

Palestine Polytechnic University
Language & Translation Center



جامعة بوليتكنك فلسطين
مركز اللغات والترجمة

First National Symposium On
Contextualizing English Language within Palestinian
Experience (CELPE)

PPU, Abu Rumman Campus
Henron, Palestine

Tuesday April 23, 2019

Welcoming Speech



Dr. Mohammed Tamimi

Symposium Chair

Director of the Language and Translation Center

We are pleased to announce the First National Symposium on "Contextualizing English Language within Palestinian Experience", at PPU in Hebron. We thrive to create and foster an academically enriching symposium, giving diverse group of educators and researchers, working in the region, an opportunity to participate and learn from each other. We believe this exchange of ideas will offer great and much needed resources for continuing educational excellence in the region. Three keynote speakers from diverse backgrounds will present their ideas throughout the day. In addition, twenty-two topics will be presented by participants from many Palestinian universities, directorates of educations, English Language Fellows from the American Consulate, and other international bodies.

As part of this symposium, the symposium attendees will get to experience true Hebron hospitality while visiting historical and cultural landmarks, while enjoying Hebronite delights.

We are eager to hear about your research and have a discussion together concerning the current and future state of English teaching and learning in Palestine.

Thank you so much for joining this important conversation. We are looking forward to welcoming you soon.

Mohammed Tamimi

CELPE Chair

COMMITTEES:

Symposium Chair:

Dr. Mohammed Tamimi, Director of the Language and Translation Center

Scientific Committee:

Dr. Adnan Shehadeh/PPU – Chair

Dr. Ahmed Atawneh/Hebron University – member

Dr. Mahmoud Itmeizi/Palestine Ahliya University – member

Dr. Tamrika Shvili/PPU – member

Dr. Mohammed Tamimi/PPU – member

Organizing Committee:

Dr. Tamrika Shvili – Chair

Dr. Adnan Shehadeh – member

Dr. Mohammed Tamimi – member

Dr. Mohammed Salhab – member

Ms. Taghreed Odeh – member

Ms. Duaa Ghanayyem – member

Ms. Maysa Juneidi – member

Ms. Kawther Shareef – member

Mr. Mohammed Manasrah – member

THEMES:

- Innovative Teaching Methods
- English Language Programs in Palestinian Universities
- Using English Authentically
- English in Palestinian Context
- Action Research

SOCIAL ACTIVITY: Royal Tour

A royal tour will take place between 5:00-6:30, right after we conclude the symposium. The visit will be to the Old City of Hebron and it will include:

- A visit to the traditional Glass Factory. You can enjoy the craftsmanship at work!
- Iqnaibi Sesame Press: This traditional ancient press has been transformed by the owner to a folklore shop.
- We will enjoy tea and the Zatarai sweet's homemade Kunafeh at the beautiful Friendship Garden. A garden close to the Ibrahimi mosque.

ON THE DAY OF THE SYMPOSIUM:

Please plan to arrive at the conference site at PPU/Abu rman at 8:30-9:00 am. There will be signs to guide you to the conference site at the University's main gate. You may reach the site by car (Taxi). The cost is 3 Shekels from Manarah Square or Sihah Square. Just tell them Polytechnic-Abu ruman.

REGISTRATION

Participants are requested to register as soon as you arrive in the main lobby adjacent to Conference Room. Conference staff will be on duty from 8:30am - 3:00pm. There is no conference registration fee.

COFFEE BREAK

Coffee and tea, and some cinnamon rolls will be served early in the morning. Two more coffee breaks are assigned during the day.

OPENING CEREMONY

This will be at 9:30-11:45am in the Conference Hall.

INFORMATION DESK

The main information desk will be in the main lobby adjacent to Conference Room. It will be open from 8:30am - 3:00pm

PHOTOCOPYING FACILITIES

If you need to make copies of your presentation, please contact the information desk and they will try to help you. However, we prefer that you bring your own copies to avoid any tardiness.

VOLUNTEERING STUDENTS

We will have students volunteering throughout the day ready to help.

KEYNOTE SPEAKERS

Keynote Speakers I: Dr. Shelly Wong



Biography:

Dr. Shelley Wong is a fifth generation Chinese-American from Los Angeles, California who first began to teach English when she went to Hong Kong to study Cantonese and learn about her cultural heritage. She is an Associate Professor at the George Mason University, Fairfax, Virginia, U.S.A. and a Visiting Fulbright Scholar at Birzeit University. Shelley is author of *Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows*, Taylor & Francis, and co-editor with Dr. Ilham Nasser & Lawrence Berlin of *Examining education, media and dialogue under occupation: The case of Palestine and Israel*. Bristol, U.K.: Multilingual Matters. Shelley is co-editor of *Teachers as Allies: Transformative Practices for Teaching DREAMERS and Undocumented Students*, New York: Teachers College Press. A former President of Teaching English to Speakers of Other Languages (TESOL) International, Shelley received her BA in Sociology at the University of California at Santa Cruz, her MA in Teaching English as a Second Language (TESL) at the University of California at Los Angeles (UCLA) and Ed.D. in Applied Linguistics at Columbia Teachers College.

