges are not built we are likely to be in for another decade of ineffectiveness in the TESL/TEFL classroom " . p. 8 .*

The role of the Education departments transcends the traditional status assigned to them . In addition to offering valuable practice teaching and practicums , these departments offer innovative programs such as the Department of Methods of Teaching at An-Najah where also in 1985 an

M.A. program in TEFL has been launched under the auspices of the College of Education .

The EFL guide **Teaching a Second Language : A Guide for the Student Teacher** by Knop ( 1980 ) is an especially useful hand-book containing lots of down-to-earth ideas and suggestions for the novice as well as the experienced EFL teacher . It is highly recommended for use in all teacher training programs in the West Bank and Gaza universities .

## **Constraints on the Implementation of EFL Teacher Training Programs :**

EFL teacher training is not an easy task . There are several constraints and limitations that inevitably face the implementation of any viable teacher training program . In this section , general problems and constraints are first discussed . This is followed by mentioning some particular limitations that are unique to the EFL situation in the West Bank and Gaza .

### **1 – General Constraints**

Ibrahim (1975) indicates that a large proportion of pupils in Jordan fail after five or six years to become proficient in English . He gives the following general reasons for this lack of proficiency :

- 1 – Unsuitable classroom conditions .
- 2 – Unsatisfactory textbooks .
- 3 – Wrong methods , and
- 4 – Untrained teachers .

A fundamental problem with teacher training has to do with low prestige of the Education colleges and teacher training in the public stereotype .

Lipman (1975) has this to say :

*" One of the most important functions of an academic discipline should be the training of teachers , yet how many college language departments are truly committed to the task ? .... In too many language departments either the training of teachers is ignored or it is regarded as a necessary evil . Inferior students are often rooted into teacher -education programs . In fact , a large number of college faculty have tried to dissociate themselves from the preparation of teachers ; that is essentially , the origin of departments of education " . p. 43 .*

Jorstad (1981) discusses the following professional issues that are related to teacher training : (a) teacher burn-out , (b) low salaries , (c) large classes , (d) little money to spend on programs , and (e) lack of preparation of language teachers .

Besides these limitations , there are also problems related to the implementation of any in-service teacher training program . Duguid and De La Motte (1986) say :

*" Firstly , the language of teacher training is inevitably very complex . Secondly , teacher training is a sensitive area which involves questions of self-esteem and professional competence . Thirdly , it would perhaps be useful to look at the whole terminology area " . p. 182 .*

Kouraogo (1987) indicates that teachers appear to be allergic to theory . They consistently ask for practical tips and want to see a model lesson . Insecurity and lack of confidence explain the reluctance of teachers to be observed teaching . Besides , teachers view the inspector as autocratic , awe-inspiring , even heartless . Too often teachers lack material support , e.g. transportation , access to reprographic equipment and supplies , access to a convenient meeting place , access to audio-visual equipment , and lack of reference books .

## **2 – Limitations Unique to the West Bank and Gaza**

In addition to the general problems and constraints discussed in section I above , which are also true of the EFL situation in the West Bank and Gaza , we have the following limitations :

- 1 – The Israeli authorities do not allow student teachers from English departments to practice teaching at government schools . Furthermore , they prevent university researchers from carrying out educational research at these schools or obtaining any information or data about the students .
- 2 – Lack of close cooperation among the various English departments at the West Bank and Gaza universities . There is unhealthy competition and duplication of programs , resources , and materials .
- 3 – Preponderance of literature courses over linguistics , applied linguistics , and TEFL courses .



- 4 – Lack of professionalism which is evident in the meager number of IATEFL and TESOL members in the West Bank and Gaza . The present writer was the only representative from the occupied territories at international EFL conferences at several occasions . Furthermore , he had repeatedly called for joining these professional organizations which offer valuable opportunities for teacher development (cf. the Teacher Development special interest group in IATEFL ) .
- 5 – The failure of the English departments to make full use of and benefit from available and valuable expertise and resources whether locally (cf. The British Council , USIS , university and public libraries , and documentation and research centers « or internationally ( cf. The Council of Europe , Center for Applied Linguistics , and ERIC ) .
- 6 – Failure to establish a local EFL center like the RELC in Singapore to coordinate activities and house EFL materials in general and teacher training materials in particular .

