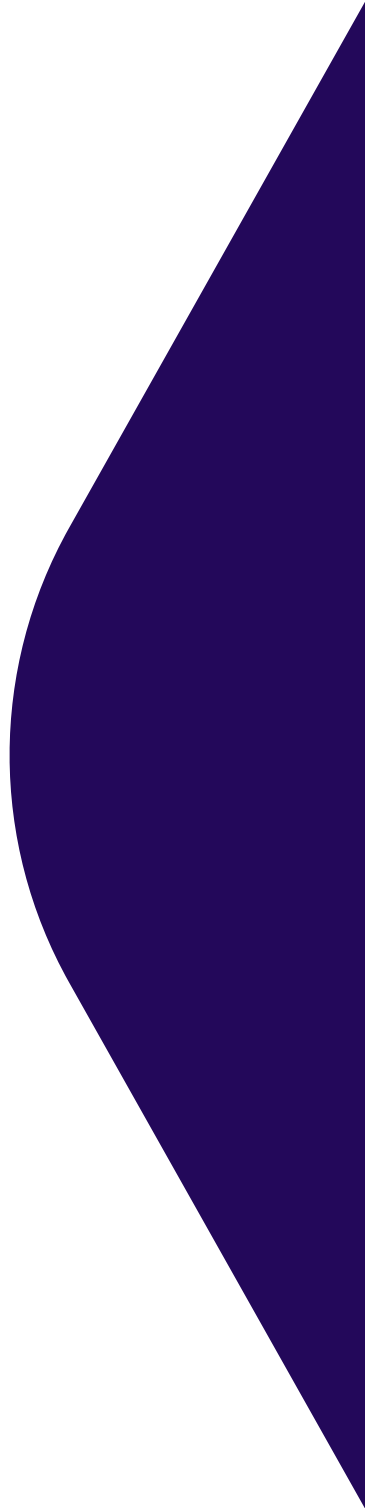# Factors related to disparities among Grade 6 student scores in English Language in Palestine

Based on the National Assessment Study 2022

Ginny Rowlands, Dr. Mohammad Matar, Muna Salman, Yaffa Juma'h, Alaa Sajadiya, Runna Badwan

Acknowledgements

Ginny Rowlands

Ginny Rowlands has over 30 years' experience in English Language Teaching (ELT).

Her expertise encompasses teaching English, managing English teaching programmes and implementing pre-service and in-service teacher professional development strategy in Europe, Asia and Middle East and North Africa.

Ginny is an experienced teacher educator who has delivered Cambridge TEFL qualification programmes, developed professional development resources for newly qualified and experienced teachers of English and successfully mentored teacher educators. She has also led ELT curriculum renewal programmes, aligning them to task-based learning principles and the CEFR, most recently writing content for a new English as a Second Language curriculum for Egyptian secondary students. Her recent research has focused on the impact of online professional development on teachers of English in East Asia, gender representation in secondary Japanese textbooks and an evaluation of pre-service teacher education provision in Tunisia.

Center for Education Research and Development

The Center for Educational Research and Development is an initiative established in early 2020, by the Ministry of Education (now the MoEHE) in line with the Palestinian National Authority`s plans to shift the focus from traditional educational research towards policy-oriented educational research. It serves as an umbrella for all policy-oriented educational research and evaluation studies to inform decision-making mechanisms by providing valid, reliable, and scientific qualitative and quantitative indicators.

The Center serves as an official incubator for various educational databases to enhance integrating, organising, and analysing such rich databases to inform educational policies. It contributes to optimal networking with higher education institutions and specialised research and assessment centres at the national, regional, and international levels to serve the desired national educational reform processes.

https://www.cerd.moe.edu.ps

The British Council Palestine

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Research team

The lead researcher for the study was Ginny Rowlands. The full research team brought together individuals from CERD, the MoEHE supervision team, UNRWA and members of the local British Council. This report would not have been possible without the contributions of the full research team.

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This study was conducted under the supervision of Dr. Nafieh Assaf (Deputy Minister of Education) and Jehad Dreidi (President of the National Center for Examination, Measurement and Educational Evaluation and Assistant Deputy). Their support was instrumental in making this study possible.

Without the expertise and dedication of all the Palestinian stakeholders involved, this research would not have provided such rich and varied data. That data, together with the research findings and recommendations, and the wealth of stakeholder expertise will serve as an important foundation for the future of ELT in Palestine.

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Abbreviations

BA	Bachelor of Arts
CERD	Centre for Educational Research and Development
CLT	Communicative language teaching
CPD	Continuing Professional Development
EL	English Language
ELT	English Language Teaching
HE	Higher Education
HPS	High performing school
ICT	Information and Communication Technology
LPS	Low performing school
MoEHE	Ministry of Education and Higher Education
N/A	Not applicable
NAD	National Assessment Data
NAT	National Assessment Test
NAS	National Assessment Study
NIET	National Institute for Educational Training
NQT	Newly qualified teacher
PD	Professional Development
RQ	Research Question
TE	Teacher Education
TEIP	Teacher Education Improvement Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Executive summary

Aims

This research was initiated in response to the Grade 6 National Assessment Test results for 2022 which showed that only a small percentage of students reach the expected proficiency level in English. The aim was to provide the Ministry of Education and Higher Education (MoEHE) in Palestine with a greater understanding of the factors contributing to diverse levels of student achievement in English and with recommendations for future English language teaching (ELT) policy and practice. The research was designed and conducted in partnership with the MoEHE through its Center for Educational Research and Development (CERD).

The study sought to investigate which classroom and educational environment factors relate to the disparities among 6th Grade student achievement levels in English Language described above. Two overarching questions were defined:

1. To what extent do classroom practices (teaching and assessment) support English language learning?
2. To what extent does the learning environment (school and community) impact English language learning?

Research methodology

A mixed methods approach was used. It included quantitative analysis of existing National Assessment Data (NAD) collected from schools, teachers and students as well as English language (EL) proficiency results for Grade 6 students. Classroom practice was assessed using an observation tool which provided numerical performance ratings for quantitative analysis. Quantitative and qualitative data were also collected from multiple stakeholders (teachers, teacher supervisors, national training and ELT curriculum leads and MoEHE senior leadership) via focus groups and round table discussions.

The project included the creation and piloting of a classroom observation tool (Appendix 1) which combined performance indicators of primary sector good practice with indicators specific to ELT. The tool was co-created, combining internal and external expertise, and observers with an ELT background were selected from Palestine's cadre of teacher supervisors. Those observers were inducted into the format and processes associated with the tool and standardised through a series of workshops and reflective tasks. A total of 34 lessons from 18 schools were observed, eight in schools with the highest EL results and ten from schools with the lowest EL results. The education consultant also observed five lessons in three schools during a field visit.

The factors included in the study were English teachers' profile (qualifications, experience and satisfaction in the profession), their initial preparation and continuing professional development (CPD) and their classroom practices. Research into the learning environment looked at school principals' attitudes to certain teaching methods and assessment and their role in parental engagement, together with challenges that schools, teachers and students face within the education system.

Source: Ministry of Education

Research findings.

The research revealed a varied picture of ELT in Palestine and diverse impacts on Grade 6 student English learning outcomes. When the NAD was analysed, it was found that Grade 6 student EL results are not affected by their teachers' years of experience in the ELT profession, however lack of teacher educational qualifications and limited contentment in the profession do result in lower EL achievement levels. The findings highlighted the importance of parental engagement in their children's EL learning, particularly helping with their homework.

Analysis of student perceptions of the EL classroom revealed a reliance on didactic methods and a limited encouragement of student questioning and critical thinking. These tendencies were substantiated in the classroom observation phase when most of the lessons observed followed a teacher centred approach with limited opportunities for meaningful interaction in English, using pair or group work tasks. Overall, observers rated the majority of lessons as medium quality with gaps in terms of planning for student-to-student information exchange and developing students' skills in understanding oral and written texts. There were some encouraging results in some of the high performing schools where 47% of lessons were rated high, demonstrating good communicative practices, particularly in the later stages of the lesson when they focus on application of learning and student practice.

When the NAD from school principals, teachers and students was analysed, and high performing schools (HPS) and low performing schools (LPS) were compared, there were more commonalities than differences, even in relation to the challenges to learning that Grade 6 students face. Contrary to what might be expected, violent or bullying behaviour is as prevalent in HPSs as it is in LPSs, in fact for many indicators the situation is worse in HPSs. Notable differences are that HPS students spend more time on their homework, while LPS students spend considerably more time on physical activity, while students form LPSs are 5 times more likely to spend an hour or more on paid work.

When investigating teachers and supervisors' satisfaction with EL pre-service training and CPD, some interesting insights emerged around their confidence in ELT theory but not in its application in their classrooms, due to limited access to effective teaching practicum in their initial and early career training.

Through stakeholder engagement, several challenges which impact the EL teaching and learning process were identified: limited student and parental engagement in EL learning, large class sizes and mixed ability groups. This report suggests that these challenges are inter-related, for example, low student engagement being a consequence of large mixed ability groups taught without using differentiated methods. Additionally, another challenge, frequently mentioned in discussions with all ELT stakeholders, was the "*English for Palestine*" textbook which they believe is out of date and does not adequately engage students.

The report concludes by outlining the strengths of ELT in Palestine, areas for development and the challenges to be addressed and then recommends some steps for improving Grade 6 student learning outcomes. Recommendations include several 'Quick fixes' to address key shortcomings in classroom practice and contribute to teacher capacity building. For example, designing a suite of supplementary teaching resources for teachers to use in pair work or small groups, giving pragmatic guidance on how to effectively set up those activities and to integrate them with the textbook content. Medium term recommendations focus on strengthening parental engagement and further research, for example deploying the observation tool used in this study more widely. In the long-term, it is recommended that Palestine reviews its ELT strategy and curriculum with a view to updating and 'future-proofing' it.
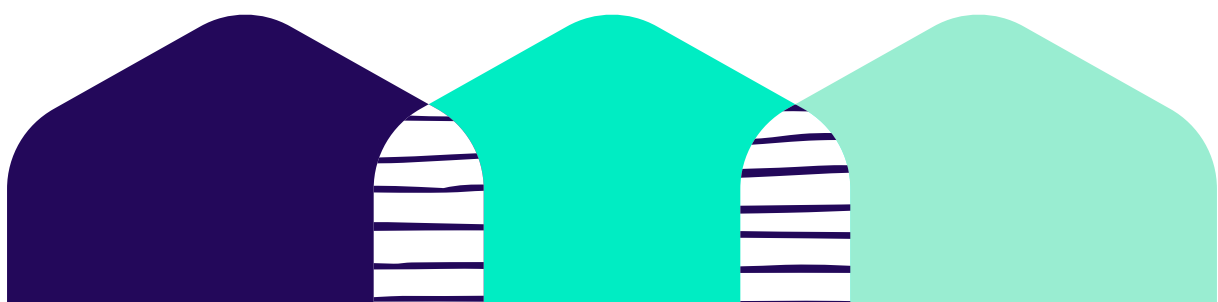
Introduction

All students in Palestine study English in grades 1-12 as a minimum, with government schools following a national curriculum and coursebooks developed through a partnership with Macmillan Publishers. The 2022 results of the national assessment for sixth grade students in English show that only a small percentage of students reach the expected proficiency level. The average Grade 6 achievement score in the English language (EL) was 38 out of 100. The percentage of those students who scored high (a score of 70% or higher) was only 9%, while the majority (76%) scored below the median 50. These students had been studying the 'English for Palestine' curriculum (co-published with McMillan) for six years.

Not only were the student results a concern, but the 2022 national assessment study revealed significant disparity between government schools. The average score of the highest-achievement school was 75/100, whereas the lowest-achievement school had a score of only 18/100. This research aims to provide policymakers with quantitative and qualitative indicators that could explain the disparity in English language (EL) achievement between schools and within each school. The recommendations in this report will assist the Palestinian Ministry of Education and Higher Education (MoEHE) in planning a remedial strategy to develop English Language teaching (ELT) and bridge the differences.

Source: Ministry of Education

The Educational Landscape in Palestine

The Ministry of Education (MoEHE) oversees Palestine's government schools and also regulates private sector schools. Government schools represent 67% of the student population, United Nations Relief and Works Agency (UNRWA) 24 %, and the private sector 9%.
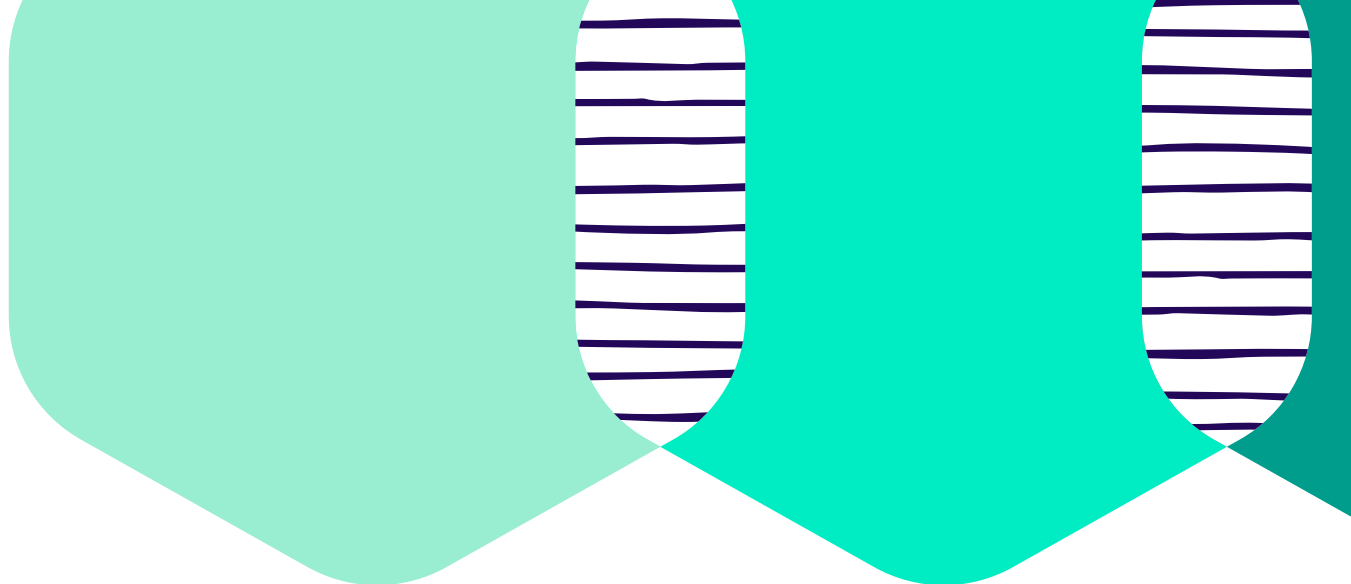
The Palestinian general education system consists of four sub-sectors, see Table 1.

Table 1: Palestine General Education System

Sub-sector	Information
Pre-school education	KG1 and KG2
Primary school education	Basic Grades 1- 4: preparation stage
	Grades 5-9: empowerment stage
Secondary school education	Grades 10-12: Acquisition
Non-formal education	School dropouts (with 5/6 years of basic education)
	Students lacking literacy & numeracy skills

Source: MoEHE Education Sector Strategic Plan

For the year 2022/23 Palestine reported just under 1.5 M students attending primary and secondary education, the largest proportion in primary education, see Table 2

Table 2: Palestine School education

School education - primary and secondary 2022/23 data					
Schools	Students	Basic	Secondary	Teachers	Average students per class
3,190	1,382,932	1,114,832	268,100	75,777	30.7

Source: Educational Statistical Yearbook 2022-2023[1]

A challenging educational environment

UNICEF's education performance indicators, which are relevant to this research, demonstrate the challenging educational environment in which this research is set (UNICEF, 2022).

Completion rates, children completing Grades 1 to 10, are 86% overall and 94 % of young women complete basic education by age 20. However, the picture for secondary education is not as positive, only 62% completing Grades 11 and 12, and only 51% of young men.

Foundational skills, only 53% of children between the ages of 7 and 14 demonstrate minimal learning outcomes for reading and a smaller percentage, 46 % for numeracy. In Grade 3, only 32 % of children reach the expected level of reading competencies. These low literacy rates will likely impact children's English language (EL) learning in the first six grades of basic education.

Urban/Rural gaps Children who live in rural areas outperform those in urban areas and camps, with the highest rates for both reading (59 %) and numeracy (54 %). School dropouts are predominantly in urban areas. The opposite is the case for access to remote tools which can be used for learning, including radio, television, and computers with internet. In urban areas, 30% have no access, compared to 32% in camps and as many as 39% in rural areas. As there is currently a hybrid (blended) system of learning in place in the West Bank, with children studying half their timetable online and half face to face, many children will be excluded or have difficulties attending.

Socioeconomic differences and learning A higher proportion of children whose mothers have been educated to a higher level get help with their education outside of school. Those mothers will also likely have some knowledge of the English language and can therefore help their children with their English homework.

10 % of 5-17 years old are engaged in some form of paid work but children who come from poorer families are more likely to be engaged in it than wealthier families. These children will have limited energy and concentration when they are in school and limited time for out of school study.

[1]   https://www.moe.pna.ps/uploads/20240104134818.pdf

Historical background to English language teaching (ELT) in Palestine

Bianchi and Abdel Razaq wrote in 2017, *"Without a proper understanding of how Palestine's unique and tumultuous history has coloured its equally complex and challenging present, it is near impossible to make sense of its current linguistic situation and its relationship with English."* (Bianchi & Abdel Razaq 2017). Seven years later that assumption is still apposite. Throughout history, 'upwardly mobile' Palestinians have had to become bilingual, adopting Greek, Latin, Turkish, French and Italian and, in the early 20th Century, English which was declared an official language in 1922, becoming the second language studied in schools.

Between 1948 and 1967, Palestine had to adopt Egypt and Jordan's language policies and curriculum, and English was taught from Grade 5. Following the Israeli occupation of the West Bank, Gaza, and East Jerusalem in 1967, Gaza continued using the Egyptian ELT curriculum while the West Bank, used Jordan's. After the Oslo accords, in 1993, limited autonomy was given to the 'Palestinian Authority' and it began developing an independent ELT curriculum, to suit itd needs, eventually partnering with Macmillan Education to produce an ELT curriculum. Their *'English for Palestine'* textbook series (MoEHE, 1999) was introduced between 2000 and 2006, in 2015 a revised version was rolled out (MoEHE, 2015).