Abstract:

In the opening keynote, Shelley Wong activates our thinking about the conference theme by posing the question, "What does it mean to contextualize English teaching in Palestine?" She defines "context" drawing from M.A.K. Halliday and Ruqaiya Hasan's definitions from *Language, Text & Context* and linguistic anthropologist Malinowski's "context of situation" and "context of culture." She then introduces dialogic approaches to TESOL --a relational Socratic approach in which teachers engage in dialogue with their students of all ages, abilities and backgrounds. While many are familiar with European roots of dialogic pedagogy such as Socrates and Freire, dialogic pedagogy also has origins in Africa, Asia, and with the wisdom of indigenous people in the Americas, Australia and Pacific Islands. She draws from her book *Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows* to illustrate four features of dialogic pedagogy 1) Learning in community, 2) Problem posing, 3) Learning by doing and 4) Asking "Knowledge for whom?"

Keynote Speaker II: Keith Walters



Biography:

Keith Walters is a sociolinguist with a long-standing interest in issues of language and identity in the Arabic-speaking world. He first began learning Arabic in 1975, when he went to Tunisia as a Peace Corps volunteer, teaching English in the capital city of a rural governate. Since then, he has lived there for a total of five years, teaching and conducting research. He has taught English in Guinea, West Africa as well. Having retired last year from the Department of Applied Linguistics at Portland State University in Portland, Oregon, Keith is an emeritus professor. During his career, he also taught in the Linguistics Department at UT-Austin, where he served as Associate Director of the Center for Middle Eastern Studies, and in the English Department at Ohio State University. He is co-author of two widely used textbooks in freshman writing courses across the US. With Reem Bassiouney of the American University of Cairo, he is currently editing a volume on language and identity in Arabic-speaking communities for the Routledge handbook series. He holds an undergraduate degree in English and education from Furman University in Greenville, South Carolina; an MA in linguistics from the University of South Carolina; and a PhD in linguistics from the University of Texas at Austin.

Abstract:

Challenges and Opportunities Teaching English in Palestine: Some Sociolinguistic Perspectives

A 2018 World Bank report evaluating education across the region of the Middle East and North Africa points out the ways in which forces at the level of society, the school, and the classroom prevent education from helping the region reach its potential. To these forces, we might add several local issues, including the changing status of English in Palestine, particular language ideologies found here, and specific historical events that shape the reality of the English-language classroom in Palestine. This talk seeks to describe and contextualize these challenges. However, it will also work to demonstrate possibilities for agency that individual teachers have in their classrooms as they work to improve English language teaching here.

Keynote Speaker III: Dr. Adnan Shehadeh



Biography:

Adnan Shehadeh is currently the director of Centre of Excellence in Teaching and Learning at Palestine Polytechnic University, and Assistant professor of TESOL & Teacher Education. He holds Ph. D in TESOL & Teacher Education from The Ohio State University, MA in applied Linguistics from the University of Salford in the UK; and BA in English language and Literature from Bethlehem University. For the last eight years he has been involved in academic development as trainer of syllabus design, methods of teaching in higher education and assessment. As EFL expert and consultant, he has been in the field for more than twenty years as syllabus designer, teacher trainer and evaluator. Moreover, he has been involved in the major national projects of school-teachers professional development as lead trainer, material designer and assessor. He has taught a wide range of courses at the levels of BA and MA, and supervised several MA theses in Methods of Teaching English as a Foreign Language (TEFL). Dr. Shehadeh has published a number of articles on motivation, age in second language acquisition and reading strategies in EFL. In addition to this, his research interests include teaching materials and academic development. He also has presented in a number of conferences and educational meetings.

Abstract:

The Reality of contextualizing Principles of Second language learning in the Palestinian Context

To help EFL teachers reflect successfully on their teaching, we need to familiarize them with the main learning principles suggested by researchers in the field of TEFL. Ellis (2013) presents 12 principles that should be utilized to have successful language learning in the setting of formal instruction. This presentation aims to introduce these principles, and shed light on the implementation of four of them in the Palestinian context. The selected four principles are;







1. Successful instructed language learning requires extensive L2 input.
2. Successful instructed language learning requires opportunities for output.
3. Successful instructed language learning requires opportunities to interact in L2.
4. Successful instructed language learning should examine free as well as controlled production.

To achieve the aims of this presentation, and to enrich its reasoning, it was supported by data from the field. Data about the implementing of these four principles in the Palestinian schools was collected from teachers via a short questionnaire. The results show that very little activities are used to contextualize these significant principles in the Palestinian context.