### **Recommendations And Suggestions**

There is a need today for revising and improving EFL teacher training programs in the occupied territories . In this part of the world there is a shortage of qualified EFL teachers . In some cases teachers teach subjects not in their specialization . In other cases , according to Mize (1980) , either qualified teachers are given more or larger classes than they can effectively handle or unqualified teachers are hired .

Jorstad (1981) says that training in language skill development is needed . Reading is still done by translation and structural analysis . Listening is neglected . We fail to continue communicative activities . Many language classrooms still tend to be teacher – centered rather than student-centered . According to Jorstad (1981) a teacher preparation program must contain four major components :

- 1 – the development of attitudes ,
- 2 – the development of skills ,
- 3 – the development of knowledge , and
- 4 – the application of these in a real situation .



Richards (1987) calls for competency—or performance—based teacher education . The effective teacher has a command of a large repertoire of competencies , skills , abilities , and knowledge . This includes classroom management , ratio of student talk to teacher talk , and time on task . He also calls for effective classroom practices .

Matthews (1986) calls for participant—centered activities that deal with teacher training content which are organized by him . Participant—centered activities are valuable because :

- 1 – They keep teachers active .
- 2 – They place the teacher more centrally .
- 3 – Teachers work simultaneously at different levels of sophistication .
- 4 – Experienced teachers help younger , inexperienced teachers .
- 5 – Teachers realize their own potential for self—help .
- 6 – The sessions tend to keep their relevance on their own teaching circumstances .
- 7 – The atmosphere is less formal and less stiff .
- 8 – These activities lower the resistance of teachers adopting such techniques in their own classrooms .

Translating the above theoretical goals into actual practice on the ground in the West Bank and Gaza , the following points should be taken into consideration in implementing any sound and viable EFL teacher training program :

- 1 – Any teacher training program should aim first and foremost at the development of personal characteristics in future EFL teachers . Knowledge of subject matters and classroom skills outlined above are essential but inadequate . We should select , as Jorstad (1981) says , persons with necessary personal characteristics for entry into a teacher preparation program . We need teachers who exhibit enthusiasm , devotion , dedication , and love .

In the same vein Robinett (1978) says that qualities like patience , tolerance , sensitivity , and warmth are innate . Teachers should be really interested in their students . They should interact with children and their parents and get involved with a pupil's community and home . She calls

for the inclusion of actual school and community persons as adjunct faculty .

- 2 – All those involved in EFL teaching or training in the West Bank and Gaza should show a greater degree of professionalism . General guidelines (cf. Hatamleh , 1982 ) for EFL teaching should be set and observed . In this connection , the TESOL Guidelines for the preparation and certification of EFL / ESL teachers provide a comprehensive and viable framework for a successful teacher preparation program .

EFL practitioners have a primary responsibility of keeping up to date with current research and techniques after they have completed their studies and training . As Thompson (1979) says , an important part of being an effective EFL teacher is keeping abreast of developments in the field . A vital way of attaining professionalism is to join an international professional organization such as TESOL and IATEFL . These organizations provide members with periodicals , newsletters , publications , and organize annual conferences featuring noted authorities in the field .

- 3 – There should be cooperation among the English departments in the West Bank and Gaza universities in improving the teachers' own English and equipping them with the necessary additional techniques and devices needed for their task . There should also be standardization in teacher training (cf. Croft , 1980 ) in the various programs of these departments . Cooperation should also exist between English departments and directorates of education where faculty members serve as advisers to government schools .

Brumfit and Roberts (1983) argue for closer relationship between researchers and academics in education, trainers and practising teachers . We can only learn by doing . There should also be cooperative efforts by psychologists , linguists , teachers , ethnographers , and the public .

- 4 – The English departments should cooperate with departments of education in order to accomplish the following goals :
  - a – devising new materials for in-service training of non-specialists English teachers in preparatory and secondary schools since English departments supply qualified teachers for these schools .
  - b – improving teacher training curricula within universities .