The principles underpinning that curriculum reflected modern thinking about ELT and education in general:
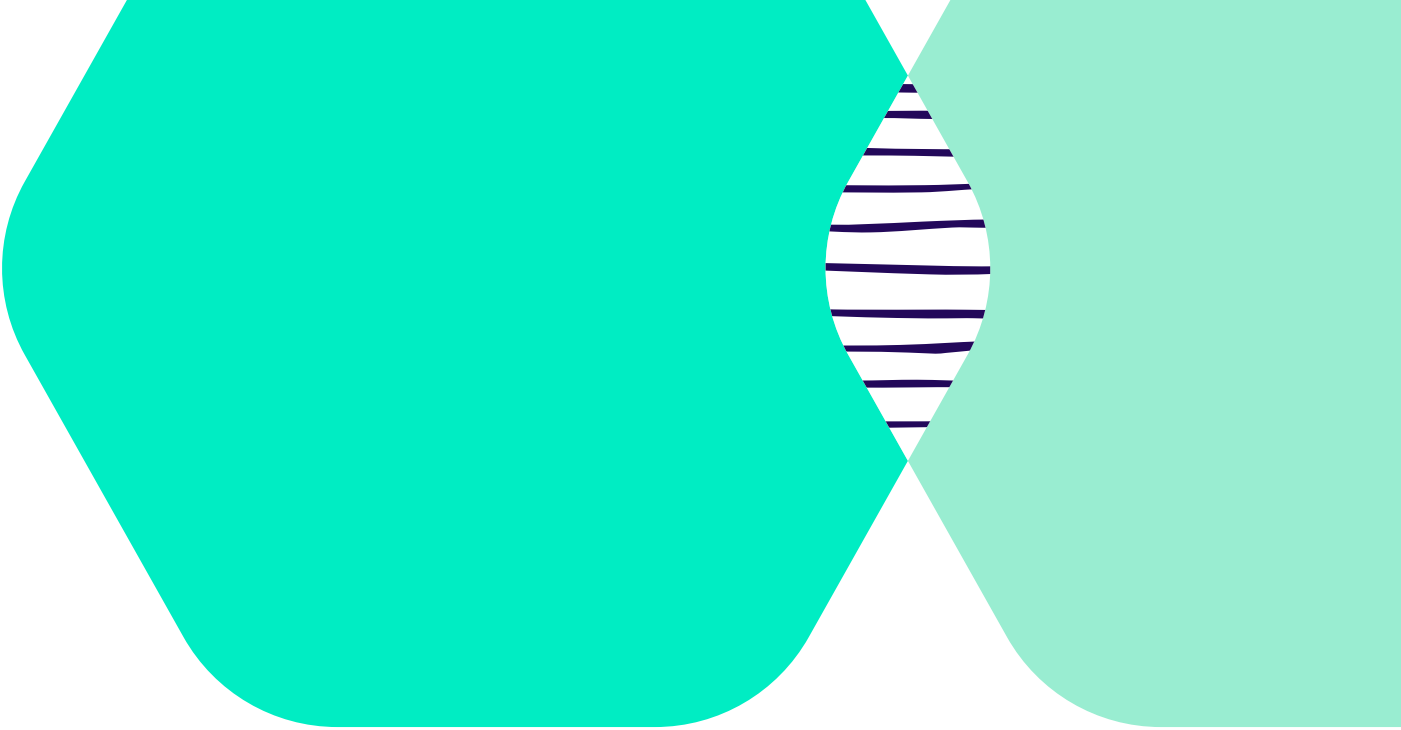
"language is functional; language acquisition occurs through meaningful use and interaction; language learning and teaching is shaped by student needs and objectives; and should be fostered through every possible medium and modality." (English Language Curriculum Document, 1999: 2-5), cited in (Dajani & McClaughlin, 2009).

At the same time, the Ministry of Education and Higher Education (MoEHE) decided to teach English as a subject from the first Grade, previously students had started in Grade 5. Those years, in the early 2000s, represented two massive shifts in ELT which could be argued that teachers were not fully prepared for. At the beginning of the 2000 school year, any planned curriculum training activities were interrupted by the second *Intifada*. In the following years, when the textbook series was gradually rolled out, training was left to teacher educators who had little or no experience of teaching English to Grades 1 to 4. (Dajani & McClaughlin, 2009). The teachers themselves had no experience of learning English at such a young age.

The development of teacher education in Palestine

The National Institute for Educational Training (NIET) was set up in 2005, to deliver pre-service and in-service teacher training and training in educational management and leadership. The MoEHE 's 2008 Teacher Education Strategy was designed to tackle a range of educational issues. Many teachers in the early 2000s were either underqualified or not qualified at all. There was no *"consensus on the minimum qualifications needed to be able to work as a teacher"* (MoEHE, 2008) and the majority of teachers (80%) had not followed any teacher preparation programmes.

Teacher Education (TE) programmes were not standardised and there were key differences between them, for example, in some programmes student teachers thoroughly studied the school curriculum while in others only superficially. Study hours required for graduation, ranged from 125-144 hours and it was generally agreed that curricula, *"needed to be modernised in order to be in harmony with international trends and practices in teacher education."* (ibid.). Importantly, there were significant differences between teacher practicum hours and often the trainee experience was not beneficial *"due to a lack of cooperation from the schools and teachers or even because the cooperating teachers are not qualified themselves."* (ibid.).

The MoEHE's 5-year plan, 2007-11, aimed to improve education quality, establish policies for Teacher Education (TE) and Continuing Professional Development (CPD) and to standardise TE programmes. The 5-year implementation strategy (2008-2012) assumed that new, modernised TE programs would be accepting students by 2010-11 and by 2012 Higher Education (HE) institutions would be cooperating on TE research and developing performance monitoring systems for TE. The plan had in-service TE programs, targeting experienced teachers without qualifications, experienced teachers with insufficient qualifications (Diploma holders), qualified experienced teachers and also an induction programme for newly qualified teachers. The plan stated that, by 2014/15 the ministry would only hire qualified teachers and TE programmes would be regularly evaluated and updated.

As part of the TE strategy, Palestine partnered with the World Bank on a programme to redesign, develop, implement, and evaluate pre-service and in-service programs in line with international good practices. The Teacher Education Improvement Project (TEIP) (2008-19) created a professional development index of teaching competences for Grades 1– 4 Class Teachers in the West Bank and Gaza (2008–19). Its approach, linking pre-service to in-service teacher professional development (PD) was innovative in "*capturing the continuum of a teacher's professional development*" (World Bank, 2020). NIET collaborated in this project, developing and delivering seven training modules for Grades 1-4 classroom teachers.

The project enabled an increase of fully qualified teachers from 54 percent in 2011 to 92 percent in 2018. By 2019, five of six university pre-service programs had been granted unconditional accreditation by representative panels chaired by international experts. The 2020 review of the project noted other important gains for the Palestine education system including teachers using the textbook more flexibly, using more group and independent work and enabling differentiated learning. Unfortunately, ELT specialist teachers were not included in this practitioner upskilling. NIET continues to deliver vital training, using a cascade approach, and leads the Induction Programme for Newly Qualified teachers (NQTs) that is delivered by Teacher Supervisors, and a Diploma for supervisors.

The MoEHE's 2017 Education Sector Strategic Plan for 2017-22, elaborating on its earlier Education Development Strategic Plan (2014-19), envisaged *"A Palestinian society that has values, culture and technology to produce knowledge and employ it for its liberation and development." (MoeHE, 2017)*

and put quality education at the forefront of its strategy. The second goal, to develop a student-centred teaching and learning pedagogy and environment, aimed to ensure *"quality education, improve educational outcomes, promote inputs and processes, evaluate outcomes and set forth progress measuring mechanisms."*

This research will examine the extent to which the MoEHE's aspirations are being achieved in the teaching of English, specifically with regards to the Grade 6 English language assessment in 2022.

The challenges for ELT in Palestine

Challenges range from operating in an environment of occupation and restricted opportunities, *"Teaching English in a cultural vacuum, which makes it seem irrelevant and unappealing to students"* (Bianchi, R & Abdel Razaq, A, 2017) to the difficulties of managing large class sizes which are prevalent in Palestine.

Shehadeh and Dwaik believe that Palestinian young learners face particular challenges because of the diglossic nature of Arabic, *"students who have to learn English at primary age have not even developed critical thinking skills in standard Arabic, thus hindering their EL study"* Shehadeh and Dwaik, 2015.

In terms of EL teacher capability, many educators (Nasser, 2022; Dajani and McLaughlin (2009); Bianchi, R & Abdel Razaq, A, 2017) recognise that the training EL teachers have received does not adequately prepare them for teaching English through the medium of English. Consequently, speaking is taught inadequately or not at all, limiting students' learning progress and engagement in the subject.

Dajani and McLaughlin (2009) argue that the curriculum which is almost entirely based on the textbook, exacerbates teacher capability and is a hindrance to good classroom practice, particularly when that text uses the same learning routine every unit and activities do not support development of critical thinking. They also point to the lack of cohesion across the curriculum and grades *"each grade is a separate entity, not connected to the subsequent grade level"*, (ibid.) they believe that this hinders students' engagement, motivation to learn English and learning progress.

It must also be mentioned that these challenges are intensified by a general lack of workplace morale and motivation for teachers to devote time to extra work to enhance the learning process.

National Assessment Study and Grade 6 student EL Learning outcomes, 2022

The National Assessment Study (NAS) of English language for 6th Grade students (2022) covered the following indicators: mean scores, student pass ratio and median, distribution of students based on their language proficiency. The study also measured achievement based on student gender, school gender, supervising authority of schools, geographic location of the school, highest and lowest achievement schools, content and cognitive domains.

National Assessment Test population:
The study included all 6th grade students in all the Palestinian governorates during the scholastic year of 2021/2022, 127,130 female and male students divided among 1,848 schools with 3,860 class divisions.
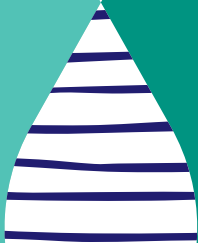
National Assessment Test sample:

A double-stage cluster sampling method A stratified two-stage cluster sample was used based on student gender (all-boys` schools, all-girls' schools, and mixed schools) and geographic distribution, encompassing private schools, government, and UNRWA schools. The sample consisted of Grade 6 students from 150 schools: 55 all-girls' schools, 67 all-boys' schools and 28 from mixed schools.

NAT 2022 Grade 6 EL test results

The achievement levels indicate that the majority (75.5%) of Grade 6 students achieved lower than 50/100 and only 15.4% reached intermediate level, after 6 years of study (see Table 3)

Table 3: EL proficiency results, National Assessment Test 2022.

Mastery level	Cut-off point / 100	Percentage of Students
Advanced level	70 or higher	9.10%
Intermediate Level	50 – 70	15.40%
Low Level	Lower than 50	75.5%

Source: CERD, 2022, Initial Results of the National Assessment Study English Language for the 6th Grade, Scholastic year 2021/2022

The test assessed EL reading, grammar and writing. Table 4 summarises the test components, their weighting and average Grade 6 results.

Table 4: EL average achievement, by test component, National Assessment Test 2022.

Content Domains and Weighting	Average Achievement
Reading Comprehension (40%)	40.15
Grammar and Structure (38%)	43.45
Spelling and Handwriting (10%)	46.32
Composition (12%)	21.22

Source: CERD, 2022, Initial Results of the National Assessment Study English Language for the 6th Grade, Scholastic year 2021/2022

Statistical analysis showed that female students achieved better EL results than males. Mixed schools achieved the best results while girls' schools outperformed boys' schools. Southern governate schools had better results than Northern ones. UNRWA schools' outperformed government schools, see Table 5.

Table 5: EL average achievement by national variables

Supervising Authority			Student gender		School gender			Geographical region	
government	private	UNRWA	boys	girls	boys	girls	mixed	Northern	Southern
32.34	44.02	46.25	33.83	43.40	40.45	34.23	44.85	33.18	42.53

Source: CERD, 2022, Initial Results of the National Assessment Study English Language for the 6th Grade, Scholastic year 2021/2022

Research aims and methodology

This research sought to investigate which classroom and educational environment factors relate to the disparities among 6th Grade student achievement levels in English Language described above. Two overarching questions were defined:

1. To what extent do classroom practices (teaching and assessment) support English language learning?

2. To what extent does the learning environment (school and community) impact English language learning?

Research focus and data sources

Data Sources:

National Assessment Data (NAD): The research sample for the National Assessment 2022 included Palestine's three educational supervising authorities (government, private, and UNRWA run schools) with a sample of 6th grade students from 150 schools, 55 of which were all-girls schools, 67 were all-boys schools, and 28 from mixed schools. The national questionnaires collected data from a sample of 84 teachers, 44% male and 56% female, English NAT data for Grade 6 Students' English Language achievement, 2022, classroom observation data from primary English language lessons (Appendix 4), teacher and teacher supervisor surveys (Appendix 13 and 14) and focus groups.

1. ***To what extent do classroom practices (teaching and assessment) support English language learning?***

This research examined EL teachers' profiles (qualifications and experience), teacher satisfaction with their profession, classroom practices including assessment and ICT integration, teacher initial preparation (pre-service) and teacher CPD (See Table 6).

2. ***To what extent does the learning environment (school and community) impact English language learning?***

This research examined school principals' support for ELT, parental engagement, challenges to learning that Grade 6 students experience, EL teacher professional development provision and systemic challenges. See Table 6 for a summary.

Table 6: Research focus and research sub-questions

Research into EL Classroom practices	
To what extent do classroom practices (including assessment and ICT integration) support English language learning?	
Research focus	**Data source**
EL Teacher Profile ing outcomes?	NAD: Teacher questionnaire and NAT 2022
EL Teacher contentment satisfaction in the ELT profession Does teacher satisfaction in their ELT role impact Grade 6 students' EL proficiency results?	NAD: Teacher questionnaire and NAT 2022
Classroom practices: ELT practices that facilitate language learning Do EL teachers apply core features of communicative language teaching (CLT) in their lessons? Does the presence (or absence) of those features impact Grade 6 students' EL learning outcomes? Does students' experience of the classroom match ELT good practice?	Classroom Observation data NAD: Student questionnaire
Classroom practices: ELT Assessment and ICT integration To what extent do EL teachers integrate formative assessment and ICT into their classroom practice to enhance learning? Does the presence (or absence) of those educational practices impact Grade 6 students' EL learning outcomes?	NAD: Teacher questionnaire and NAT 2022
Stakeholder perspectives: EL Teacher pre-service training Do teachers believe they were well prepared for ELT? Were there any gaps in their initial training that may impact Grade 6 students' EL learning outcomes?	Teachers of English and teacher supervisor focus groups
Stakeholder perspectives: EL Teacher CPD Do teachers regularly attend CPD and do they believe they are well supported for delivering effective ELT? Are there any ongoing gaps in teacher knowledge and skills that may impact Grade 6 students' EL learning outcomes?	NAD: Teacher questionnaire and NAT 2022 Teachers of English and teacher supervisor focus groups
Learning environment	
To what extent does the learning environment (school and education system) impact English language learning?	
Research focus	**Data source**
School principals' support for ELT To what extent do school principals encourage classroom practices that align with good ELT practice? Do they actively facilitate parental engagement in their children's EL learning, and manage dropout issues, contributing to EL learning effectiveness and Grade 6 learning outcomes?	NAD: School questionnaire
Parental engagement in children's EL learning Does parental support for EL learning impact Grade 6 students' EL learning outcomes?	NAD: Student questionnaire, School questionnaire
Teaching challenges Are there systemic factors that impact Grade 6 EL language learning and learning outcomes?	Teachers of English and teacher supervisor focus groups
Learning challenges for Grade 6 students Are Grade 6 students' EL learning outcomes impacted by difficulties they experience in their school life and home life?	NAD: Student questionnaire and Teacher supervisor focus group
Teacher supervisor CPD Are teacher supervisorssupported in their role?	and focus groups

Research Procedures

The study adopted a mixed research method (quantitative and qualitative) using the following methods:

- Secondary Data analysis for the National Assessment Study (2022) performed by the Center for Educational Research and Development (CERD) on 6th grade students' EL proficiency results (samples from the West Bank and Gaza) and questionnaires completed by students, teachers, and schools.

- Observation of primary sector English classes from a sample of EL teachers, teacher supervisors and researcher from CERD

- Stakeholder perspectives gleaned from focus groups and round table discussion.

Limitations

Any stakeholder survey, which asks respondents to reflect on their experience and evaluate it, may be subject to respondent bias and responses may therefore not be entirely accurate. Focus group discussion may also be subject to a similar bias.

The classroom observation tool developed for this research used a performance rating system. Despite the efforts to standardise observers' evaluations, an element of subjectivity related to personal beliefs about teaching and learning cannot be entirely excluded.

Source: Ministry of Education

Source: Ministry of Education

Developing an ELT observation tool

The research team collaborated to create an innovative ELT classroom observation tool, combining features from the World Bank 'Teach Primary' tool designed for primary classrooms (grades 1-6) *"to help countries collect data on teaching practices to improve teaching quality"*, an UNWRA classroom monitoring tool and ELT specific teaching skills from British Council classroom observation guidance. See Appendix 1 for the final observation tool used to gather data around teaching behaviour.

Four broad areas of classroom practice were evaluated:

1. Classroom culture,

2. Instruction,

3. Developing Collaborative Learning Behaviour

4. Classroom Management

Classroom practice was evaluated against a total of 24 performance indicators. This process not only assured common understanding of the evaluative tool but also introduced a capacity building element to the research. The local and external team members agreed the final version after a series of standardising workshops, using recorded lessons from Palestinian primary schools. They also developed guidance in the form of descriptors of Low, Medium and High performance for each indicator (Appendix 2) and a user guide (Appendix 3). After piloting the observation tool (9 observers in 5 schools), a more user-friendly version was agreed, reducing the initial performance indicators from 37 to 24.

The observation sample and process

The observation data was gathered by seven observers, ELT specialists working for CERD, teacher supervisors from MoEHE and UNRWA, from a sample of 18 schools, 9 schools whose students had gained high scores in the 2022 EL National Assessment and 9 schools with low scores (Appendix 7). Table 7 shows the breakdown of the sample schools by gender.