SYMPOSIUM PROGRAM

***The First National Symposium on:
Contextualizing English Language within
Palestinian Experience (CELPE)***

Held on Tuesday 23rd of April, 2019 –PPU, Abu Rumman Campus-Hebron, Palestine

CELPE Symposium: April 23, 2019		
Time	Activity	Location
8:30-3:30	Registration	Conference Hall Lobby Abu Rumman Campus
	Welcome address:	
	 <i>Reciting Quran & playing Palestine National Anthem</i>	
	 <i>His Excellency Mr. Ahmed Saeed Tamimi –</i>	
	 <i>Head of Palestine Polytechnic University (PPU) Board of Trustees</i>	Conference Hall
9:30-10:15	 <i>Dr. Imad Khatib – PPU President</i>	Abu Rumman Campus
	 <i>Dr. Tamrika Shvili –English Language Fellow (ELF) – PPU</i>	
	 <i>Dr. Mohammed Tamimi –Language and Translation Center (LTC) Director & CELPE Symposium Chair</i>	

CELPE Symposium: April 23, 2019

KEYNOTE SPEAKERS

10:15-10:45	Keynote I: Chair: Dr. Adnan Shehadeh	Conference Hall Abu Rumman Campus
	<p>Dr. Shelley Wong,</p> <p>Senior Fulbright Scholar at BirZeit University & former President of TESOL International</p> <p><i>“Dialogic approaches to contextualizing English Learning within Palestinian Experience”</i></p>	
10:45-11:15	Keynote II: Chair: Dr. Tamrika Shvili	Conference Hall Abu Rumman Campus
	<p>Dr. Keith Walters,</p> <p>Senior Fulbright Scholar at Bethlehem University</p> <p><i>Challenges and Opportunities Teaching English in Palestine: Some Sociolinguistic Perspectives</i></p>	
11:15-11:30	Keynotes: Discussions	
11:30-11:45	Coffee Break	Conference Hall Lobby
11:45-1:15	<i>Parallel Sessions I</i>	

CELPE Symposium: April 23, 2019

Session 1A - Innovative Teaching Methods
Session Chair: Dr. Sameer Rammal

Room 1

11:45-1:15

(1) Alice Paola Handal, Bethlehem University
Problem-Based Learning: Opportunities for English Language Teaching in Palestine

(2) Mohammad Manasrah, Duaa Ghanayem, Palestine Polytechnic University
The Potential Effects of Applying Concept Mapping on Reading Comprehension for First-year EFL Students

11:45-1:15

(3) Nisreen Nassar, Hebron Directorate of Education
Using Blogs as an Assessment Tool of Web-based Portfolio in a Palestinian Context

(4) Zain Asqalan, Palestine Polytechnic University
The impact of Autonomous Learning in EIU course on students' Speaking Skills

Room 1

Session 1B - English Language Programs
Session Chair: Samah Jarrad

Room 2

11:45-1:15

(5) Elizabeth Pantaleon, Madison Pierce, Fulbright English Teaching Assistants in Ramallah and Jerusalem.
Teaching English for Business Purposes

(6) Steven Keller, AMIDEAST & Radi Alwanni, AMRA
English language proficiency assessment of students at Palestinian universities: two case studies.

Room 2

CELPE Symposium: April 23, 2019

	<p>(7) Steven Keller, AMIDEAST; Tina Rafidi, Birzeit University; Rima Dabdoub, Bethlehem University.</p> <p><i>Exploring English Language Teachers' Practices and Beliefs Across Borders: An Impact Study of the Professional Certificate in English Language Teaching</i></p> <p>(8) Mohammad Tamimi, Tamrika Shvili, Palestine Polytechnic University</p> <p><i>Interdisciplinary Approach towards Contextualizing English Language Teaching and Learning</i></p>	Room 2
1:15-2:00	Lunch	Cafeteria
2:00-3:00	<i>Parallel Sessions II</i>	
Session 2A - Using English Authentically (A) Session Chair: Maysa Al Juneidi		Room 1
2:00-3:00	<p>(9) Fatima Hamad, Dua'a Qurt, Birzeit University/Directorate of Education</p> <p><i>Freedom Songs: Integrating Liberation Songs for TEFL University Students in Palestine and all over the World:</i> <i>"Mohammed Al-Durra: A Song for Jerusalem (محمد الدرة: أغنية للقدس)</i></p> <p>(10) Sara Zalloum, Directorate of Education</p> <p><i>The Impact of Using Animated Cartoon from a Constructivist Point of View on Eighth Graders' Language Achievement, Critical Thinking Skills and Attitude</i></p>	Room 1

CELPE Symposium: April 23, 2019

	(11) Lacie Raymonds, Tamrika Shvili, An Najah University / Palestine Polytechnic University <i>Cultural Baggage: Using Intercultural Learning to Unpack the Language Classroom</i>	Room 1
Session 2B - Using English Authentically (B) Session Chair: Duaa Ghanayem		Room 2
2:00-3:00	(12) Bayan Bader, Hebron University <i>The Impact of Using Short Stories on Eighth Graders' Awareness of the Semantic Variations in the Aspectual Side of English Verbs</i>	Room 2
	(13) Samah Jarrad, Palestine Technical University, Kadoorie <i>ESP between Theory and Classroom Practice: Palestine Technical University- Kadoorie as a Model</i>	
	(14) Kawther Shareef, Palestine Polytechnic University <i>The Effect of Listening to Native Speakers of English ON the Students' Speaking Skills</i>	
3:00-4:00	<i>Parallel Sessions III</i>	
Session 3A - English in Palestinian Context Session Chair: Mohammed Manasrah		Room 1
3:00-4:00	(15) Samir Rammal, BirZeit University <i>Revisiting Students' Journals</i>	Room 1
	(16) Salam Affoneh, Birzeit University <i>Follow-up strategies to better INSET within a Palestinian Context</i>	