- c – developing an MA course and a professional EFL diploma .
- 5 – Establishing a central teacher training college or institute in the West Bank and Gaza . The program of study should be four years as suggested by Ibrahim (1975) and Dwaikat (1987) . The first two years would be devoted to basic education and methods courses . The last two years are for specialized studies . The allocation of courses would be as follows :
- |                               |      |
|-------------------------------|------|
| a – Courses in specialization | 40 % |
| b – Professional courses      | 25 % |
| c – General education courses | 35 % |
- 6 – In addition to their job of training specialists , the English departments in the West Bank and Gaza are also responsible for the service / basic courses for non-specialists . As Jayyusi (1975) says , *there is a need to maintain these service / basic courses at a high level of quality in order to improve the quality of university graduates .*
- 7 – The English departments should assume an active role in implementing In-Service Teacher Education and Training (INSET) . Finocchiaro (1984) indicates that little or no concerted effort has been made by the universities to prepare teachers for the awesome responsibility which will be theirs . Masri (1984) says that universities should hold INSET courses in the summer for teachers of English in public schools and instruct them in the latest TEFL methods . INSET activities should be offered within a non-threatening , trusting , and caring context .
- 8 – Furthering cooperation and complementation instead of competition and fragmentation among English departments . A suggestion in this direction would be the specialization of each department in a specific area in EFL . For example , An-Najah has an M A program in TEFL , Bir Zeit offers a good program in translation , and Bethlehem has a good office of teacher Development .
- 9 – There should be a balance between linguistics courses and literature courses offered by the English departments at West Bank and Gaza universities since both linguistics and literature are essential in the preparation of qualified EFL teachers .
- 10 -EFL teacher training programs should emphasize the communicative approach to language teaching , which , according to Harding-Esch (1982) is the best way to train teachers . This can be accomplished through a



plethora of activities and techniques such as micro-teaching , peer teaching , group teaching , cross -age tutoring , videotaping , observations , demonstrations , controlled visits , lectures , seminars , ESP , mini courses , and placement tests (cf. Dubin & Olshtain , 1979 ) . Richards (1987) gives the following experiences which can be provided for the novice teacher : teaching assistanships , simulations , tutorials , workshops , mini courses , micro teaching and case studies on film or video .

- 11 -EFL teacher training administrators and instructors should make use of *and benefit from the beneficial services rendered by local and international organizations and institutions dealing with TEFL* ( see page 15 ) . In this connection the role played by the British Council and AMIDEAST in Jerusalem in providing EFL resources , scholarships , and training cannot be too emphasized .
- 12 -The organization of symposia such as the ones held at Bethlehem and Hebron in 1987 should become regular EFL events . Faculty members who have participated in international EFL conferences should be invited at these symposia to give talks , presentations , and workshops .
- 13 -The attitudes of the decision makers and the public about teacher training should be changed . As Lippman (1975) indicates , the best long-term policy for changing community attitudes is to increase the effectiveness of EFL teacher training programs .
- 14 -Last but not least , in the absence of a national government in the West Bank and Gaza , the Higher Council of Education should assume a more active role in charting and supervising the academic and professional preparation and certification of EFL teachers .



## Appendix A

### Study Plan of The English Department

### An-Najah National University

Language & Linguistics		Literature	
201	Conversation & Aural Comprehesion	260	Introd . to Lit
202	Advanced Grammar	261	The Novel and the Short Story
203	Writing and Research	262	Poetry
230	Phonetics	360	Drama
231	Introduction to Linguistics	361	Survey of Eng. Lit Through the end of 18 thC.
303	Advanced Writing	362	Survey of Eng. Lit. from the 18 thC. On
330	History of the English Language	460	American Literature
331	Contrastive Linguistics	461	Literary Criticism
390	Translation I	462	Shakespeare
430	Advanced Linguistics	270	Greek Mythology
490	Research Methodology	271	Restoration and 18th. Century Drama
220	Oral Communication	272	18 th Century Novel
223	The English Essay	373	Neo- Classical Poetry
341	Transformational Grammar	370	Metaphysical Poetry
342	Historical Linguistics	372	18th Century Prose
343	Semantics	373	Romantic Age
440	Applied Linguistics	374	Restoration and 18 th Century Drama
441	Sociolinguistics	375	Victorian and Pre- Raphaelite Poetry
442	Psycholinguistics	376	18 th C Br. & Am. Novel
450	Special Topic in ling.	471	Modern British Literature
491	Translation II	472	Modern American Lit.
		473	Modern British Lit.
		474	Contemp. British Lit.
		475	Irish Lit. Rennaissance
		476	World Literature
		480	Special Topic in Lit.
		492	Language and Literature