Table 7: Sample schools, gender and EL achievement levels

School gender		High	Low
Boys	9	1	8
Girls	7	6	1
Mixed	2	1	1

In total, 34 English language lessons were observed, the majority were Grade 6 groups (see Table 8). All the observation data is summarised in Appendix 4.

Table 8: Primary grades observed

Primary Grade	Total Lessons
Grade 5	8
Grade 6	22
Grade 7	3
Grade 9	1
Total	34

The consultant researcher also observed lessons in three schools, but these were not part of the study sample (see Appendix 5 for a summary).

Observers used a 'Snapshot' observation method, following the guidance from the World Bank 'Teach Primary' observation manual. Two 'snapshots' of classroom practice were observed in each lesson using the following procedure: the lesson was observed for the first 15 minutes and then evaluated immediately. A second 15-minute snapshot was then observed and evaluated. (See Appendix 1 for an example Observation Tool).
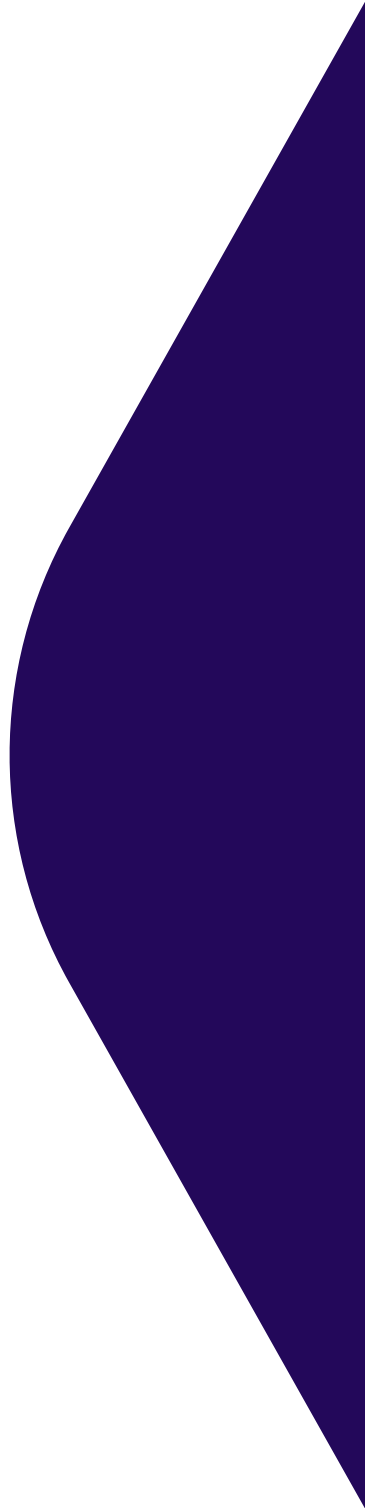
Research Findings

1. EL teachers and classroom practices

The research analysis and commentary will follow the themes defined in Table 6 above.

EL Teacher profiles Information

Nearly half the teachers (48%) have a BA in Education Methods, 23% have a Diploma in Education, 10% have a NIET teaching qualification and 5% have an MA in Education. 15% have no educational qualification. 62% have studied ELT teaching methods; 32% are EL subject specialists.

Based on the analysis of the available data, there is no significant evidence to suggest that students of teachers with a BA in Educational Methods achieve above-average results, see Appendix 12.

We can conclude that having a BA in Educational Methods is not a significant factor impacting Grade 6 student EL results.

However, **there is significant evidence to support the claim that teachers with no qualification in education get below-average results.**

The largest group (46%) had under 10 years' experience and therefore had been trained as teachers after the implementation of the National TE strategy (2008-12), (MoEHE, 2008). 31% were mid-career teachers (10-19 years' experience), and 22% late career (over 20 years' experience), of that first group, those with over 14 years' experience would have followed a programme to qualify them as teachers before the National TE strategy was implemented.

It might be expected that teachers with longer experience in ELT bring a stronger expertise to their teaching which could positively impact their students' EL learning outcomes. However, the statistical analysis suggests that students of teachers with 10 years or more of experience do not demonstrate above-average results. Some may also argue that early career teachers have more energy, enthusiasm and adaptability which could positively impact their students' EL learning outcomes, however statistical analysis suggests that their students do not achieve above-average results. See Appendix 12 for detailed analysis.

We can conclude that teachers' career stage is not a significant factor impacting Grade 6 student EL results.

Teacher satisfaction with the ELT profession

All teachers state that they are content in their profession, (55% content and 45% very content) however not all teachers have a 'passion' for ELT, 86% agree and strongly agree while 14% disagree and only 87% in total aspire to continue in the profession. The statistical analysis conducted shows that Grade 6 students of teachers who strongly agree that they are content in their ELT role obtain above average EL results (Appendix 12).

We can conclude that high levels of EL teachers' satisfaction with their profession is a significant factor impacting Grade 6 student EL results.

Classroom Practices

Overall teacher performance

The first stage of data analysis focuses on the overall distribution of aggregate scores per snapshot of classroom practice (LOW - MEDIUM - HIGH performance).

The majority of the lessons were rated Upper Medium; however, it appears that teachers demonstrate stronger teaching skills in the later stages of the lesson (Snapshot 2) when they focus on application of learning and student practice. The mean score for each snapshot was 72.9 for Snapshot 1 and 76 for Snapshot 2 (Appendix 4).

Source: Ministry of Education

Observation data analysis, comparing high and low performing schools

When classroom practices in High Performing Schools (HPSs) and Low Performing Schools (LPSs) are compared, no important differences were found, see Table 7.

Snapshot 1: Similar proportions were rated Medium and High in both school types, although no lesson achieved a High rating in the LPSs.

Snapshot 2: A similar pattern emerges with the majority of lessons rated Upper Medium, however a higher proportion of lessons were rated High in HPSs and 27% were rated Upper High, compared to only 5% in LPSs.

Table 9: Observation data for 18 schools comparing High Performing and Low Performing Schools

ANALYSIS Observation data - analysed by High/Low performing schools

Rating + numerical scores		SNAPSHOT 1			
		HIGH performing		LOW performing	
Lower MEDIUM	49-62	0	0%	0	0%
Upper MEDIUM	63-75	8	53%	11	58%
Lower HIGH	76-85	3	20%	7	37%
Upper HIGH	86-96	4	27%	1	5%
		15		19	

Rating + numerical scores		SNAPSHOT 1			
		HIGH performing		LOW performing	
Lower MEDIUM	49-62	3	20%	1	5%
Upper MEDIUM	63-75	7	47%	11	58%
Lower HIGH	76-85	4	27%	7	37%
Upper HIGH	86-96	1	7%		
		15		19	

The next stage of analysis focuses on six performance indicators out of the total of 24, (see Appendix 6 where those indicators are highlighted on the observation tool) to assess the extent to which EL teachers apply core features of CLT in their lessons. This analysis will discuss the results for each performance indicator with reference to CLT good practice and other related studies of ELT practice in Palestine.

Application of CLT practices

1. ***To what extent do teachers create a clear context for learning that facilitates students' understanding of the target language?***

Developing a context in which to situate thematic language learning is a key requirement for English language learning, it helps to 'activate students' schemata' and build student understanding of new lexis and concepts, typically using visual aids together with students' prior knowledge. This is particularly important for primary aged students.

The results for this teaching skill are encouraging. For Snapshot 1, 66.7% were rated in the Medium range and almost one quarter (24.2%) rated High. Snapshot 2 results were similar, 63.6% and 27.3% respectively.

This classroom practice will positively impact Grade 6 students' EL language learning and likely favourably influence their learning outcomes.

2. ***To what extent do teachers make effective use of the learning resources?***

English teachers in the West Bank predominantly rely on the textbook and its associated resources for their lessons. Dajani noted in 2009 that *"After looking closely at the textbook, it became apparent that effective implementation of the texts would require a teacher-training program focusing on ESL methodologies as well as on the specific learning styles and needs of the very young learner."* Unfortunately, that teacher support programme did not happen, for reasons outside the control of MoEHE, and the consequent skill gap is reflected in these observation results. Both Snapshot 1 and 2 show identical results for this performance indicator: 27.3% being rated Low, 45.5% Medium and only 27.3% high.

Absence of the skill to make effective use of the available learning resources is likely a factor adversely influencing Grade 6 EL learning outcomes.

Source: Ministry of Education

3. ***To what extent do teachers help students develop strategies for understanding spoken and written texts?***

Those strategies refer to ELT techniques that 'lead' students to understand texts in a step-by-step manner. Starting with pre-reading /listening activities that help learners to guess from the context (e.g. using illustrations, the title) and to apply their prior knowledge. These activities then create a reason for reading / listening and make students active participants in that process, enabling them to better understand and interpret texts so that they can then use some of the language they contain, in more creative activities.

The lack of classroom time devoted to developing strategies to help learners understand and process written texts very likely has a negative impact on their Grade 6 EL results,

Reading comprehension has a higher weighting in the EL NAT than other test components, commanding 40% of the test score, which is 2% more than Grammar and 30% more than writing and dictation. Grade 6 students' average score for reading comprehension was only 40.15/100, lower than all other elements except composition, see Table 4 above.

It should also be noted that the NAT does not test students' listening skills and, during this research, was often cited as a reason for teachers not focusing on developing this essential aspect of the English language.

4. *To what extent do teachers provide opportunities for student-to-student information exchange?*

This is a key requirement for successful language learning. Students should have the opportunity to use the language the curriculum is focusing on in every lesson, and that student-to-student interaction should be a core lesson component, not added in when there is time.

The results show that this is a strength for only a small percentage of teachers, in Snapshot 1 (18.2% rated High), nearly 40% do this poorly (rated Low) and an equal proportion do this but inadequately, were Medium. One observer chose 'Not Applicable', since no EL lesson should be without some student interaction, if the only interaction is with the teacher then it will likely not include all learners and will not develop fluency. The picture from Snapshot 2 is an improvement, with 33.3% of lessons rated High in this respect and 24.2% Medium, suggesting teachers are providing freer, less teacher-centred activities for students in later lesson stages, however there are still a significant proportion (42.4%) of teachers not providing such opportunities rarely.

When students' spoken language practice is predominantly teacher-led and often only choral drills, the students lack practice in the decision-making and problem-solving aspects of language learning which develop their communicative skills, for example choosing an appropriate question to get a specific piece of information from others. Not only do such activities promote fluency ,they reinforce learning in a 'practice makes perfect' way.

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The limited classroom time devoted to student-centred use of the language, through simple information exchange, likely has a negative impact on Grade 6 students' language learning and EL test results.
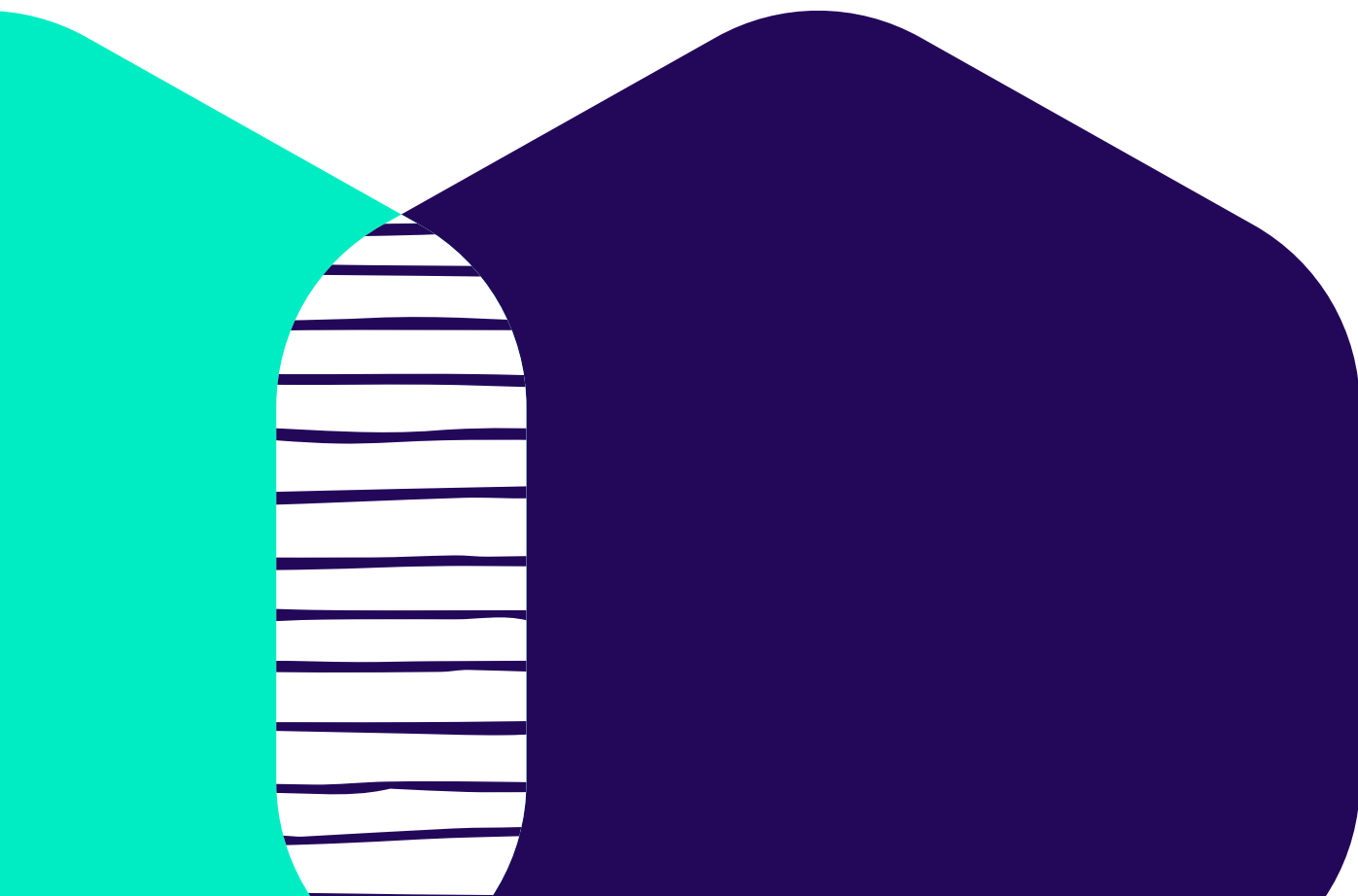
5. ***To what extent do teachers provide tasks that generate meaningful interaction between students?***

This performance indicator relates closely to the previous one. It is essential, in a communicative EL lesson, that teachers plan learning activities that require meaning focused, spoken language to complete them. The results demonstrate a range of performance. In Snapshot 1, only a minority were rated High (18.2%), the majority (51.5%) were rated Medium, indicating that there is room for improvement while almost a third (30.3%) do this inadequately. Snapshot 2 results are much more encouraging with 42.4% of lessons rated Medium and 42.4% High. It appears that teachers leave interactive activities to the last stage of their lessons, indicating that they can do this but do not deploy these strategies throughout the lesson.

"

These research findings indicate that teachers do not provide their students with sufficient practice in using the language communicatively and that likely has a negative impact on Grade 6 students' English learning and EL test results.

Some educators believe that the '*English for Palestine' textbook is at the root of this issue. An in-depth study of the Grade 3 textbook in 2009 found that*

"The main activities the students are asked to engage in are listen and point, listen and say, count and say, and point and say. These exercises have little real communicative purpose and do not foster a great deal of cognitive development. They focus on memorization, rote repetition and recall of isolated language chunks and do not provide students with the opportunity to use the language in any spontaneous or unfamiliar context." (Dajani & McLaughlin, P31, 2009)

Source: Ministry of Education

6. *To what extent do teachers model or demonstrate what students are expected to do in pair and group learning activities?*

Modelling a pair or group work activity is particularly necessary for younger learners in an English medium classroom because they are unable to follow complex instructions around what they are expected to do, even in their first language. The teacher will demonstrate what is expected using her/himself and one student as 'a model 'of the learning activity, using the language that students will be using in later practice. This performance indicator correlates closely with the frequency of pair or group work that teachers plan and then use in their lessons. Pair and group work are essential in a language lesson to give the students opportunities to use new language, as well as develop communicative strategies

The results from Snapshot 1 demonstrate the limited use of this teaching strategy, observers recorded 'not applicable' for 18.2% of the lessons, suggesting that no pair or group work was used, 33.3% did so inadequately, 30.3% rated Medium could improve this practice, a small proportion did it well (18.2%). Snapshot 2 results are similar: with a slightly larger proportion being rated Low (36.4%), but a much larger percentage rated High (30.3%). This is likely related to the later lesson stage when teachers often use less controlled learning activities including more pair or group work.