CELPE Symposium: April 23, 2019

	<p>(17) Mus'ab Yousef Issa AbedRabboh, Al Quds University</p> <p><i>Determining English Foreign Language Needs for Undergraduate Students in Scientific Faculties from Students and Supervisors Point of View at Al-Quds University</i></p>	Room 1
<p>Session 3B - Action Research Session Chair: Lacie Raymonds</p>		Room 2
3:00-4:00	<p>(18) Robert Sharples, Istiqlal University, British Council</p> <p><i>Implementing a programme of action research to facilitate Continuous Professional Development for teachers at Al Istiqlal University.</i></p> <p>(19) Mustafa Zaid, Istiqlal University</p> <p><i>An action research project examining the use of graded readers</i></p>	Room 2
	<p>(20) Husam Ahmed Qaddumi, Khalid Subhi Masud, Istiqlal University</p> <p>Presented by Robert Sharples</p> <p><i>Investigating students' attitudes towards listening and speaking in the English classroom at Al Istiqlal University: An action research</i></p>	
4:00-4:30	<p>Keynote III: Chair: Dr. Mohammed Tamimi</p>	
	<p>Dr. Adnan Shehadeh, Professor of English & Director of Center of Excellence in Teaching and Learning at PPU</p> <p><i>The Reality of contextualizing Principles of Second language learning in the Palestinian Context</i></p>	<p>Conference Hall</p> <p>Abu Rumman Campus</p>

CELPE Symposium: April 23, 2019

4:30-4:45	<i>Closing Ceremony and Recommendations</i>	
	Dr. Mohammed Tamimi & Dr. Tamrika Shvili	Conference Hall
5:00-6:30	The Royal Tour <i>The Old City of Hebron: visit to the traditional Glass Factory, Iqnaibi Sesame Press, Friendship Garden and Ibrahimi Mosque.</i> <i>(Coffee and Khalili Kunafah will be served).</i>	The Old City of Hebron

SYMPOSIUM ABSTRACTS

1. **Alice Paola Handal**
Bethlehem University
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Problem-Based Learning: Opportunities for English Language Teaching in Palestine

This presentation discusses problem-based learning (Barrows & Tamblyn, 1996), an innovative teaching method that differs in key ways from project-based learning (Markham, 2011), and the ways in which it provides opportunities to help train future teachers of English in Palestine and to help students of English at all levels to become actual users of English. The presentation begins with a very short video from Bethlehem University describing the ways instructors in a range of disciplines adapted problem-based learning to the needs of their existing curricula. It then examines specific applications of problem-based learning in helping future teachers of English and students of English. Specifically, the presentation focuses on what students reported learning and demonstrated having learned as well as what I, as an instructor, learned about how to use problem-based learning effectively to integrate English language skills in teaching and to help students use English to accomplish goals that are meaningful to them.

2. **Mohammad Manasrah, Duaa Ghanayem**
Palestine Polytechnic University
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The Potential Effects of Applying a Learning Strategy, Namely Concept Map, on the Reading Comprehension for First-year EFL Students

This study seeks to probe the potential effects of applying concept map as a type of graphic organizer used to help first-year EFL students at Palestine Polytechnic University improve their reading comprehension. The sample consists of 160 students majoring in engineering, computer science and applied sciences. Semi-quasi research design is used to explore the impact of the concept map intervention on reading comprehension of the target population. The pre-test shows that the two groups have an average score (72%) in the reading comprehension when they are tested using articles from standardized test, i.e. IELTS exam. Teaching four articles by using concept mapping serves as an instructional method for the experimental group while the control group has been taught using teacher-centered education approach. The study findings show that applying concept map strategies has a preponderant effect on the

reading comprehension of the experimental-group learners compared with the control group as the results of the post-test indicate.

3. **Nisreen Nassar**
Hebron Directorate of Education –Hebron
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Using Blogs as an Assessment Tool of Web-based Portfolio in a Palestinian Context

Portfolios have recently been used as an alternative approach of authentic assessment that could indicate the development of learning over the time and support assessment for learning rather than assessment of learning. This paper mainly aims at investigating the effectiveness of web-based portfolio (blogs) as a platform of alternative assessment for learning. As a requirement of the course(Fall 2018) forty two ninth graders were required to prepare portfolios that will be included in the overall average (20 marks). They were divided into control group (20) and experimental group (22). The experimental group was required to prepare paper -based portfolios while the experimental group was required to establish e-portfolios. A rubric was adapted to measure the means of the experimental and control groups in terms of ideas and content, frequency of participation, peer assessment (community) and the use of enhancement. The researcher also followed the experimental groups' development by dividing the intervention into three stages. Interviews were also conducted to investigate the participants' attitudes towards using blogs as an assessment tool for learning. Results indicated that there were statistical differences between the means of the experimental group and the control group in terms of frequency of participation, content and ideas, peer assessment and enhancement. means of the e-portfolios entries showed improvement of the experimental group all through the three stages which indicates that e-portfolio can be considered as a platform of assessment for learning rather than of learning. Interviews also revealed positive attitudes towards using e-portfolios as an assessment platform.