## Appendix B

### Study Plan of The English Department

### Bir Zeit University

Language & Linguistics		Literature	
241/2	Communication	238	Intro. to Fiction & Poetry
236	Intro. to Ling.	239	Intro. to Drama and Essay
233	Critical writing	330	Literature Survey I
228	Oral English	232	Structure & Develp. of Novel
235	Grammar	333	Practical Criticism
328	Oral English Skills	331	Survey of Literature II
329	Reading Workshop	335	American Literature
430	Error Analysis	334	17 th Century Literature
332	Semantics	337	18 th Century Literature
432	Topics in Grammar	338	Romantics
436	Syntax	430	Drama
237	Phonology & Morphology	433	History of Criticism
337	Contrastive Linguistics	432	Victorian Age
338	Grammar for Teachers of Eng.	434	Contemp. Brit. & Am. Lit.
435	Language and Culture	437	Lit. for Teachers of English
433	Seminar In TEFL	435	Modern Novel
232	Intro. to Arabic Ling.	438	Special Topics
334	Phonetics , Phonolo. & Morpholo.	431	Shakespeare
331	Psycholinguistics	436	Modern Poetry
333	Sociolinguistics		
238	Arabic Grammar		
438	Seminar in Linguistics		
439	Arabization		
431	History of Eng. Lang.		
330	Translation		
331	General Translation		
431	Scientific & Tech. Trans.		
432	Literary Translation		

## Appendix C

### Study Plan of The Department of English Women's College of Arts

Language & Linguistics	Literature
Grammar : Phonetics	Literature Survey I
Transf. / Generat. Grammar	Literature Survey II
Applied Linguistics	American Literature I
Linguistics I	American Literature II
Linguistics II	Comparative Literature
Oral English I	Mythology
Oral English II	Drama
Rhetoric I	Am. & British Novel
Rhetoric II	English Literature I
Descriptive Grammar	English Literature II
Translation	American Literature
Theory & Methods of TEFL	



## Appendix D

### Study Plan of The Department Of English

#### Bethlehem University

Language & Linguistics		Literature	
201	Communicative Skills	211	Int. to Eng. Lit. I
203	Adv. Comm. Skills I	212	Int. to Eng. Lit. II
204	Adv. Comm. Skills II	311	Drama
301	Phonology , Morph. & Seman .	312	Shakespeare
303	Structure of the Eng. Lang.	313	The Novel
307	Error Analysis	314	Poetry
304	Contrastive Linguistics	315	Main Influences in Am. Lit.
322	Adv. Oral Communication	316	Contemporary Literature
		318	18 th Cent. British Lit.
		319	Modern British Literature
		320	The Romantic Period
		321	Am. Lit. 1850–Present
		323	Oral Interpretive Reading
		324	Lit. of the Victorian Period
		325	Literary Criticism
		387	Senior Seminar in Lang. & Lit.
		399	Topics in Lang. & Lit.

## Appendix E

### Study Plan of The Department Of English

### Hebron University

Language & Linguistics		Literature	
211	Grammar I	221	Introduction to Literature
212	Grammar II	321	Literature I
222	Aural English	322	Literature II
231	Reading I	323	The Novel
232	Reading II	421	Drama
241	Writing I	422	American Literature
242	Writing II	423	Shakespeare
311	Linguistics I	333	Western Culture
312	Linguistics II	341	Short Story
313	Phonetics	342	Literary Criticism
314	TEFL	343	Advanced Writing
411	Contrastive Linguistics	344	Special Subject in Literature
412	Translation	345	The Romantics
331	Psycholinguistics	442	The Victorian Period
332	Schools of linguistics	443	18 th Century Literature
334	Special Sub. in Ling.	444	Special Subject in Literature
431	Sociolinguistics		
432	Semantics		
433	History of Eng. Lang.		
434	Special Sub. in Ling.		

## Appendix F

### Study Plan of The Department Of English Gaza Islamic University

Language & Linguistics		Literature	
1203	Writing I	1306	Intro. to English Literature
1204	Reading	1302	Short Stories
1305	English Grammar	2311	The Novel
1201	A Review of Eng. Gram.	2308	Drama and Shakespeare
1202	Listening Comprehension	3313	Shakespeare I
2310	Translation	3317	Poetry
2312	Phonetics I	3319	17 th and 18th Century Prose
2307	Arabic Syntax	3320	Victorian Literature
2309	Linguistics I	4323	Romantic Literature
3214	Writing II	4324	The Metaphysical Poets
3215	Translation I	4325	Drama
3316	Linguistics II	4329	English Literature in the 20 th Cent.
3318	Phonetics II	4330	Literary Appreciation
3221	Advanced Writing		
3322	Schools of Linguistics		
4326	Comparative Linguistics		
4327	Hebrew		
4328	T E S L		



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