> **When teachers omit pair and group activities from their lessons or devote limited classroom time to them, it is likely that students' language learning and learning outcomes will be adversely affected.**
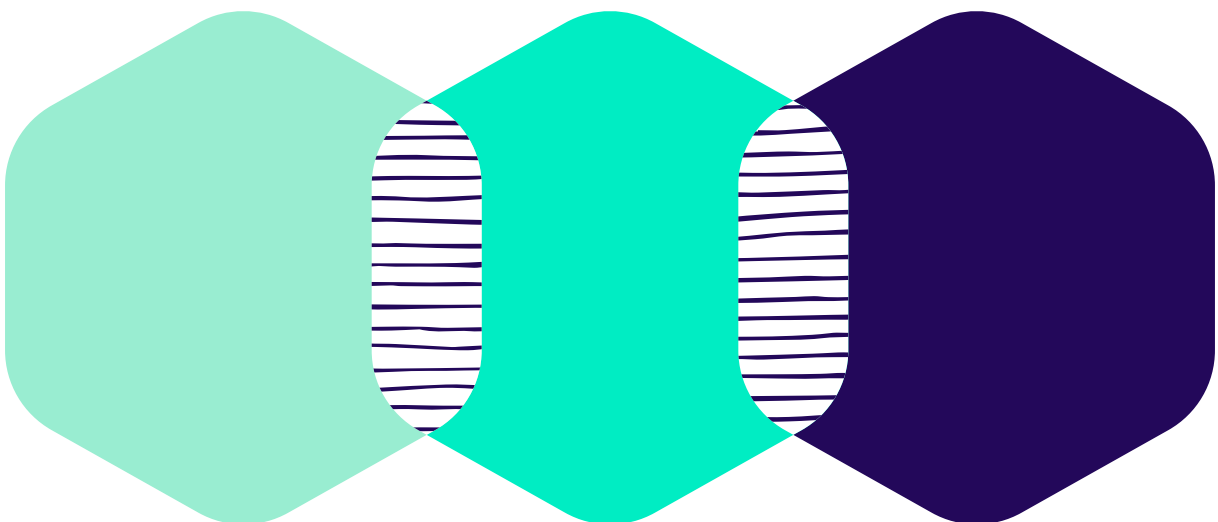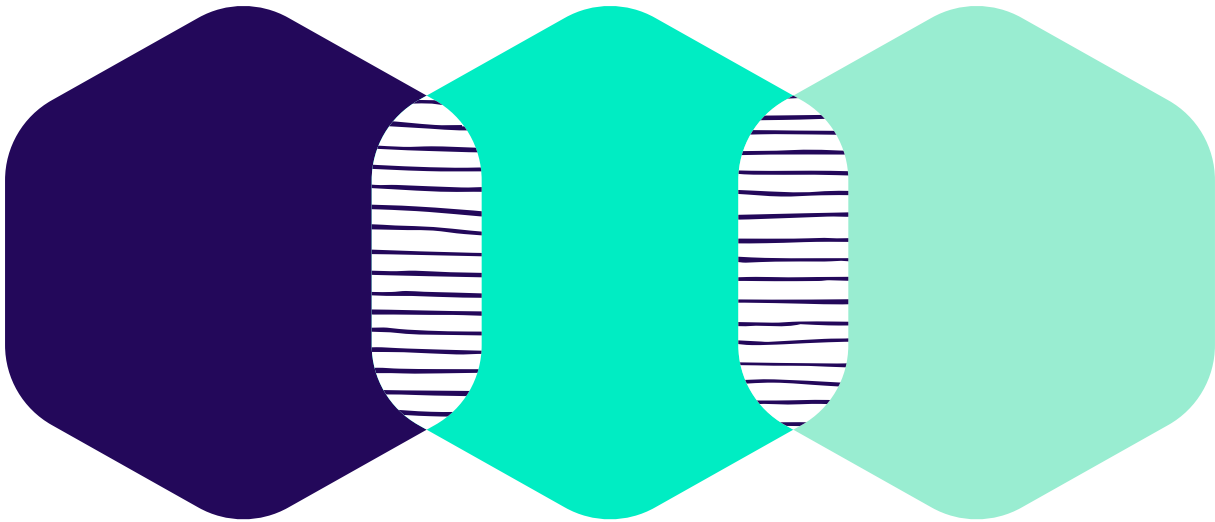
ELT assessment and ICT integration practices

1. *To what extent do EL teachers integrate formative assessment into their classroom practice?*

When learners are given opportunities to get feedback on their learning, assess each other and assess themselves, not only does that practice reinforce learning, but the students gain confidence in their abilities and recognise where they need to improve. The findings from the NAD are positive, with 71% of teachers saying that they use peer assessment and 69% use self-assessment. In this respect, there is limited difference between High and Low achieving schools, in fact more teachers from Low achieving schools report this practice, 86.3%, compared to 79% from High achieving ones, see Appendix 10.

NAD analysis reveals that in both high and low achieving schools use of student self-assessment is not universal, 49% of teachers saying that they use it infrequently.

The same data reveals a reliance on achievement tests to assess student learning in both HPSs (89.7%) and LPSs (82.8%). Student reporting on teacher practice also presents a similar picture, with only a small proportion saying that their teacher provides them with feedback on exam performance. In this respect, there is very little difference between High and Low performing schools, in both the majority of students, 72.7% and 64.6% respectively, say they get little or very little feedbac**k.**

It is likely that limited use of formative assessment practices adversely affects students' motivation to learn English, learning progress and learning outcomes in both high and low achieving schools.

2. *To what extent do EL teachers use ICT to enhance learning?*

Audio equipment

 87% of teachers surveyed say that they use audio equipment on a regular basis. If students are to develop their communicative competence, they need regular access to recorded input, while teachers may believe that reading dialogues designed for practising listening is sufficient, using recordings exposes the students to natural rhythm and sounds and gives them valuable practice in listening comprehension, it is unfortunate that not all teachers use recordings in their lessons regularly. There is significant evidence to support the claim that teachers who use audio equipment frequently obtain above-average results while teachers who do not use audio equipment frequently obtain below-average results.

We can conclude that use of audio equipment to play recorded dialogues, stories etc, to develop students' listening comprehension and oral text decoding, has a positive impact on Grade 6 students' language learning and learning outcomes.

Projectors and educational software

67% of teachers report that they use projectors regularly which is encouraging and gives students access to varied input, in particular illustrated stories and songs which can motivate students whilst also exposing them to varied accents. Just over half of the teachers (56%) use educational software, for example to prepare language games, which can also be very engaging. There is an opportunity to increase this practice through fostering teacher sharing of ideas and applications.

This is an interesting finding because in interviews with teachers, many believe that the projector is a key teaching aid in the ELT classroom, allowing them to bring more engaging learning resources into their lessons. These results suggest that they do not directly improve language learning or learning outcomes, however I believe that they have the potential to do so, if they are used judiciously. For example, in one of my classroom observations, a Grade 5 group, the teacher used a projector to display an interactive language game, based on selecting the correct word order to form sentences. Based on observations conducted by the leading consultant students were engaged and thinking hard, however the teacher could have exploited the game more effectively if she had used a more student-centred approach. For example, by assigning the students to pairs or groups, giving them a time limit to decide between them, every student would have been involved and the 'negotiation' between students to decide the correct word order would have developed their critical thinking and problem-solving skills alongside useful grammatical practice.

"

However, no significant evidence was found to conclude that teachers who use projectors frequently obtain above-average results.

Stakeholder perspectives: Teachers of English and teacher supervisors

Focus groups were conducted online, using Microsoft Teams and Zoom:

1. 20 EL Teachers attended together with three supervisors to assist the Focus group moderation.

2. 16 Teacher supervisors attended with members from the CERD research team.

314 EL teachers had responded to an online survey, see Appendix 13, and a further 22 teacher supervisors had responded to a similar survey, see Appendix 14. The surveys had investigated their satisfaction with teacher pre-service preparation for teaching and early career professional development support, satisfaction with teachers' CPD and the challenges teachers face in the teaching and learning process. The focus groups aimed to probe these three areas to better understand what underpins both their and teachers' perspectives and to explore potential ways forward to strengthen teacher knowledge and teaching skills, with the aim of improving student English language learning outcomes.

The discussion with supervisors also explored the characteristics of successful 6th Grade English language students and the characteristics of those students who face difficulties learning English in the 6th Grade. The methodology was interactive, assigning discussion tasks to groups of 4 or 5 teacher supervisors in online 'break out rooms', written feedback from those discussions was captured in the 'chat' function and in an audio recording which was later transcribed.

Pre-service training for teachers of English

18.5% of EL teachers said that their early career training and PD was very satisfactory and needed no improvement, but most teachers (75.5%) considered that although it was satisfactory it could be improved, 6% think it was unsatisfactory and needs major adjustments. Teacher Supervisors agree that early career teacher preparation needs strengthening, 86% think that PD is satisfactory, but could be improved, only 2 respondents think it's very satisfactory and needs no improvement.

The teachers were overwhelmingly positive about their pre-service and early career training (see Appendix 15), however over 30% thought that they were not well prepared for integrating ICT, using inclusive practices, developing 21st Century skills and taking responsibility for their own PD. And 24% thought they were not well prepared to effectively manage teaching resources.

Unfortunately, the teachers' confidence in their knowledge of lesson planning, understanding their learners' needs, managing teaching resources and assessing learning (see Appendix 15) does not match the evidence from classroom observations which highlights limited use of CLT methods.

The teacher supervisors' assessment was remarkably different to the teachers' assessment, a much larger proportion consider that the training received does not prepare teachers well in core teaching skills, particularly for lesson planning and using inclusive practices. No supervisor considered any aspect of skill training is done very well (see Appendix 16). Teacher supervisors' judgement will be based on their interactions with teachers they supervise, together with classroom practices they observe regularly. The observation data described above also points to weaknesses in student-centred, CLT lesson planning and in managing the learning resources effectively.

When asked about how teachers' pre-service training and early career preparation linked theory and practice, only two thirds of the teachers had experienced teaching practice in a school despite the 2008 Palestine Teacher Education Strategy stipulating that *"Field experiences are considered a fundamental component of TE programs and should be given great importance in terms of their organisation and in evaluating their effects on the student-teacher".* (MoEHE ,2008) Specifically, it was recommended that *"no less than 180 hours of practical experience in schools should be assigned in both the BA in Education or in the teacher education Diploma"* (ibid.)

Only just over half of teacher respondents had observed experienced teachers of English in schools, such experiential learning is essential for teachers to fully understand ELT pedagogy and to 'translate' knowledge of ELT approaches into classroom practice. In focus group discussion, teachers agreed that not enough time had been devoted to practicum in their pre-service training, that universities are not practical and that early career teachers need more Teacher Supervisor support. **Discussion also revealed inequities, for example teachers studying in certain directorates like Hebron did not have opportunities for** *"formalised teacher observations"*, they also asked for the procedure to include standard observation tools.

The supervisors also advocated greater use of experiential training methods in initial training, for example with teacher educators modelling interactive methods so that trainee teachers experience them first hand and can also see what the supervisor does to set them up, monitor them and then give feedback to reinforce learning.

> It is very likely that the focus of EL teachers' initial training on knowledge acquisition rather than preparation for its application in the classroom setting, adversely affects Grade 6 students EL progress and learning outcomes.

Continuing Professional Development for Teachers of English

Attendance

NAD from teacher questionnaires (self-reporting) finds that 29% of respondents have not attended any courses related to ELT educational content in the last three years. Only 49% have attended two or more courses and 23% only one course. This represents very limited CPD for a teaching professional. In terms of teaching methods and approaches: the situation is similar although fewer respondents have not attended any training (19%) and slightly higher proportion have studied one course: 49% have attended two or more courses and 32% one course. This suggests that teachers prefer training in teaching methods and approaches.

When CPD attendance is compared across HPSs and LPSs, see Appendix 10, Table 3, there are some notable anomalies, which make the validity of the self-reported attendance data questionable. For example, 100% of LPSs teachers say they attended two courses in subject related training, compared to only 58.7% of teachers from the HPSs.

The differences between HPS and LPS in, for example, teaching methods and approaches and in evaluation, may be explained by weaker teachers in LPS being advised to attend more CPD by their supervisors than teachers in HPSs. The comparative data does demonstrate clear gaps in training for teachers from all schools, in particular in technology integration in education, action research and life skills.

CPD to support integration of life skills in the EL classroom

Only 31% of respondents had attended 2 or more courses, 27% one course and 42% had not attended any training in life skills. This represents a significant gap in ELT knowledge, because life skills include communication, collaboration, cooperation, problem-solving and critical thinking which are key to a modern, learner-focused CLT. The case for including life skills in education curricula is clearly stated by UNICEF when they call for "a holistic and transformative vision of education that maximizes the potential of all children and better equips them with life skills to face the transitions from childhood to adulthood, from education to work, and from unreflective development to responsible and active citizenship." (UNICEF, P1, 2017). The goal is to foster "empowered individuals who can learn effectively and fulfil their social responsibilities while also being successful in the context of the workplace." (ibid.)

CPD to support effective remote or distance learning

During the Covid 19 pandemic, Palestine transitioned to online teaching and since then it has adopted a hybrid approach to learning, offering both face to face and online lessons, to manage current situational constraints on the school system. It is therefore of grave concern that only 33% of respondents have attended two or more courses. Such a transition requires significant input if quality distance teaching and learning is to be assured, 43% attended only one course, which is arguably insufficient, while 23% had not attended any courses in the period 2019-2022, the pandemic years.

This NAD analysis does not provide any clear evidence of correlation between EL teacher CPD attendance and higher Grade 6 EL achievement levels. However, it does highlight where CPD across all schools, is poorly attended. Further research is necessary to better understand the reasons for teachers' non-attendance.

Teacher satisfaction with the CPD provided

Teachers believe they are well-prepared in five out of six core teaching skills: improving their EL proficiency, understanding diverse ELT approaches, 21st Century skills development, needs analysis and assessment approaches. However, they think they are not well supported in developing learners' digital literacy, 34% giving negative answers. There are discrepancies between the teachers' and supervisors' evaluations, for example some supervisors believe that teachers' EL proficiency and understanding of ELT approaches and developing 21st Century skills could be improved. Both teachers and supervisors would like improved CPD in using needs analyses and inclusive practises. These gaps were evident in the EL lessons observed by the leading consultant where lessons are planned for all students to follow the same learning activities even if their abilities and needs are different.

Teachers' CPD preferences relate to that training providing a balance of theory & practice, *"For the skills to be practiced and not just theoretical lecturing."* And giving opportunities for *"experience exchange"*. Also prevalent in their responses were references to CPD being relevant to their needs and student needs, so that *"I'm able to apply it in the classroom"*.

One teacher's perspective provides a useful steer for future ELT teacher education:

 "External input: constructive external input provides new perspectives and challenges orthodoxies; Collaboration: peer support gives participants an opportunity to work together and refine new approaches; Leadership: effective leaders get involved in development, define opportunities and provide the support needed to embed change" (teacher)

Teachers and teacher supervisors agree on this, which is encouraging. Several supervisors mentioned focusing on practical classroom skills, like lesson planning and classroom management and access to *"Different teaching strategies that suit different language skills"*.

Others focused on the approach to adopting such practices, stressing the importance that PD is *"Practical and classroom – based"* and includes micro-teaching because *"it allows a concentrated, focused form of peer feedback and discussion that can improve teaching"*.

Some supervisors mentioned teacher resistance to learning about or adopting communicative classroom practices because they think they cannot apply them in their teaching context, *"In general teachers are already trained to most of these approaches, but the problem is many have different obstacles to practice them in (their) classes.*

It is likely that teachers are more responsive to CPD that meets their needs and more likely to adopt it when it has a clear practical application in their classrooms.
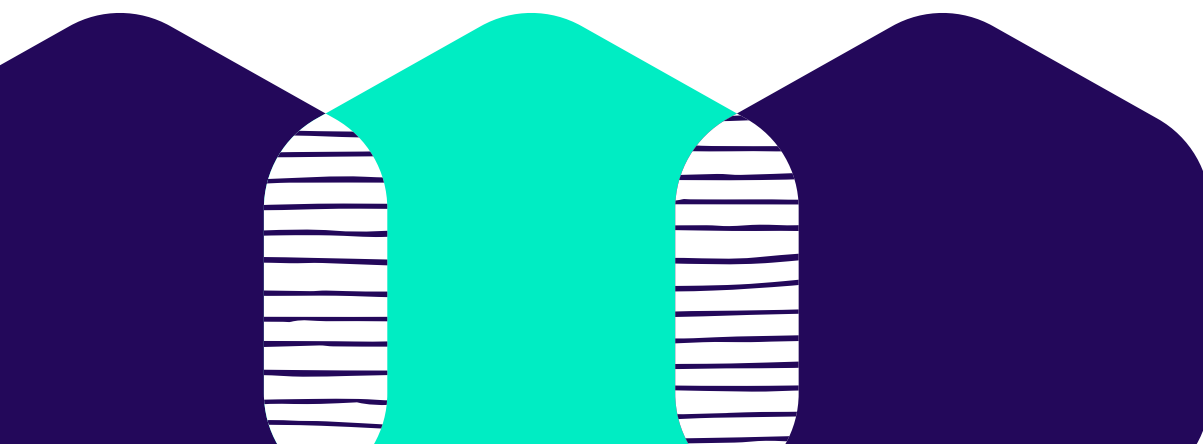
Grade 6 students

The characteristics of 6th Grade students who do well in English and those who have difficulties

Supervisors describe Grade 6 students who do well in English as *"eager to learn",* they are students who *"know well how important the (English) language is in their life and the technology they use nowadays"* and "highly motivated by their parents or relatives". In terms of their learning behaviour, supervisors agreed that successful 6th grade students *"are good listeners and this enables them to listen and understand.", "active"* with *"a lot of energy that teachers should invest in learning"*. They explained that teachers are not always directing that energy productively, for its full learning potential.

The characteristics of 6th Grade students with difficulties learning English were elaborated by supervisors who described them as not motivated to learn English because their families have negative attitudes to the English language or they do not find language learning useful, referring to the lack of opportunities to meet foreigners and use it and also the constraints on their international travel.

Supervisors believe that these unsuccessful Grade 6 EL learners have learning difficulties in general and that they *"find English language difficult to learn because it needs a lot of effort and work".* Unfortunately, the lack of differentiated teaching referred to earlier and the didactic methods used exacerbate these issues. Arguably, learners' lack of confidence and shyness could be boosted if they were given achievable and engaging learning tasks with the appropriate scaffolding to achieve them as well as more child-friendly content like songs and stories.

Source: Ministry of Education

2. The EL Learning environment

The following analysis reports findings related to the environment in which ELT takes place.

School principals' support

School principals' attitudes to classroom practices which align with good ELT practice

Principals were asked to express their satisfaction with the educational instruction and learning activities deployed in their schools. Two questions are relevant to this research into ELT practices. CLT relies on maximising student participation and practice through student-centred methodology and good ELT practice recommends constant review of learning progress and subsequent adjustment of learning plans. It appears that principals have favourable attitudes to student-centred teaching methodologies, 99% agreeing or strongly agreeing with teachers employing those methods,96% in agreement with using assessment outcomes to improve learning.

These positive indicators suggest that **school principals are tolerant of teachers using non-traditional approaches to teaching, learning and assessment, this likely positively impacts Grade 6 students' EL learning and Learning outcomes.**

School principals' efforts to facilitate parental engagement in their children's progress

School principals play an important role in facilitating and directing parent engagement in their children's learning. Principals were asked how often they engaged in various practices aimed at boosting community engagement (once, twice, three times or more than three times per academic year). Of relevance to this research are: Keeping parents informed about their children's academic progress and organizing meetings to follow up on distance learning.