4. **Zain Asqalan**
Palestine Polytechnic University
zain.asqalan@gmail.com

The impact of Autonomous Learning in EIU course on students' Speaking Skills

Autonomous learning is defined as the ability of learners to set the goals, choose materials as well as choosing evaluation criteria (Brockett & Hiemstra, 1991). This kind of learning includes the support of the instructor based on the corporation him and the learner (Little, 1995). This presentation examines the impact of autonomous learning in English In Use course on students' speaking skills. This course focuses on speaking and writing skills as university students need these two important skills either for their advanced assignments, such as project writing, or for job searching preparation, such as interviewing. The speaking component include different forms of communicative activities, such as, group discussion, debates, and presentations. The writing section train them on skills and assignments necessary for project writing, such as paragraph writing, documentation, organizing information, and proposals. Students prepare discussion topics, read about them, and choose their group members. They also choose the topic of their final presentations, the supporting material they would like to their slides and students evaluate each other presentation using an evaluation sheet. Same goes to their projects, they choose a topic related to their field of study, read two main articles about it, summarize and add extra information from different sources, like conducting interviews and looking for statistics. Data collection is done through conducting interviews with learners at the beginning and the end of the course, in addition to a questionnaire distributed among 100 junior and senior students who have finished English In Use course. Data are analyzed and the results assume that autonomous enhanced students' speaking skills.

5. **Elizabeth Pantaleon, Midison Pierce, Fullbright English Teaching assistants in Ramallah and Jerusalem**
elizabeth.regine@gmail.com , madison.pierce89@gmail.com

Teaching English for Business Purposes

In our presentation, we plan to discuss how we designed our short-term courses to meet the needs of our diverse audiences such as NGO professionals, civil society leaders, entrepreneurs and fresh college graduates. We will consider our pedagogical approaches within these respective student groups and how we integrate critical written communication skills into a predominantly listening and speaking course. We will further examine how we approach teaching these English for Business Purposes courses within the Palestinian sociopolitical and cultural context. In particular, we will address how we ensure that the content of our lessons is applicable within a variety of workplace environments, such as a predominantly Arabic-speaking workplace or an international organization wherein communication is primarily in English. In conclusion, we will reflect on how we have focused on topics extending beyond the common English for Business Purposes course tenants to

developing transferable skills and effective communication styles in our classrooms.

6. **Steven Keller**
AMISEAST
skeller@amideast.org

English language proficiency assessment of students at Palestinian universities

Feedback from Palestinian educators and employers regarding English proficiency points toward a reality that falls short of needs and standards. While anecdotal input is helpful in illustrating some of the need and part of the challenge, the education and employment sectors require reliable data to gain a more accurate picture of the current state of English proficiency in the country and to make informed decisions about how to deal with it. Internationally recognized standardized assessment tools mapped to the Common European Framework of Reference (CEFR) provide educators and employers with reliable data about English language proficiency for making evidence based decisions regarding placement, progress monitoring, graduation, and readiness for a job market that increasingly emphasizes English language proficiency as an employment requirement. AMIDEAST and its partner, AMRA, have been cooperating with some Palestinian universities to measure the English language proficiency of students at different points in their university studies using assessment tools mapped to the CEFR, in order to understand Palestinian university student proficiency levels according to global standards, and to help universities make informed, evidence-based decisions when it comes to English language course placement, progress monitoring, and achievement of desired proficiency levels for particular specializations, graduation goals, and to ensure competitiveness in the job market post-graduation. AMIDEAST and AMRA will present two case studies from two different Palestinian universities in the West Bank using one of these assessment tools, the ITP version of the TOEFL. We will present and discuss the findings of the various assessments undertaken in recent years, including our own trend analysis and recommendations, but also incorporating input and feedback from decision makers at both universities, with an eye toward informing policy-making and decision-making of other Palestinian universities attending the Symposium who may be grappling with how to best tackle English language proficiency assessment of their own students at different points in the students' matriculation. Questions to be addressed include: How do we know what works? How do we measure existing proficiency and/or progress towards a proficiency goal? How can employers determine which Palestinian university graduates possess a level of English proficiency on par with international professional standards?

7. **Steven Keller,**
AMISEAST
skeller@amideast.org

Exploring English Language Teachers' Practices and Beliefs Across Borders: An Impact Study of the Professional Certificate in English Language Teaching

For decades, policymakers, researchers, and teacher educators have explored how professional development affects classroom practice and, ultimately, student learning (Wyatt and Borg, 2011; McGregor and Gunter, 2006). How do training and professional development impact teachers at varying stages of experience? Is the impact the same in different contexts? What aspects of teachers' practices and beliefs are affected the most? How can training design create long-lasting change for teachers? These are among the questions addressed in a six-month impact study carried out across eight countries in the Middle East and North Africa.

Focusing on an intensive certificate program grounded in learner-centered principles and a reflective, experiential approach – the Professional Certificate in English Language Teaching (PCELT) - the research explored differences among teacher groups regarding their classroom performance in five core areas, use of reflection for development, and attitudes towards student-centered learning. The effect of training interventions on teachers' practices may be quite different from the impact on their underlying beliefs. Changes in attitudes towards learner autonomy and student-controlled activities, for example, could take longer, particularly in a traditional, top-down system. The results also show degrees of impact on teachers' ability to use reflection analytically for their own development. The proposed presentation and Q&A will focus more on the adaptation of PCELT to the Palestinian context, specifically, and its implementation and impact in Palestine thus far, drawing from experiences in the West Bank and Gaza at both the pre-service and in-service level for soon-to-graduate English teachers-to-be, recently graduated new English teachers, experienced English teachers, and new as well as experienced university English instructors. Presenters will share key research findings as well as more personal anecdotal observations and experiences, present conclusions, and discuss important implications for the design and delivery of teacher training initiatives. The presenters will also discuss the process, challenges, and lessons learned from their experience working with diverse ELT educators and contexts in order to pilot and implement the PCELT program in Palestine.

8. **Mohammad Tamimi, Tamrika Shvili,**
Palestine Polytechnic University
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Interdisciplinary Approach towards Contextualizing English Language Teaching and Learning

Although Palestinian students tend to read and write fairly well in English, their daily communication skills suffer from lack of exposure to English language outside of the textbook. Due to students' low communication skills even after years of English classroom, the LTC Center developed an interdisciplinary approach to English language learning in hopes of creating a more dynamic environment for the learner by putting the language itself in the context of everyday life. In this presentation, we will show how we managed to incorporate other disciplines in language learning, such as Life Skills, Intercultural Communication and Cultural awareness courses and ESP, in addition to innovative assessment based on group work, blended learning, student centric classroom, and project based learning. This way, we are allowing students to experience the language in more dynamic and diverse environments. It is our hope to continue development of the courses that eventually take students physically outside of the classroom, allowing them to build their language skills in real work exchanges and interactions through service learning projects. We will close the presentation with showing examples of how we integrated such interdisciplinary ideas, tools, and assessment into such courses.

9. **Fatima Hamad, Dua'a Qurt,**
Birzeit University/ Directorate of Education
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**Freedom Songs: Integrating Liberation Songs for TEFL University
Students in Palestine and all over the World: "Mohammed Al-Durra: A
Song for Jerusalem
(محمد الدرة أغنية للقدس)"**

This workshop provides English instructors with a detailed lesson on how to teach university students one of the Palestinian liberation songs called "al-Quds Hatirga' lina" (Jerusalem will return to us). It was written and sung after a 12-year old boy from Gaza was killed by the Israeli soldiers. A wide range of content and methods are provided to show how music can motivate students to learn English and discuss issues of social importance. These include a reading that provides historical background about the murder, an Arabic script and English translation of the song and a rationale for choosing the song. Classroom activities, assignments, vocabulary, grammar and other helpful resources are presented clearly. Other supplementary materials include a song especially created, composed and performed in some Palestinian schools for the purpose of developing the English for Palestine Curriculum and contextualizing it within the Palestinian Experience. A short video is displayed in addition to a 3- minute training for the audience.

10. **Sara Zalloum**
Directorate of Education –Hebron

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The Impact of Using Animated Cartoon from a Constructivist Point of View on Eighth Graders' Language Achievement, Critical Thinking Skills and Attitude

The modernization era obliges educators to adopt a pedagogy that encourages students to learn new skills and competencies of the 21st century. This study combines between constructivists approach and using animated cartoon as a tool of educational technology that both set learners further steps towards favorable learning in the 21st century. The study investigates the impact of using animated cartoon from a constructivist point of view on eighth graders' language skills, critical thinking skills and their attitudes towards language leaning. One hundred and twenty five (125) female and male eighth graders at Hebron district participated in pre-post tests and questionnaire. However, only (30) thirty experimental students participated in an interview. The quantitative and qualitative analysis reveals that using animated cartoon from a constructivist point of view positively affects students' language skills, order-thinking skills and attitudes towards language leaning. In addition to that, the results show that students' involvement in a sophisticated process of investigation doesn't only promote language skills but it allows them to develop further complex skills such as; comparison, analysis and argumentation.

- 11. Lacie Raymonds, Tamrika Shvili**
An-Najah University, Palestine Polytechnic University
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Cultural Baggage: Using Intercultural Learning to Unpack the Language Classroom

Just as a language cannot be isolated from its cultural context, the language learner cannot meaningfully use the target language without some awareness of how meaning is negotiated across cultures. This presentation explores innovative ways to incorporate intercultural learning in the foreign language classroom, using the concept of identity as a point of departure. Practical activities and guided exercises that utilize multimedia and experiential learning will be presented in hopes of fostering and activating student identity construction.