These survey results are positive with 58% of principals regularly informing parents of academic

Source: Ministry of Education

progress (more than three times per year) and 23% three times. However, a minority (6%) only inform parents once a year. Following up on distance learning can be vital for children's progress, to understand reasons for irregular attendance and/or concerns about learning progress which may be due to access to technology or circumstances at home. Results indicate that this is a regular practice (three or more than three times) for 56% of principals but it is concerning that 44% of respondents do that follow up only twice or once a year.

With distance learning being a core practice in Palestinian schools, with half of children's lessons being delivered online, Grade 6 students' EL learning will likely be negatively impacted if any distance learning issues students are facing are not managed promptly and EL results will also likely be affected.

Student dropouts

All schools experience student dropout to some extent, the most noticeable differences between HPSs and LPSs are that fewer principals in HPSs consider it an enormous problem and 46.5 percent evaluate it as a 'simple' problem compared to about half that number in LPSs, see Appendix 10, Table 5. This could signify that principals in HPSs have stronger leadership capacity to manage the problem.

Schools which manage the dropout issue tend to have better EL results.

Source: Ministry of Education

Parental engagement in Grade 6 students' EL learning

Analysis of NAD related to parental help with 1) homework, 2) help with exams and 3) parent attendance at meetings, reveals variable results, with most support given to exams (67%), 52% of Grade 6 students get help with their homework while 45% do not.

In terms of parental engagement, the differences between HPSs and LPSs are not substantial, however, homework help for students, attendance in school performance meetings and technology control for students from HPSs is higher.

It appears that parental support for children's homework has an impact on learning progress and EL results. Statistical analysis shows that students who receive a lot of parental help with homework obtain above-average results and, conversely students who receive only a little help with homework obtain below-average results.

In contrast, there is no significant evidence to support the claim that students who receive a lot of parental help with exams obtain above-average results, nor is there evidence that students who get only a little help with exams obtain below-average results.

Teaching challenges

Three challenges stand out to English teachers: low student engagement, large class sizes and limited parental engagement (see Appendix 15 and Appendix 16). It is likely that the first two are related, however the dominant teacher-centred, didactic pedagogy exacerbates those challenges. In my observations, I found that there was only a limited focus on active learning and student to student communication except for the controlled cross-class question and answer scenarios that teachers orchestrate. This means that teachers are often unable to include all the students, and many students take only a passive observer role in much of the lesson.

Teachers that I interviewed believe that low student engagement is related to the curriculum which *"needs more varied activities"* and more supplementary resources. Although the English for Palestine textbook has many positive attributes and, in fact, resembles many ELT textbooks used around the world, the approach and layout is formulaic. If teachers do not judiciously select from it when planning their lessons or make any adaptations, then lessons may seem repetitive to learners. A recent British Council study noted *"Most activities do not require CTPS. They generally take the form of closed questions, gap fills, matching tasks, search and retrieve comprehension, rehearsal of scripts and so forth."* (Ruane, 2023).

> **Low student engagement and passive learning in English lessons will likely adversely impact students' motivation to learn English and their EL learning outcomes.**

Source: Ministry of Education

Learning challenges for Grade 6 students

Violence and bullying at school

NAD analysis reveals the extent to which children experience various forms of violence at school (Appendix 10, Table 9). Contrary to what might be expected, violent or bullying behaviour is as prevalent in HPSs as it is in LPSs, in fact for many indicators, the situation is much worse in HPSs, for example, being beaten up by classmates, being threatened, being forced to do things.

It can be concluded that these negative experiences have no direct impact on Grade 6 EL levels of achievement, however it may be a factor affecting Grade 6 students' low overall progress in English. This is an area for further research.

Outside school activities

The data encompasses time spent on homework, reading, leisure activities and paid work, see Table 10. There are more similarities than differences between students from HPSs and LPSs and their use of out of school time.

Notable differences include that HPS students spend more time on their homework than students from LPSs, 56.8% spend more than an hour, compared to 40.3%, and a larger proportion of LPS students spend less than an hour 48.9% compared to 33.8%, See Table 8 below.

This disparity in time devoted to homework will likely affect Grade 6 EL learning and learning outcomes.

Table 10: Grade 6 students' outside school activities in High and Low performing schools

Indicator		School performance (G6 student EL NAS results 2022)	
		Low	High
Doing homework and preparing for lessons	No time	10.9%	9.4%
	Less than an hour	48.9%	33.8%
	An hour or more	40.3%	56.8%
Number of Hours on paid work	No time	46.4%	81.8%
	Less than an hour	23.4%	11.6%
	An hour or more	30.2%	6.6%

It is also striking that five times more students from LPSs spend an hour or more on paid work and 81.8% of students from HPSs spend no time on paid work. Some supervisors described 6th Grade students who have difficulties in learning English as tired and sleepy.

There appears to be a clear connection between Grade 6 students' paid work time and low EL results.

CPD for Teacher Supervisors

It is encouraging that their crucial role in ELT is supported with professional development: 86% of teacher supervisors say that they are provided with CPD, only three out of the 22 supervisors do not receive CPD.

Those who receive CPD are satisfied with it overall, only one supervisor expressed dissatisfaction, they are most satisfied with the support for planning and managing teacher learning, evaluating teacher competence and taking responsibility for their own PD. However, there are areas for development (see Figure X). Supervisors are dissatisfied with their support for adopting inclusive practices and contributing to the advancement of the teaching profession.

Conclusions

Summary of factors impacting Grade 6 EL proficiency results

This study has identified a number of factors related to classroom practice and the EL learning environment that impact Grade 6 students' EL learning and learning outcomes, they are summarised in Table 9 below.

Table 11: Summary of factors impacting Grade 6 EL proficiency results

Factors	Impact on Grade 6 EL proficiency results		
1. *EL teachers and classroom practices*			
Factors	**No impact**	**Positive impact**	**Negative impact**
Teacher profile – educational qualification	Having a BA in Educational Methods does not have a positive impact on Grade 6 student EL results.		Grade 6 students of teachers with no educational qualification get below-average EL results.
Teacher profile – career stage (years' ELT experience)	Teachers' career stage did not impact Grade 6 students' EL results.		
Teacher contentment in the ELT profession		EL teachers with a high level of satisfaction in their role get above average EL results from their Grade 6 students.	
Classroom practices that facilitate language learning. *Conclusions here are based on ELT theories of learning and good practice teaching English to primary age children.*		Teachers' skill in creating a clear context for learning English likely positively impacts Grade 6 language learning and learning outcomes.	Classroom practices which adversely influence Grade 6 EL learning and learning outcomes: • Limited teaching strategies to ensure effective use of the available learning resources • Limited classroom time devoted to developing learners' strategies for understanding and processing written texts • Limited classroom time devoted to student-centred language use (pair and group work, simple information exchange)

Classroom practices: ICT integration and assessment	Teachers who use projectors frequently do not obtain above-average Grade 6 EL results.	Frequent use of audio equipment to develop students' listening comprehension and oral text decoding, has a positive impact on Grade 6 students' learning outcomes.	The limited use of formative assessment practices in both high and low achieving schools likely adversely affects students' motivation, learning progress and learning outcomes
EL teachers' pre-service training and early career support			The focus of EL teachers' initial training on knowledge acquisition rather than on its application in the classroom setting, likely affects Grade 6 students EL learning and learning outcomes.
EL Teachers' CPD	NAD analysis does not provide any clear evidence of correlation between EL teacher CPD attendance and higher Grade 6 EL achievement levels.		Teachers' limited understanding of using needs analysis and differentiated learning likely adversely affects Grade 6 students' EL progress and learning outcomes.
2. *The EL learning environment*			
School principals' attitudes to communicative language teaching		School principals' tolerance of teachers' use of non-traditional approaches to teaching, learning and assessment likely positively impacts Grade 6 students' EL learning.	
School principals' efforts to nurture parental engagement in students' learning			Grade 6 students' online EL learning and learning outcomes will likely be negatively impacted if any distance learning issues are not managed promptly.
Student dropouts		Schools which manage the dropout issue effectively tend to have better EL results.	

Parental help with Grade 6 students' homework		Students who receive a lot of parental help with homework obtain above-average EL results.	Conversely students who receive only a little help with homework obtain below-average EL results.
Parental help with Grade 6 students' exams	There is no evidence that students who get parental help with exams get above average EL results or that those with little help obtain below-average results.		
Violence and bullying in schools	It appears that violence and bullying at school have no direct impact on Grade 6 EL levels of EL achievement.		
Grade 6 students' time spent on homework		The more time students devote to homework the better their Grade 6 EL learning outcomes, 56.8% of students from HPSs spend more than an hour, compared to 40.3% in LPSs.	Lack of time devoted to homework likely affects EL learning progress and learning outcomes, 48.9% of students from LPS spend less than an hour on homework and 10.9% no time at all.
Grade 6 students' time spent on paid work			There is a connection between Grade 6 students' paid work time and poor EL results.

I will now discuss the strengths and areas for development in ELT in Palestine identified, before making recommendations for improvements.
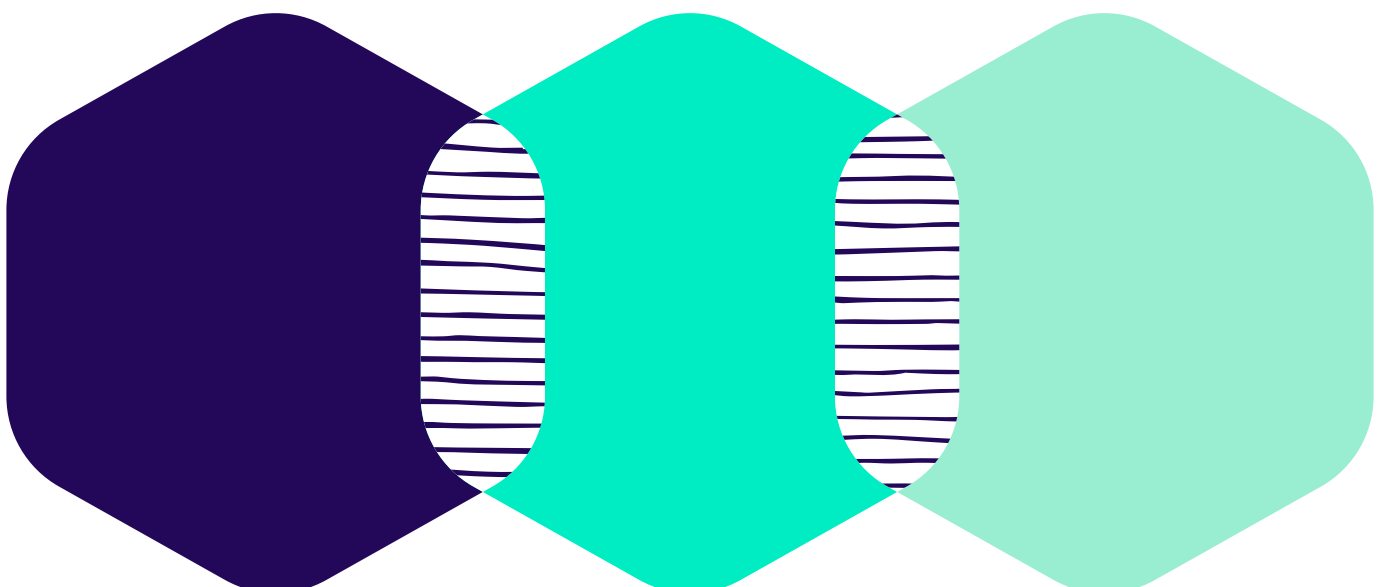
Strengths in ELT practice

- High levels of school principal support for active learning, student-centred teaching methodologies and teachers using formative assessment to improve learning.

- The students of teachers who are satisfied in their ELT profession tend to achieve above-average Grade 6 EL results. This finding underlines the importance of supporting teacher well-being and the need for national strategies which address discontent and boost contentment to be central to the MoEHE's education plans for the future.

- The English teachers observed are adept at creating engaging contexts for EL learning at the beginning of their EL lessons, using the textbook and its visual aids, this is a key teaching strategy for scaffolding learning through the medium of English.

- Although the observation data shows that many teachers could benefit from developing their EL classroom practices, there are pockets of excellence in lesson planning, deploying student-centred methods and providing opportunities for meaningful spoken interaction.

- A cadre of ELT specialist teacher supervisors who are dedicated to their roles and improving EL teaching and student learning outcomes. They have coped with the extraordinary challenges of occupation and the Covid pandemic and deployed creative solutions to support teachers when teaching and learning have been disrupted.

- The Ministry of Education has adopted an evidence-based policy making strategy. This has led to enhancing the education research component that aids in policy making. These efforts resulted in establishing the Center for Educational Research and Development (CERD) in 2020 that regulates research and assessment activities. The MoE has also formed partnerships with universities, research centers, national, regional, and international partners. Among them is the cooperation between the MoE and the British Council with the purpose of developing the learning and teaching process of the English language in Palestine.

Source: Ministry of Education

Areas for development

- These research findings point to a need to strengthen both pre-service and in-service teacher education. The data suggests that having the BA qualification in Educational Methods does not significantly improve EL learning and student EL learning outcomes. This result brings into question the efficacy of the BA qualification in Educational Methods and the potential for strengthening it as a route to improved teacher preparation for the EL classroom and improved student learning outcomes. It would require further research to understand where and how that curriculum needs to be improved as far as ELT is concerned.

- Teachers and teacher supervisors highlighted the importance of teachers following practical preparation courses before they enter the profession, with standards established around practicum hours and school support during that practicum.

- Analysis of the national data found that teachers with no qualification in education obtain below-average results, this underlines the need for all teachers to have access to effective pre-service teacher training and to provide remedial support for teachers who missed that opportunity.

- The impact of teacher contentment in their role as EL teachers on Grade 6 learning outcomes highlights a pressing need to better understand what underpins lack of teacher contentment and to seek ways of addressing it, to positively impact teacher well-being and to positively influence their students' EL learning and learning outcomes.

- Surveyed and interviewed teachers and teacher supervisors agree about strengthening teacher education, 75.5% of teachers and 86% of supervisors think their pre-service preparation could be improved, they believe that more emphasis should be put on the practicum and learning through observing teachers in action.

- Student questionnaire data demonstrates that approaches which develop students' EL competence and critical thinking are inadequately used, only 17% of Grade 6 students say that they are often encouraged to ask questions and only 22% often participate in activities that stimulate thinking.

- The rich data collected from classroom observations provides more evidence on areas of good ELT practice that are absent from lessons or inadequately used in the predominantly teacher-centred pedagogy, impacting both student engagement and EL achievement levels. They should all be prioritised in future pre-service and in-service ELT training. These findings correlate with national data analysis, where only 22% of students reported that they often participate in learning activities that stimulate thinking.

- Observation data reveals that teachers do not sufficiently plan for or deploy student-centred interaction in their lessons. This is a priority area for teacher education, for example, providing teachers with explicit guidance on where and how to include 'episodes' of pair work in a lesson. Although teachers say that they do not have time for it, the leading consultant observed one teacher who used pair work expertly more than once in her lesson with a Grade 3 group, the children responded well using the language in meaningful, engaging interaction *"Do you like (sport)?" "Yes/No".* If teachers had helpful resources to support such student-centred activities, I believe they could integrate them more often into their lessons, for example sets of thematic flash cards to give to each pair as a stimulus for information exchange.

- Increased use of pair and group work would enable students to regularly engage in meaningful interaction and student-to-student information exchange using English and, in that process, to develop key problem solving and critical thinking skills.

- A better understanding of how to assess their students' needs and how to meet them in mixed ability groups would likely impact EL learning outcomes significantly. Teachers need to know

what students are capable of at different ages, how to plan activities that challenge them appropriately, how to use active learning methods and to 'train' their students to be good language learners, for example to reflect on the learning process.

- Listening and speaking should be core components of all EL classrooms, particularly at the Basic stage of education. The absence of regular and staged listening practice, using audio recordings, to develop students' comprehension skills will have a knock-on effect on their fluency and general language acquisition. As Dajani and Mclaughlin point out, when teachers do not focus on developing their students' listening skills because it is not tested throughout the curriculum or in the school leaving exam (the Tawjihi), the result is *"a local population which has generally poor communication skills in English."* (Dajani and Mclaughlin, 2009), precisely the skills that young Palestinians need.

- Related to improved skills, development and practice are improvements in managing teaching and learning resources, for example presenting written texts more effectively and exploiting them for their learning potential. Great benefits could be gained in student engagement and their learning outcomes from assisting teachers to make the most of their curriculum materials, for example developing skills for adapting the textbook or, indeed, developing their own supplementary resources.

- There is an over-dependence on summative achievement tests to evaluate student progress and feedback on those tests is infrequent. While some teachers integrate assessment alternatives like self-assessment, there is an opportunity to make formative assessment more widespread, likely impacting positively student motivation also.

- Insights from teacher and teacher supervisor surveys and focus groups revealed other areas where teachers CPD could be prioritised, namely developing learners' digital literacy, inclusive teaching practices informed by better understanding of learner differences and diverse ways of assessing learner progress that inform teaching and strengthen learning results.

- Teacher CPD in integrating life skills and 21st Century skills could also be strengthened. Those methods represent a significant departure from didactic, teacher-centred methods that are traditionally used in Palestine. However, better understanding what these skills are, how they enhance learning and how to integrate them into their classroom practices could improve EL learning and potentially enhance student engagement.

Source: Ministry of Education

Challenges for ELT in Palestine

- This research has established which challenges dominate ELT, namely low student engagement, large, mixed ability classes and limited parent engagement. The problems and their solutions overlap, for example teacher supervisors believe that if teachers were better able to manage the diverse EL abilities in their classes, then the large classes would be easier to manage. Likewise, if teachers were more skilled and confident using inclusive practices and differentiated pedagogy then better student engagement would likely follow.

- Teacher contentment in their role. The finding that Grade 6 students of teachers who are highly satisfied gain better EL results provides an opportunity to improve student outcomes while also addressing teacher well-being. There is a pressing need to better understand what underpins such lack of contentment and to seek ways of addressing it, to positively impact teachers' professional lives, retain them in the profession and to positively influence their students' EL learning outcomes.

- The national data analysis showed how important parental engagement is for Grade 6 English learning outcomes, helping them outside school with their English directly impacts their English progress and results, thus strengthening their motivation to learn English. Conversely when parents are not involved, their children's EL results are lower.