- 12. Bayan Bader**

Hebron University
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The Impact of Using Short Stories on Eighth Graders' Awareness of the Semantic Variations in the Aspectual Side of English Verbs

This thesis is submitted in Partial Fulfillment of the Requirements for the Degree of Master of English in Applied Linguistics and the Teaching of English, Faculty of Graduate Studies, Hebron University. Abstract This paper examines students' awareness of the semantic variations in the aspectual side of English verbs. It aims at examining students' problems in this area and tries to improve students' awareness of the semantic differences between the simple aspect and the progressive one. This study is based on 50 participants. 45 eighth graders participate. The other five are EFL English teachers. The researcher offers students a pre-test that finds students' problems in the seven semantic differences. Then, she assigns them short stories to read. They read Hemingway's "Cat in the Rain," Chopin's "The Story of an Hour," Bocarro's "A Long Walk Home," Joyce's "Araby," Maupassant's "The Necklace" and Tolstoy's "The Two Brothers." After that, they fill worksheets that demonstrate the difference in meaning between the simple aspect and the progressive one in the stories' context. Then, the researcher offers a post-test that examines students' awareness development of the semantic variations of English verbs. Results confirm the hypotheses. They present that students have problems in their actual awareness of the semantic variations in the aspectual side, and reading six short stories develops students' awareness of the semantic variations except their awareness of the limited and unlimited duration. Furthermore, the researcher interviews five teachers in order to show the way that Palestinian students learn aspects and to find the reasons behind committing errors. A thematic analysis presents that students learn the aspects' meanings but their focus is on the form as well as the key words. The researcher recommends students to have a literary-based learning, for it facilitates the language acquisition process. She also provides some recommendations for further studies.

- 13. Samah Jarrad, Montaser Owda**
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ESP between Theory and Classroom Practice: Palestine Technical University- Kadoorie as a Model

The demarcation line between general and ESP English is very thin. While the former tackles language in general, the latter concentrates on fulfilling the

needs of a specific learner in a specific context. These differences have resulted in varying insights into the teaching methodologies and syllabus design. The study will address how these factors are taken into consideration when teaching ESP for students at Palestine Technical University- Kadoorie. It will ask specifically to what extent does Kadoorie cater for the specific nature of ESP courses in the choice of text book materials and will answer the question of whether the current approach to teaching ESP at PTUK is fulfilling its goal of equipping the learners with the jargonic terminology and technical language they need in their careers and finally the paper seeks to find out of whether the language in the ESP class is integrated within the wider context of English language learning, or is it reduced to mechanic and rote memorization of lexical items. The paper will answer these questions using quantitative analysis of 200 questionnaires along with a qualitative analysis of the main textbook used in the engineering faculty. The study will demonstrate that a vast majority of the study sample do not feel confident in using the language they have learned in ESP classes citing the lack of language contextualization as the main reason.

- 14. Kawther Shareef**
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The Effect of Listening to Native Speakers of English ON the Students' Speaking Skills

Speaking English is one of the biggest challenges that Palestinian students encounter, whether at school or university. Although every year we receive students graduating from high school with a high grade in English and Tawjihi exam, they continue to have a serious problem in the language, especially in their speaking skills. Nevertheless, every year I have noticed in the classes that I teach, especially English 1, that a number of students have a significant increase in their speaking skills, as well as in their pronunciation and accent, sounding more and more like "native-like speakers of English". This change is especially noticeable in the female students. This study looks at this phenomenon and investigates the possible reasons lying behind this noticeable change. I investigated this matter by designing a qualitative study in which I interviewed the selected groups of students and had them fill out a questionnaire about their English language acquisition. The results of the study clearly indicated that the students with native like qualities worked on themselves outside the classroom to develop their

speaking ability, improving it by watching English language movies and listening to music. Therefore, I want to emphasize this issue to demonstrate its importance in learning and teaching English, especially the speaking skills. It would be my suggestion to incorporate some of the methods in the English language learning curriculum at the University.

- 15. Samir Rammal**
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Revisiting Students' Journals

This paper discussed students' journals as a motivating pedagogic notion that can reshape EFL learners' perception of writing. It also introduced the various kinds of students' journals available for EFL learners to use in their writing classes. Besides, the paper provided some examples of journal entries that can stimulate the journal keeping process. Finally, the paper shed light on how journal keeping can reshape EFL learners' perception of writing. The paper concluded with an account on the various benefits students may accomplish by keeping journals, in general, and practicing writing peer-response journals online, in particular.