- There is another challenge that was often mentioned in discussions with teachers and supervisors, the *"English for Palestine" textbook.* They complain that 24 years after it was launched, it is out of date and its limited activities and repetitive structure does not engage students. Its shortcomings were investigated in 2009 and its appropriateness for Primary aged students are questioned:

- *"It is difficult to determine if the English for Palestine textbook series is, indeed, topic/content or structure based. The units of the text vary between being organized around a theme (as in families, seasons, etc.) and a structure (obligations, plurals, going to, etc.)."* (Dajani and McClaughlin, 2009). Dajani and McClaughlin go on to say that its limited range of activities which are suited to young learners, likely negatively impacts *"their engagement and motivation to learn English"* and their *"learning in the next grade level."*

Source: Ministry of Education
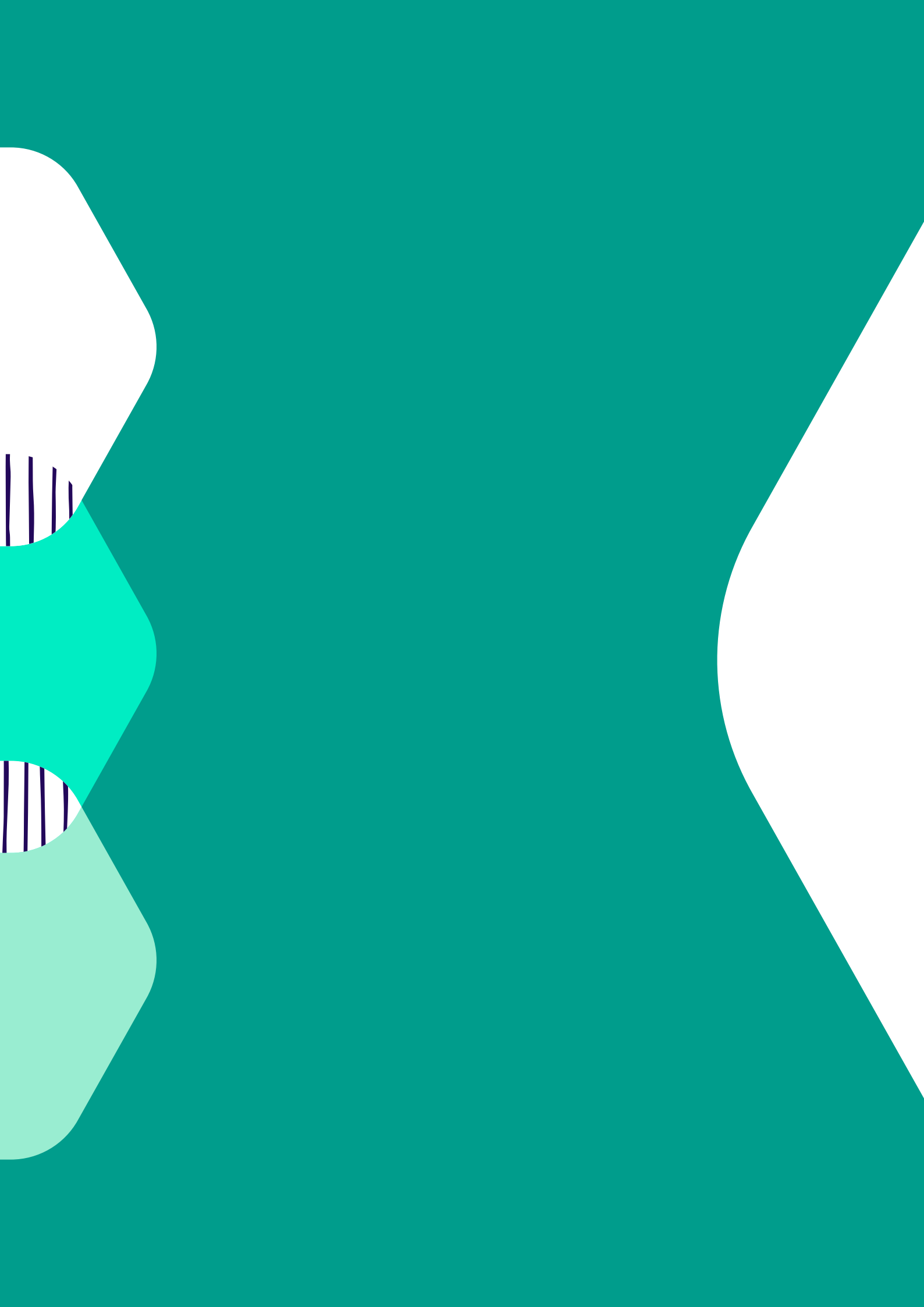
Recommendations

The rich evidence from this research into the ELT landscape to uncover factors influencing Grade 6 EL results from the 2022 National Assessment can be translated into priorities for immediate change, I will refer to them as "quick fixes", medium-term aims and long-term reform in ELT. Some changes will have to run in parallel, for example teacher training alongside introduction of new curriculum resources. The success of any intervention aimed at educational change will depend on an inclusive and collaborative approach and an agreed pace of change that is realistic and can support teachers with varied abilities along the way. It will also depend on planned monitoring and evaluation episodes to take stock and integrate lessons learnt.

Recommended "quick fixes"

Quick fix 1

To support improved teaching practices and to compensate for the *'English for Palestine' t*extbook shortcomings, I recommend designing supplementary resources which stimulate thinking and engage learners in student-to student interaction. These resources will serve as easily accessible and *'ready to go'* learning materials that will enable teachers to try out learner-centred methods without devoting time to adapting the existing ones, they will also focus on *"Speaking, listening, and writing skills which are not prioritised in the curriculum and so they are neither taught nor assessed sufficiently"* (Bianchi & Abdel Razaq, 2017)

For this purpose, I recommend developing two Toolkits for teachers:

1. One for Grades 1-3: learning activities that model student-centred pedagogy and are age appropriate. They will aim to gradually develop basic literacy skills around child-friendly texts like rhymes, raps, songs and stories and introduce them to problem solving through games.

2. A second Toolkit for Grades 4-6: which continues a student-centred approach to ELT and student literacy development, using semi-authentic texts that will engage them in reading and listening comprehension strategies and provide a stimulus for writing and project work. Plus, gradually developing their critical thinking skills through language focused games and interactive decision-making tasks (like 'Spot the difference' and 'describe and draw')

The toolkit content (child-friendly learning activities) will be designed for use in pairs or small groups, giving pragmatic guidance on how to effectively set up those activities and to integrate them with the textbook content.

Both toolkits will introduce teachers to explicit strategies for differentiation, to improve learning for mixed ability groups, for example assigning tasks for 'early finishers' and adding more 'scaffolding' into learning activities for those students who need it.

Alongside, and integrated with these toolkits, I recommend promoting British Council Digital Catalogues[2] which link Grades 1-12 textbook themes with their website ELT learning resources, for example, games, songs, animated stories, interactive language activities

Quick fix 2

Produce more sets of thematic flash cards that are linked to the textbook themes and target language. Teachers can use these to set up pair and group work and hand over the language practice to their students, allowing them to gradually move way from teacher-centred methods and relieve them from the intensity of a 100% teacher-controlled lesson.

With easy to access vocabulary or grammar related illustrated cards, teachers will be able to train students to work in pairs using simple question and answer interaction e.g. every pair has a sets of (approximately 10) flash cards, they can then use them in a game-like activity, one student picks one

up and uses it to ask a question: *"Do you like xxx?" "Yes/No; "Can you xxx?" "Yes/No".* As students get used to these simple interactions, they can be introduced to more challenging activities, like using them in problem-solving games or to create a story. The flashcard sets could be *'housed'* somewhere in the classroom and *'early finishers'* can use them to keep busy and extend their learning, enabling the teacher to give individual attention to those students who need it.

Quick fix 3

A teacher training programme to build teacher confidence in using the Toolkit resources, to support their understanding of student-centred pedagogy and providing teachers with explicit guidance on where and how to include 'episodes' of pair or group work in a lesson. The training should aim to link theory and practice explicitly and include opportunities for micro-teaching and getting peer and teacher educator feedback. By offering training and support in practices that teachers can directly apply in their lessons should build interest as well as motivation to continue developing.

Quick fix 4

Dajani and McClaughlin concluded in 2009, *"It is our opinion that, despite the text's limitations, qualified teachers are able to adapt the content and activities of the text to create an interactive and stimulating classroom environment."* (Dajani & McClaughlin, 2009). Having observed English lessons in the West Bank and worked closely with supervisors I believe this is true. It would also, I believe, make the teacher's job less stressful and exhausting, if they can lead lessons where the focus is not on constantly controlling the language practice.

I recommend a teacher training programme focused on using the textbook judiciously, moving the classroom emphasis away from teacher-centred, grammar and vocabulary 'exposition' towards communicative, interactive, meaning focused tasks. Bianchi and Bianchi & Abdel Razaq recommended *"reduction of curricular units to allow for deeper mastery of content".* (Bianchi & Abdel Razaq, 2017). A potentially quicker route to the same goal would be to train teachers to select from the learning content, prioritising activities and texts that they believe their students will find engaging and moving the grammar-focused activities (like gap fill, choosing between two verb forms) to homework.

This training could also make use of the suite of supplementary materials which have already been developed for the ELT for Palestine curriculum, the digital catalogues[3].

Quick fix 5

In all the lessons observed by the leading consultant, teachers did not use any of the accepted ELT techniques for developing reading and listening skills. For example, techniques demonstrated in British Council Teaching English videos for teaching reading[4] and listening[5]. This recommendation would include awareness raising of the benefits for students, instruction with sample texts from the Toolkits and practice, for example micro-teaching. Teachers could also be introduced to using texts 'beyond comprehension', as a springboard to creative spoken or written production.

Quick fix 6

Provide ELT teacher supervisor CPD to build their leadership skills in leading change, managing teacher resistance, communicating success and also in areas that this research has revealed need improvement: support for adopting inclusive practices and contributing to the advancement of the teaching profession.

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3   https://www.britishcouncil.ps/en/programmes/english-palestine-digital-catalogues#:~:text=The%20British%20Council's%20English%20for,with%20high%20quality%2C%20online%20resources.

4   https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/teaching-reading-and-writing/unit-3-preparing

5   https://youtu.be/l2PQ8czrUyI?t=3

Approach to implementing the 'quick fixes'

I recommend that all these quick fixes are approached in the following way:

- Use Teacher Supervisors' expertise and understanding of teacher strengths and weaknesses to design the Toolkits and associated training, providing external support and guidance for the design process. That guidance would be valuable capacity building for supervisors but would not detract from their ownership of the resources and buy in to rolling them out successfully.

- Make sure teachers are well-informed about the training aims and how it will benefit them and use needs assessment to determine the training time frame and potentially split teachers into different groups based on their levels of expertise. That approach would have the advantage of trialling with the more able teachers (or teachers more open to change) and then adjusting the training for groups who need more support.

- Begin building a bank of classroom recordings to use as exemplars of various student-centred activities that feature in the Toolkits. Supervisors can identify teachers suitable for the recordings which can be classroom 'snapshots' demonstrating different stages of pair and group interaction and various tasks from least to most challenging. These can be integrated into training workshops for analysis, discussion and imitation. They can also be stored for teachers to refer to if they decide to experiment and want to check how it worked in practice.

- In time, and once the snapshot bank is built up, supervisors could use the recordings in a blended 'flipped' training approach where teachers view a recording with observation tasks before the training event and the workshop itself focuses on the pedagogy underpinning it and experimentation via micro-teaching.

- Teacher supervisors can identify Toolkit "champions" in their directorate, i.e. teachers who have the skills and confidence to start using the Toolkit (early adopters), those champions can monitor the roll out, help teachers, encourage buy in and report issues as they arise.

- Keep the teaching dialogue going after the training via the champions and teacher groups to share how they are applying the new learning and using the Toolkits, for example through learning circles, or Teacher Action Groups.

- Set up mechanisms to celebrate success, for example find funding for a teacher conference to mark one year of "Toolkits in Action", encourage teachers to write about their experiments and share them internationally, for example through British Council Teaching English Connects.
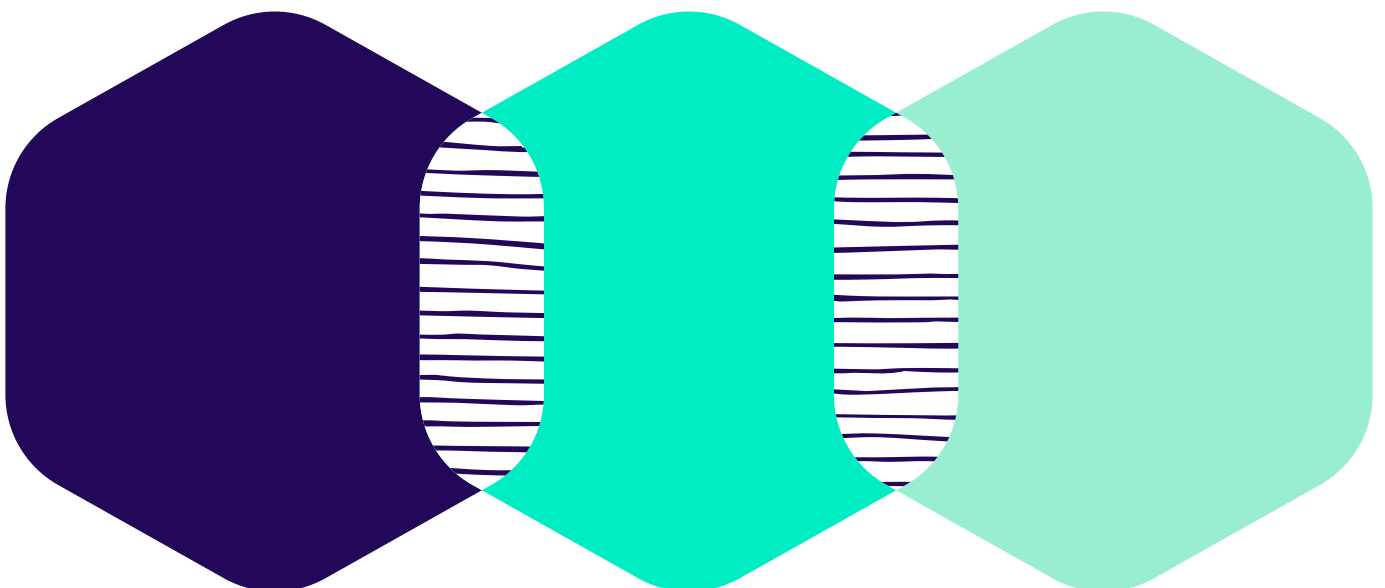
Medium-term recommendations

Improve parental engagement

This research has found that parental support has a positive impact on Grade 6 English results, (students who receive a lot of help with homework obtain above-average results). Supervisors highlighted that Grade 6 students who are successful English language learners are *"highly motivated by their parents or relatives".* This finding supports research conducted into parental engagement in EL learning, in Turkey*,* which proposed that *"parents' active involvement in children's education improves their academic achievement and also cognitive growth" (Kalayci & Ergül, 2018).* They found that parents had a positive attitude towards that involvement, and they were *"generally aware of the academic and psychological aspects of education"* (ibid.) suggesting that they could partner with teachers to play a much more active role in their children's language learning.

There is potential to tap into this asset in the teaching and learning process and support parents who may be willing to do more but not sure what to do. For example, supervisors and teachers can arrange explanatory workshops with parents to show them how they can use EL games with their children, using simple repetitive English. For example, action games like Simon says, Charades with older children; Word games like: I spy and Hangman and introducing them to online games from LearnEnglish Kids

Find teachers who already engage regularly with parents and use them as "Parental engagement champions", to share their experience and success stories and support teachers who want to try a similar approach.

Further analysis of the observation data collected in this research

There are many more aspects of classroom practice to investigate in depth, for example those Performance Indicators associated with D6: Managing lesson stages or B4: Learning Assessment Strategies. That analysis could be used to highlight training priorities and to inform a more extensive review of national Teacher Education (see below)

Preparation for further deployment of the observation tool

The variances highlighted in this research around different observers' evaluations of some of the Performance Indicators will have to be addressed before rolling it out on a national scale. To ensure the validity of the data collected, there will have to be a great deal more observer training, using classroom recordings, to agree what the Performance Indicators look like in the classroom setting e.g. what is *meaningful interaction;* what are *"strategies for developing understanding of spoken and written texts".* More practice with the Observation Tool (with live and recorded lessons) is recommended, supervisors working in pairs and interrogating each others' evaluations. In this process a larger cadre of observers can be built up in preparation for wider implementation of the evaluation tool.

National deployment of the Observation tool

Once a larger cadre of standardised observers is established, the observation tool can be deployed on a larger scale to identify, for example, pockets of ELT excellence and schools with most serious ELT issues; to identify teachers with potential as teacher educators: skilled, motivated 'tech savvy', adaptable professionals who can be supported to become ELT mentors in their schools.

Review ELT assessment practices with a view to updating and standardising them

The review would aim to understand their strengths and shortcomings, prevalent methods used, the expertise of those given responsibility for designing assessment and the backwash on EL learning. Recommendations would aim to initiate and support the use of formative assessment to inform course and lesson planning, improve learning outcomes and adopt more inclusive practices (by identifying students who are struggling early and making teaching adjustments for them).

Initiate research into Pre-service Teacher Education in Palestine

Findings from this research relate to the efficacy of the BA qualification in Educational Methods (there was no significant correlation between teachers with that qualification and above average Grade 6 EL exam results) and the risks for student EL learning outcomes of un-qualified or inadequately trained teachers. There is a strong case to evaluate the Pre-service and Newly Qualified Teacher Induction programmes against the 2008 Teacher Education Strategy requirements and make recommendations that will positively impact NQT practice early in their careers and thereafter.

In particular, that research should investigate how and to what extent university courses in Education link theory and practice and prepare teachers for the classroom through teaching practicum and how that practice can be strengthened.

Another recommended area for research is an investigation of online EL teaching which currently represents 50% of students' learning experience.

In September 2023, largely driven by financial constraints, schools shifted to a hybrid learning system, with a mix of face to face (in schools) and online classes, using Microsoft Teams. Since the outbreak of the war on Gaza in October 2023, the financial crisis worsened, and Palestinian Authority funding was interrupted, resulting in public sector employees, including teachers, not receiving their full salaries. This made it difficult for many public sector employees, including teachers, to afford transportation costs to schools.

Research should focus on its effectiveness in terms of EL learning outcomes, hopefully to identify pockets of excellence, and investigate any issues, for example, access, teacher readiness, student support; parent willingness to cooperate with teachers. Using the findings, the Ministry can develop a capacity building plan, with and through teachers, to assure quality online teaching and learning and equitable access.

Long-term recommendations

Develop a refreshed ELT Education strategy for Palestine

After taking the immediate and medium-term steps outlined above, and using research findings and insights from those steps, the Ministry and its partners will be ready to develop a refreshed ELT Education strategy for Palestine. That strategy should aim to be relevant to Palestinian children's needs and the country's ambitions, and to foster the skills, attitudes and learning behaviours that are required for modern study, citizenship and employment. It should include explicit reference to, and development of critical thinking and problem-solving skills, learning strategies and life skills.

It should prioritise improving pre-service and in-service teacher education, to ensure teachers are skilled at a student-centred, constructive pedagogies and forge strong links between the two stages of teacher preparation. For pre-service, the priority will be to assure that the practicum is sufficient and integrated throughout their studies. The teacher induction programme hosted by NIET could integrate examples how to approach their first weeks in school (managing mixed ability groups, textbook induction, guided lesson planning) and help new teachers visualise the classroom setting, using lesson recordings for analysis and discussion, inviting EL teachers to visit for 'Q&A' sessions, developing FAQs as a reference for teachers.

It should be pragmatic, realistic and sustainable, addressing the most common challenges teachers of English face (revealed in this current research) and make every effort to raise educator morale, retain teachers and ensure high quality recruitment in the future.

Revise the current ELT Curriculum

Using data from this research and recommended further research (see above), the Ministry can begin planning to revise the current curriculum, developing one that better prepares children for the 21st Century, developing their capacity for critical thinking and problem-solving, providing learning strategies for independent, lifelong learning and core life skills.

It will be very important to learn the lessons from the implementation of the current curriculum, namely, to ensure teacher inclusion through needs analysis and harnessing their creativity and cultural awareness throughout the design process and implementation planning. It will also be essential to provide teachers with the information, professional development and support they need to implement the new curriculum.

It will likely be necessary to revise the English Tawjihi exam to better reflect CLT pedagogy and 21st Century skills, thus preventing the negative washback that currently exists.

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World Bank, 2022, *Teach Primary: Helping Countries to Measure Effective Teaching Practices* https://www.worldbank.org/en/topic/education/brief/teach-helping-countries-track-and-improve-teaching-quality
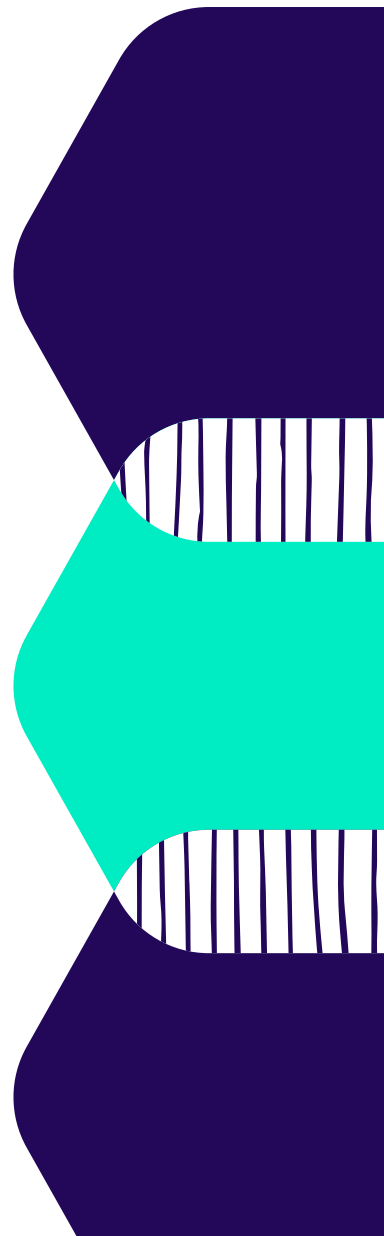
Appendices

Appendix 1: Classroom Observation tool

School number	Grades	Date
Please note the instructions for rating an indicator N/A or LOW.		

If you choose N/A it should only be for the reason stated below. Score is 1

N/A: Score 1
Not necessary for any of the lesson objectives or stages

If you choose LOW – it should only be for one of the four reasons below – indicate which reason with the appropriate CODE number (1- 4). In the last 2 columns Score is 2

LOW: Score 2	
CODE 1	Not used but it was needed for some lesson activities (to strengthen learning)
CODE 2	Used but only on a very limited scale, (once only)
CODE 3	Used but not successfully (it didn't work)
CODE 4	Used but not appropriately (it wasn't suitable for the lesson objectives or activity).

Please use this tool with reference to Descriptor Guide (Lesson Observation Standards Framework)

	EVALUATION CRITERIA	Snapshot 1 After 15 minutes				Score	Snapshot 2 From 25-40 minutes				Score	Overall score	LOW CODE S1	LOW CODE S2
A	Classroom Culture					0					0	0		
1	Supportive learning environment	1	2	3	4	0	1	2	3	4	0	0		
a	The teacher treats all students respectfully.	N/A	L	M	H		N/A	L	M	H				
b	The teacher uses positive language with students	N/A	L	M	H		N/A	L	M	H				
2	Positive behavioural expectations	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher acknowledges positive student behaviour	N/A	L	M	H		N/A	L	M	H				
b	Teacher redirects misbehaviour towards what is expected.	N/A	L	M	H		N/A	L	M	H				
B	Instruction					0					0	0		
3	Facilitating language learning	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher explicitly states the objectives of the lesson or learning activity	N/A	L	M	H		N/A	L	M	H				
b	Teacher creates a clear context for learning that facilitates students' understanding of the target language.	N/A	L	M	H		N/A	L	M	H				
c	Teacher grades their English language appropriately for the students' level	N/A	L	M	H		N/A	L	M	H				
d	Teacher uses examples, analogies, visual aids or other devices to help the students' understanding.	N/A	L	M	H		N/A	L	M	H				
e	Teacher makes effective use of the learning resources.	N/A	L	M	H		N/A	L	M	H				
f	Teacher allows 'thinking/wait' time after asking questions.	N/A	L	M	H		N/A	L	M	H				
g	Teacher helps students develop strategies for understanding spoken and written texts.	N/A	L	M	H		N/A	L	M	H				
4	Learning assessment strategies	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher uses assessment strategies to gauge students' comprehension.	N/A	L	M	H		N/A	L	M	H				

b	Teacher monitors and evaluates most students' understanding in independent, pair or group work	N/A	L	M	H			N/A	L	M	H			
c	Teacher provides oral or written corrective feedback when needed.	N/A	L	M	H			N/A	L	M	H			
d	Teacher provides students with opportunities to reflect on their learning	N/A	L	M	H			N/A	L	M	H			
C	Developing collaborative learning behaviour					0						0	0		
5	Developing language learning strategies	1	2	3	4	0		1	2	3	4	0	0		
a	Teacher provides opportunities for student-to-student information exchange.	N/A	L	M	H			N/A	L	M	H			
b	Teacher provides tasks that generate meaningful interaction between students.	N/A	L	M	H			N/A	L	M	H			
c	Teacher sets tasks that develop lower order thinking skills.	N/A	L	M	H			N/A	L	M	H			
d	Teacher sets tasks that develop higher order thinking skills.	N/A	L	M	H			N/A	L	M	H			
D	Classroom management					0						0	0		
6	Managing lesson stages	1	2	3	4	0		1	2	3	4	0	0		
a	Teacher effectively signposts the lesson stages.	N/A	L	M	H			N/A	L	M	H			
b	Teacher assigns appropriate timing to lesson stages	N/A	L	M	H			N/A	L	M	H			
c	Teacher effectively manages transitions between lesson stages (& activities)	N/A	L	M	H			N/A	L	M	H			
7	Managing learning tasks/activities	1	2	3	4	0		1	2	3	4	0	0		
a	Teacher models or demonstrates what students are expected to do in pair and group learning activities.	N/A	L	M	H			N/A	L	M	H			
b	Teacher gives clear instructions for student activity.	N/A	L	M	H			N/A	L	M	H			
	Total					0						0	0		

Appendix 2: DESCRIPTOR GUIDE - reference for Observation Tool

This framework supports the Classroom Observation Tool, it is a reference, describing standards by which observers can rate **teacher performance** for each indicator (**LOW-MEDIUM-HIGH**).

It should be referred to when rating **observable teacher action.**

A. Classroom Culture				
1. Supportive learning environment *The teacher creates a classroom environment where students can feel emotionally safe and supported. All students feel welcome and included as the teacher treats all students respectfully*				
Ref	**Indicator**	**Low**	**Medium**	**High**
a	The teacher treats all students respectfully	The teacher **does not treat all students respectfully**, for example the teacher may scold a student for a mistake.	The teacher **sometimes** treats students disrespectfully, for example asking them to do something rudely.	The teacher **always** treats all students respectfully, using their names and '**please' and 'thank you'.**
b	The teacher uses positive language with students	The teacher **does not use positive language** in the classroom to encourage their efforts.	The teacher **sometimes use positive language** in the classroom to encourage their efforts.	The teacher **consistently uses positive language** in the classroom and students are engaged.
2. The teacher promotes positive behaviour in the classroom. *The teacher acknowledges students' behaviour that meets or exceeds expectations and sets clear behavioural expectations for different parts of the lesson.*				
Ref	**Indicator**	**Low**	**Medium**	**High**
a	The teacher acknowledges positive student behaviour	The teacher **does not respond to** evidence of positive student behaviour.	The teacher **sometimes responds to** evidence of positive student behaviour, but not consistently.	The teacher **consistently responds to** evidence of positive student behaviour to promote good attitudes to language learning.
b	The teacher redirects misbehaviour towards the expected behaviour.	The teacher **does not respond to** evidence of student misbehaviour.	The teacher **sometimes responds to** student misbehaviour, but not consistently.	The teacher **consistently responds effectively** to evidence of student misbehaviour, promoting cooperative classroom behaviour.

B. Instruction			
3. Facilitating language learning *The teacher facilitates the lesson to promote comprehension by explicitly articulating the objectives, providing clear explanations of concepts, connecting the lesson with other content knowledge or students' experiences, employing appropriate methodology to meet learners' needs.*			
Ref / **Indicator**	**Low**	**Medium**	**High**
a / Teacher explicitly states the objectives of the lesson or learning activity	The teacher **does not state the lesson objective(s), nor can one be inferred** from the lesson activities.	The teacher either **explicitly states** a broad lesson objective OR the objective is not explicitly stated but **can be inferred** from the lesson activities.	The teacher **explicitly states** a specific lesson objective (i.e. a learning goal) and the **lesson activities align** to the stated objective.
b / Teacher creates a clear context for learning that facilitates students' understanding of the target language	e.g. Teacher starts the lesson / an activity **without clues** related to the meaning; Teacher tells SS the lesson will be to **practice grammar**; teacher **doesn't check** SS prior knowledge.	Teacher uses **some clues** related to the theme, but they are **not clear**; Teacher **sometimes** connects learning to the previous lesson.	e.g. Teacher uses **various** visual aids (projected on the board/ flash cards/ text book page) to tell SS what the lesson theme is; Teacher uses a 'warmer' **connected** to the theme.
c / Teacher grades their English language appropriately for the students' level	Teacher uses **complicated** language to organise activities; Teacher asks **indirect questions** (Would you mind ..?).	Teacher **sometimes** uses difficult or complicated language that is **not age- or level-appropriate**	Teacher **always** uses language that is age-appropriate; Teacher adds gesture to words, to **demonstrate** meaning. Teacher breaks up their language into **manageable "chunks"**
d / Teacher uses examples, analogies, models, visual aids or other devices to help the students' understanding	Teacher **doesn't use** any clues or visual aids to help SS' comprehension. Teacher **doesn't model/demonstrate** learning activities.	Teacher **sometimes** uses visual aids but not consistently; sometimes the visual aids are **not well-displayed**; teacher uses modelling but it is **not always clear.**	Teacher **effectively** uses clues and visual aids to help SS' comprehension. Teacher uses **helpful** modelling / demonstration to support learning activities instructions.
e / Teacher makes effective use of the learning resources.	**Teacher does not utilize learning resources effectively**, resulting in missed opportunities for student engagement and learning.	Teacher uses learning resources **adequately but may not fully maximize their potential** to enhance student understanding and participation.	Teacher effectively integrates a **variety** of learning resources to **enhance student learning experiences, engagement, and comprehension.**

f	Teacher allows 'thinking/wait' time after asking questions.	The teacher **often moves on quickly after asking questions,** giving students little time to think and respond thoughtfully.	The teacher **provides some time** for students to process questions before expecting answers.	The teacher consistently allows students **sufficient time to think and formulate responses** after posing questions, fostering a supportive environment for thoughtful engagement.
g	Teacher helps students develop strategies for understanding spoken and written texts	Teacher **does not use basic techniques** and procedures for understanding spoken and written texts; teacher uses techniques that are **not appropriate to the age, needs and level** of the learners.	Teacher **sometimes** uses techniques for unkderstanding spoken and written texts.	Teacher uses **a wide range** of **helpful** techniques for for understanding spoken and written texts. Teacher **often includes** work on skills and strategies.

4. Learning assessment strategies: *The teacher demonstrates awareness of learner strengths & difficulties in teaching decisions & provides specific comments or prompts to help identify misunderstandings, understand successes, guide thought processes & builds on learner contributions to promote learning.*				
Ref	**Indicator**	**Low**	**Medium**	**High**
a	Teacher uses assessment strategies to gauge students' comprehension.	Teacher **rarely or inconsistently uses assessment strategies** to gauge students' prior language knowledge and comprehension	Teacher **sometimes** uses **assessment strategies** to gauge students' prior language knowledge and comprehension, but **it is not a regular practice**.	Teacher **consistently** uses **assessment strategies** to gauge students' prior language knowledge and comprehension, **facilitating a better understanding of their learning and needs.**
b	Teacher monitors and evaluates most students' understanding in independent, pair or group work.	Teacher **rarely monitors students' understanding** during independent, pair, or group work, leading to potential **misunderstandings or lack of support.**	Teacher **monitors some students' understanding** during independent, pair, or group work, but may **not reach all students consistently.**	Teacher **consistently monitors** most students' understanding during independent, pair, or group work, providing timely support and feedback to **ensure comprehension and learning progress.**
c	Teacher provides oral or written corrective feedback when needed.	Teacher **seldom provides corrective feedback** to individuals or the class, **missing opportunities for improvement and learning.**	Teacher **occasionally** provides corrective feedback to individuals or the class, but it **may not be consistently applied or tailored to specific needs.**	Teacher **consistently** provides effective corrective feedback to individuals or the class, offering **guidance for improvement** and promoting **planned learning outcomes.**
d	Teacher provides students with opportunities to reflect on their learning.	Teacher **rarely involves students in reflecting or** commenting on their learning.	Teacher **occasionally involves students in reflecting or** commenting on their learning. but it is **not a regular practice**	Teacher **consistently involves students in reflecting or** commenting on their learning., **promoting learner autonomy.**

C. Developing collaborative learning behaviours: *The teacher demonstrates sound understanding of language learning theory in choice of resources and learning activities. Also uses this knowledge to develop appropriate learner behaviours and skills.*			
5. Developing language learning strategies *The teacher provides learning activities that stimulate language use & develop positive learning strategies.*			
Ref	**Indicator**	**Low**	**Medium**	**High**

Ref	Indicator	Low	Medium	High
a	Teacher provides opportunities for student-to-student information exchange.	Teacher **rarely** provides opportunities for information exchange, **limiting student engagement and collaborative learning.**	Teacher **occasionally** offers opportunities for information exchange, but it **may not be a consistent aspect of the classroom activities**	Teacher **consistently** provides opportunities for information exchange, fostering **communication skills, knowledge sharing, and interactive learning** among students.
b	Teacher provides tasks that generate meaningful interaction between students.	Teacher **seldom** provides tasks that encourage meaningful interaction among students, resulting in **limited engagement and communication.**	Teacher **occasionally** offers tasks that generate meaningful interaction, but it **may not be a prominent feature of the learning activities**	Teacher **consistently** provides tasks that promote meaningful interaction among students, **fostering collaboration, discussion, and active participatio**n in language use and practice.
c	Teacher sets tasks that develop lower order thinking skills.	Teacher **rarely** includes tasks that focus on developing lower order thinking skills, **such as observation and recall.**	Teacher includes tasks that develop lower order thinking skills **occasionally, but may not consistently use them.**	Teacher **consistently** sets tasks that effectively develop lower order thinking skills, encouraging **recall of prior knowledge & learning.**
d	Teacher sets tasks that develop higher order thinking skills.	Teacher **rarely** includes tasks that focus on developing higher order thinking skills, **such as analysis, evaluation, or creation**	Teacher includes tasks that develop higher order thinking skills **occasionally, but may not consistently prioritize them.**	Teacher **consistently** sets tasks that effectively develop: **critical thinking, problem-solving, and creativity** among students.