- 16. Salam Affoneh**
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Follow-up strategies to better INSET within a Palestinian Context

Integrating a follow-up stage in teacher training may eliminate risks associated with INSET courses. In this talk, I will share the findings of research I did on follow-up strategies within a context-specific teacher training. The main question of the research is 'does using follow-up as part of an INSET course improve the teaching performance of the participants within a Palestinian context? In order to answer this, other questions will be answered: first, what are the attitudes of teachers and trainers towards INSET courses in general in Palestine? Second, what are the beliefs and attitudes of Palestinian teachers and trainers towards different follow-up strategies related to INSET? Third, what challenges face Palestinian trainers and teachers using follow-up strategies? and finally, how does using follow-up affect the teaching performance of teachers on an INSET course? The tools for data collection are structured interviews, observations and questionnaires. The strategies researched are diaries, self-evaluation, observer's feedback, dialogue and peer coaching. The presentation will start with a brief discussion of the literature on follow-up in teacher training. Then the presentation of the

research questions, methods for data collection, context, findings and implications for different contexts.

17. Mus'ab Yousef Issa AbedRabbah

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Determining English Foreign Language Needs for Undergraduate Students in Scientific Faculties from Students and Supervisors Point of View at Al-Quds University

The study was applied on stratified random sample which consisted of students and supervisors in scientific faculties in the academic year (2018-2019). The findings has found that English foreign language needs from students and supervisors point of view is very high. English foreign language needs for undergraduate students in scientific faculties from students' point of view are ordered respectively as the following: vocabulary, listening, speaking, reading, writing and grammar. And there were no statistically significant differences of responses of students' in scientific faculties towards English language needs due to gender, academic level and achievement level. Also, there were no statistically significant differences of responses of supervisors' in scientific faculties at Al-Quds university due to experience, qualification whereas there were statistically significant differences due to faculty. The researcher recommended curriculums at scientific faculties and schools should be revised in order to fulfill students' needs especially speaking, writing and listening. The educational system in Palestine should be revised focusing on students' needs.

18. Robert Sharples

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Implementing a programme of action research to facilitate Continuous Professional Development for teachers at Al Istiqlal University.

This talk discusses the introduction of action research for continuous professional development (CPD) at Al Istiqlal University. More recent developments in CPD emphasize the value of inquiry-led approaches. In this context, action research has become a popular method for practitioners to develop their practice. Theorists have proposed a number of benefits associated with doing action research as CPD: It is empowering for teachers (Wallace, 1998), it can lead to improvements in teaching (Gibbs, et al., 2016) and it is highly context-specific (Banegas, et al., 2013). Action Research was introduced to enable teachers to explore specific problems in their own classrooms based on their first-hand experience with cadets at Al Istiqlal University studying on a BA English course. At the beginning and mid-point of the cycle, workshops were delivered to teachers

which introduced the idea of action research, helped teachers develop research questions, and reviewed methods of data collection. At the end of the cycle, interviews were conducted to ascertain whether teachers felt the process improved their practice and identify other attendant benefits. The talk concludes by summarizing affordances of this programme of action research for university lecturers, while outlining some the challenges of implementing such a programme in this setting.

- 19. Mustafa Zaid**
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An action research project examining the use of graded readers

The author encountered several challenges when teaching reading to BA English students at Al Istiqlal university. Some relate to students' weaknesses in reading English, others to the contextual challenges at Al Istiqlal, while still others to students' reluctance to read in English outside of class. Focusing on 3rd-year students taking a reading course, this study sheds light on why some students lack motivation to read in English. One solution to overcome the stated problems in reading is through 'graded readers' and extensive reading. The potential affordances of using graded readers are manifold: they can encourage faster, more fluent reading, greater vocabulary acquisition and familiarity, improved confidence and motivation, greater independent learning and a more positive attitude to the foreign language in general (Macmillan Education, 2014). This study follows an action research approach which focuses on identifying the problems in the classroom and trying to find solutions. The use of graded readers was trialed with this group of students at Al Istiqlal, and its success was assessed. Questionnaires, interviews, analytical and critical study on previous research were used as research instruments. This study makes several recommendations related to using graded readers with Palestinian undergraduate students and foregrounds the role of teachers and librarians.

- 20. Husam Ahmed Qaddumi, Khalid Subhi Masud**
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Investigating students' attitudes towards listening and speaking in the English classroom at Al Istiqlal University: An action research

This study sought to investigate students' attitudes towards listening and speaking in the English classroom at Al Istiqlal University. The researchers noticed that freshman students at Al Istiqlal University were de-motivated and reluctant to get involved in listening and speaking activities in the English classroom. One root cause may be students' prior experience of learning

English in Palestinian state schools where Arabic is the dominant language (Hamdallah, 1999) and where there may be little provision of speaking and listening to English. The researchers sought to experiment with innovative teaching methods to address these problems. These included using group work, giving students clearly defined roles and drawing on students' personal lives as strategies to motivate students and change their attitudes towards listening and speaking activities. A stratified-purposeful sample consisting of 18 freshman students was selected. The researchers used a quantitative approach to measure changes. A questionnaire was administered at the beginning and end of the study to determine changes in students' attitudes. Results indicated that there was a significant difference in students' attitudes towards listening and speaking activities in English class. The researchers recommend that teachers in similar university-level context sought to implement such strategies to motivate students and help to change students' attitudes to listening and speaking.