D. Classroom management - *The ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity, promotes learning, considers different needs and abilities of learners and is inclusive.*				
6. Managing lesson stages *The teacher demonstrates the ability to conduct a coherent lesson that supports learning*				
Ref	**Indicator**	**Low**	**Medium**	**High**
a	Teacher effectively signposts the lesson stages	Teacher **struggles to clearly indicate the different stages** of the lesson, **causing confusion** among students about the progression of the class.	Teacher **somewhat** effectively signposts the lesson stages, but there **may be inconsistencies or lack of clarity** in guiding students through the lesson.	Teacher **consistently and effectively signposts** the lesson stages, providing clear transitions between activities and helping **students understand the structure and outcomes** of the lesson.
b	Teacher assigns appropriate timing to lesson stages	Teacher **often misjudges the timing for lesson stages**, leading to **rushed or extended activities** and impacting the overall flow of the lesson	Teacher **sometimes** assigns appropriate timing to lesson stages, but there may be **occasional instances of activities running too short or too long.**	Teacher **consistently** assigns appropriate timing to lesson stages, ensuring that **activities are well-paced and allowing sufficient time** for student engagement and learning.
c	Teacher effectively manages transitions between lesson stages (& activities)	**Teacher struggles to manage transitions** between lesson stages and activities, leading to **disruptions and confusion among students**	Teacher **sometimes** effectively manages transitions between lesson stages and activities, but there **may be occasional hiccups or delays.**	Teacher **consistently and effectively** manages transitions between lesson stages and activities, ensuring **smooth flow and maximizing instructional time.**

7. Managing learning tasks/activities *The teacher varies role according to the type of learners and the type of activity planned. Ensures learner engagement through appropriate and varied tasks and the use of clear classroom routines*				
Ref	**Indicator**	**Low**	**Medium**	**High**
a	Teacher models or demonstrates what students are expected to do in pair and group learning activities.	Teacher **often fails to model** what students are expected to do in pair & group activities, causing **confusion among students and hindering their participation.**	Teacher **sometimes** models pair & group activities, but it **may not be consistently done** for every activity.	Teacher **consistently** models pair and group learning activities, **facilitating student understanding and engagement** in collaborative tasks.
b	Teacher gives clear instructions for student activity.	Teacher **rarely gives clear instructions for** pair/group work, causing **confusion among students and hindering their participation.**	Teacher **occasionally gives clear instructions for** during pair/group work, but it **may not be a consistent practice.**	Teacher **consistently gives clear instructions for** pair/group work, providing **valuable guidance and support to enhance student learning.**

Appendix 3: Observation tool instructions

Dear Observers

You will need

1. The **Observation Tool (EXCEL format)** - downloaded onto your device, so that you can rate the performance directly onto the EXCEL sheet.

2. The **Descriptor Guide** - to refer to if you are in doubt about an indicator.

You can access them on the shared drive here

Classroom Observation Methodology

Step 1 – Before the lesson – ask the teacher for the Lesson Plan

Check it against the following Lesson Planning standards – ticking YES-NO- or ? (if it's unclear)

Lesson Plan Standards- Indicators	Yes	No	?
1. Achievable learning objectives			
2. Learning objectives are appropriate for the learners' needs, anticipating student strengths and difficulties.			
3. Lesson timeline is appropriate for the planned content/activities			
4. Variety of teaching/learning activities.			
5. The teaching/learning activities are sequenced logically.			
6. The learning activities are age appropriate.			
7. Teaching/learning resources are relevant to the learning objectives.			
8. Includes planned activities to address different language abilities.			
9. Learning outcomes are useful for developing communicative competence			

Step 2 – During the lesson

You will assess **4 broad areas of teaching and learning practices**:

Classroom Culture + Instruction + Developing collaborative learning behaviour + Classroom management - Each one has its own performance indicators.

Fill in the information at the top of the sheet (school research code, grade and date of observation + observer name)

The observation process - The observer should assess the lesson twice – we want **2 'snapshots' of classroom practice.**

Write the Snapshot start time at the top of the Snapshot column (it will help you notice when

you've seen 15 minutes and it's time to rate the lesson). You can then add 15 minutes, e.g. Start at 09:10 + 15 minutes, stop observing at 09:25 and rate what you've seen.

Snapshot 1 – After 15 minutes of the lesson

- The observer rates what has been observed against each indicator - HIGH-MEDIUM-LOW quality performance.

- Apply the appropriate score (**2,3,4**), marking it in the EXCEL table - the embedded formulas will automatically sum the scores in the table.

- **Use N/A** if the action was **not applicable for the lesson - i.e. not necessary** to achieve the learning objectives. **Apply score 1.**

- **Use LOW** if there was **no or limited evidence of the performance indicator**. Then refer to the list of reasons (1-4) and note the relevant code which best describes the reason for rating that indicator LOW (1-2-3-4). Write that number in the last columns of the Observation tool **(see 'Low code').**

LOW - Score 2	
CODE 1	**Not used** but it was needed for some lesson activities (to strengthen learning)
CODE 2	**Used but** only on a very limited scale, (once only)
CODE 3	**Used but** not successfully (it didn't work)
CODE 4	**Used but** not appropriately (it wasn't suitable for the lesson objectives or activity).

The observer has 10 minutes to complete this first assessment/ Snapshot (while the lesson proceeds). **The observer can refer to the Descriptor Guide (see 3. Descriptor Guide) as necessary.**

When the observer is ready (after 10 minutes) s/he can proceed to **observing the next part of the lesson (until the end).**

Snapshot 2 - Repeat the evaluation process (as per Snapshot 1, above) - Mark your ratings (HIGH-MEDIUM-LOW) **in the column provided.**

Step 3– After the lesson

If there were any **exceptional circumstances** related to the lesson observed - e.g. a power outage; no internet access - please make a note of them in the comments box at the end of the tool.

Post-Observation interview with the teacher - it is important to approach the feedback session with empathy, understanding, sensitivity and professionalism.

Please take time to talk to the teacher after the observed lesson, to thank her/him for cooperating with this research and to elicit a brief self-assessment of the lesson from the teacher: e.g.

- Were you pleased with this lesson?

- Is there anything you would do differently the next time you teach this language/topic?

+ any questions that might be useful to this research - e.g. Do you often use the textbook flashcards?

If they would like to get some feedback, give a general, constructive comment without going into detail.

Good luck!

Appendix 4: Large sample Classroom Observation data

NOTICE *Data can be available upon request*

Appendix 5: Consultant Observations during Field Visit

NOTICE *Data can be available upon request*

ELT Classroom practice observed during a consultant field visit to Palestine (April 2024)

An education consultant, author of this report, visited Palestine to engage directly with the teacher supervisors who had collaborated with her during the observation tool design stage and would go on to use that tool to collect data from English lessons in 18 schools. During that visit I used the same observation tool and procedures to measure English teaching quality in five lessons, in three schools not included in the research sample (two government schools and one UNWRA school).

Two 'snapshots' of classroom practice were observed in each lesson using the following procedure: the lesson was observed for the first 15 minutes and then evaluated, with a High, Medium or Low rating, immediately. A second 15-minute snapshot was then observed and evaluated. (See Appendix 1 for an example Observation Tool). The findings from my observations are summarised below.

Overall teacher performance

My overall scores vary from the research sample in that they were predominantly rated Lower Medium, for both Snapshots. The biggest difference was in my evaluation of the second snapshot, which rated 80% of teacher performance as Lower Medium, while observers of the large research sample rated the majority (91.2%) as Upper Medium or Lower High. This discrepancy points to different understandings of key aspects of ELT, for example effective use of pair and group work and what 'meaningful interaction' between students involves. The mean score from my observations was 64.8 for Snapshot 1 and 63.8 for Snapshot 2, which is 8 to 12 points lower than the larger sample mean scores (see Appendix 4).

The next stage of analysis focuses on six performance indicators out of the total of 24, (see Appendix 6 where those indicators are highlighted on the observation tool) to assess the extent to which EL teachers apply core features of Communicative Language Teaching (CLT) in their lessons.

Application of CLT practices

1. To what extent do teachers create a clear context for learning that facilitates students' understanding of the target language?

Results in this aspect of teaching English were positive, indicating that the teachers observed have well-developed developed presentation and elicitation skills.

I saw teachers effectively using flashcards, projected images and textbook posters with questioning techniques to elicit key vocabulary for their lesson. My observations also indicate that this is an area that teachers manage confidently. For both Snapshot 1 and Snapshot 2, only 20% were rated low, 40% Medium and 40% High.

2. To what extent do teachers make effective use of the learning resources?

My observations mirrored those of the sample. Although some teachers are skilled in this respect, many teachers use learning resources poorly or inadequately. Snapshot 1 results are 20% Low, 40% Medium, and 40% High, while Snapshot 2 shows that the majority of teachers (60%) were rated Medium, with room to improve their practice, 20% Low and 20% High.

In 4 out of 5 lessons that I observed teachers did not exploit listening or reading texts for their full learning potential, for example, asking students to notice language elements contained within the texts, to manipulate that embedded language and, importantly, to re-use the language in related learning activities.

I observed one teacher who was able to deploy a range of resources appropriately, creating an active and lively learning environment that engaged their students.

3. To what extent do teachers help students develop strategies for understanding spoken and written texts?

This is one of the performance indicators that I believe was generously rated by observers. The research sample results suggest a level of skill that I did not observe in either live or recorded lessons. The teachers did not use any of the ELT techniques for developing reading and listening skills that are considered essential in CLT, rather they used listening texts mainly as opportunities for reading aloud, completing comprehension tasks and then rapidly moved on to explaining grammar that is exemplified in the texts. Consequently, for Snapshot 1 I rated 60% as N/A due to an absence of any real text work, 20% as Low performance and 20% Medium. Snapshot 2 was slightly less serious, but still demonstrated a lack of teacher attention to helping students develop strategies for understanding spoken and written texts, 40% rated N/A, 40% Low and 20% Medium.

In the lessons I observed, it was often unclear whether the students understood the texts they were reading aloud, and the comprehension tasks did not really require them to. Sophie Ruane, who studied the Grade 8 'English for Palestine' textbook, refers to such activities as "search and retrieve comprehension" (Ruane, 2023) using question types that do not require full understanding of the text, and concluding that "within the student books, there is little explicit direction towards activities that develop (critical thinking and problem solving) CTPS.".

4. To what extent do teachers provide opportunities for student-to-student information exchange?

The results show that this is a strength for only a small percentage of teachers despite its key role in language learning. The ratings I gave for the lessons observed in my field visit demonstrate the lack of time devoted to this key element of CLT, especially in the early stages of lessons. I rated Snapshot 1 as 40% Low, 40% Medium, 20% High. While for Snapshot 2 the majority were rated Medium (80%) and 20% Low.

My evaluations of Snapshot 2 did not reach High because when there were examples of student-to-student information exchange there was potential for that information exchange to be extended. For example, asking pairs to feed back to the class on their exchanges and having the rest of the class complete a summary table of students' information exchange, thus engaging every student and providing a stimulus for summary writing or language extension, for example, comparing student information.

5. To what extent do teachers provide tasks that generate meaningful interaction between students?

My observations differed from the research sample in this respect, with 60% of Snapshot 1 rated Low and only 20% rated Medium or High. Most of the early stage of the lessons was devoted to teacher-centred practice with choral responses from students.

Additionally, Snapshot 2 results indicate that most teachers are not using interactive activities in the latter stage of their lessons either, 80% rated Low and only 20% i.e. one lesson out of the five observed, rated High. This lack of meaningful interaction between students, using English in pair or group work, will not only impact their learning progress but also their engagement in learning English.

6. To what extent do teachers model or demonstrate what students are expected to do in pair and group learning activities?

My observation results indicate a more serious issue than the sample data reveals. In Snapshot 1, I rated 60% of the lessons Low, the remainder I rated Medium. Snapshot 2 results are more negative, 80% Low and 20% Medium. In neither snapshot did I observe strong practice in this respect, indeed I observed many missed opportunities to deploy pair or group work. For example, teachers could have asked the students to work together to brainstorm vocabulary related to the lesson theme, this is engaging for students of mixed ability and can often elicit much of the lexis that teachers I observed spent a long time 'pre-teaching'. When lessons are not planned to include pair and group activities, students do not have sufficient opportunities to practise using English and their learning and learning outcomes will be adversely affected.

Appendix 6: Classroom Observation tool with highlighted indicators for analysis

School number	Grade	Date
Please note the instructions for rating an indicator N/A or LOW.		

If you choose N/A it should only be for the reason stated below. Score is 1

N/A: Score 1
Not necessary for any of the lesson objectives or stages

If you choose LOW – it should only be for one of the four reasons below – indicate which reason with the appropriate CODE number (1- 4). In the last 2 columns
Score is 2

LOW: Score 2	
CODE 1	Not used but it was needed for some lesson activities (to strengthen learning)
CODE 2	Used but only on a very limited scale, (once only)
CODE 3	Used but not successfully (it didn't work)
CODE 4	Used but not appropriately (it wasn't suitable for the lesson objectives or activity).

Please use this tool with reference to Descriptor Guide (Lesson Observation Standards Framework)

	EVALUATION CRITERIA	Snapshot 1				Score	Snapshot 2				Score	Overall score	"LOW CODE S1"	"LOW CODE S2"
		After 15 minutes					From 25-40 minutes							
A	Classroom Culture					0					0	0		
1	Supportive learning environment	1	2	3	4	0	1	2	3	4	0	0		
a	The teacher treats all students respectfully.	N/A	L	M	H		N/A	L	M	H				
b	The teacher uses positive language with students	N/A	L	M	H		N/A	L	M	H				
2	Positive behavioural expectations	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher acknowledges positive student behaviour	N/A	L	M	H		N/A	L	M	H				
b	Teacher redirects misbehaviour towards what is expected.	N/A	L	M	H		N/A	L	M	H				
B	Instruction					0					0	0		
3	Facilitating language learning	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher explicitly states the objectives of the lesson or learning activity	N/A	L	M	H		N/A	L	M	H				
b	Teacher creates a clear context for learning that facilitates students' understanding of the target language.	N/A	L	M	H		N/A	L	M	H				
c	Teacher grades their English language appropriately for the students' level	N/A	L	M	H		N/A	L	M	H				
d	Teacher uses examples, analogies, visual aids or other devices to help the students' understanding.	N/A	L	M	H		N/A	L	M	H				
e	Teacher makes effective use of the learning resources.	N/A	L	M	H		N/A	L	M	H				
f	Teacher allows 'thinking/wait' time after asking questions.	N/A	L	M	H		N/A	L	M	H				
g	Teacher helps students develop strategies for understanding spoken and written texts.	N/A	L	M	H		N/A	L	M	H				
4	Learning assessment strategies	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher uses assessment strategies to gauge students' comprehension.	N/A	L	M	H		N/A	L	M	H				

b	Teacher monitors and evaluates most students' understanding in independent, pair or group work	N/A	L	M	H		N/A	L	M	H				
c	Teacher provides oral or written corrective feedback when needed.	N/A	L	M	H		N/A	L	M	H				
d	Teacher provides students with opportunities to reflect on their learning	N/A	L	M	H		N/A	L	M	H				
C	Developing collaborative learning behaviour					0					0	0		
5	Developing language learning strategies	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher provides opportunities for student-to-student information exchange.	N/A	L	M	H		N/A	L	M	H				
b	Teacher provides tasks that generate meaningful interaction between students.	N/A	L	M	H		N/A	L	M	H				
c	Teacher sets tasks that develop lower order thinking skills.	N/A	L	M	H		N/A	L	M	H				
d	Teacher sets tasks that develop higher order thinking skills.	N/A	L	M	H		N/A	L	M	H				
D	Classroom management					0					0	0		
6	Managing lesson stages	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher effectively signposts the lesson stages.	N/A	L	M	H		N/A	L	M	H				
b	Teacher assigns appropriate timing to lesson stages	N/A	L	M	H		N/A	L	M	H				
c	Teacher effectively manages transitions between lesson stages (& activities)	N/A	L	M	H		N/A	L	M	H				
7	Managing learning tasks/activities	1	2	3	4	0	1	2	3	4	0	0		
a	Teacher models or demonstrates what students are expected to do in pair and group learning activities.	N/A	L	M	H		N/A	L	M	H				
b	Teacher gives clear instructions for student activity.	N/A	L	M	H		N/A	L	M	H				
		Total				0					0	0		

Comments - if there were any exceptional circumstances related to the lesson observed - e.g. a power outage; no internet access
 - please make a note of them here

Appendix 7: List of sample schools with their levels

NOTICE *Data can be available upon request*

Appendix 8: Student questionnaire

The Major domains:

Parental Involvement in Student Learning

(scaling: very much, much, little, very little)

This includes:

1.   My parent helps me with my homework.
2.   My parent helps me prepare for exams.
3.   My parent attends school to follow up on my performance.
4.   My parent rewards me for my good grades.
5.   My parent sets a time limit for me to use (smartphone, iPad, ...) for entertainment purposes.

Number of Hours Spent Outside School on Some Activities Every Day

(scaling: No time, less than an hour, an hour or more)

This includes:

1.   Doing homework and preparing for lessons
2.   Entertainment (playing computer or smartphone games)
3.   Physical activity
4.   Spending time with friends
5.   Reading

Practices of the English Teacher in the Classroom

(scaling: very much, much, little, very little)

This includes:

1.   The teacher connects the lesson topic to daily life.
2.   The teacher uses educational resources to explain the lesson.
3.   The teacher provides me with feedback on my performance in exams.
4.   The teacher encourages me to ask questions.
5.   The teacher encourages me to participate in activities that stimulate thinking.
6.   The teacher focuses on group work in the classroom.
7.   The teacher asks me to design projects with my classmates.

School Violence During This Academic Year (2022)

(scaling: very much, much, little, very little)

This includes:

1.   I am being beaten up by my classmates.
2.   Something was stolen from my personal belongings.
3.   A student threatened to hurt me.

4. Students forced me to do things I didn't want to do.

5. I am being ridiculed by students at school.

6. I was excluded from some games by students.

7. My classmates refuse to talk to me.

8. My classmates spread rumors about me.

Technology Integration in Teaching and Learning by the English Teacher

(scaling: very much, much, little, very little)

This includes:

1. The teacher leads us to the computer lab to present the lesson.

2. The teacher utilizes digital display screens to deliver the lesson

3. The teacher instructs us to select educational websites on the internet

4. The teacher motivates us to conduct online research for additional information related to the lesson

5. The teacher incorporates educational videos to explain the lesson.

6.   The teacher employs educational software to elucidate the lesson.

7. The teacher conducts remote/ online classes.

8. The teacher assigns us remote assignments

Appendix 9: School questionnaire

The Major domains:

School Environment

(Rating scale: Strongly Agree, Agree, Disagree, Strongly Disagree)

This includes:

1. The school's playgrounds are suitable for sports activities.
2. The health units are suitable for student use.
3. The science lab is equipped to facilitate educational activities.
4. The science lab is equipped to facilitate educational activities.
5. The computer lab is equipped to facilitate educational activities.
6. The necessary scientific expertise among teachers is adequate.
7. The school furniture is suitable for facilitating educational activities.
8. The school facilities are suitable for students with disabilities.
9. There is a room for the educational counselor in the school.

Principal's Satisfaction with Educational Instruction and Learning Activities in the School

(Rating scale: Strongly Agree, Agree, Disagree, Strongly Disagree)

This includes:

1. Integrating learning content with students' daily experiences.
2. Incorporating educational resources into teaching and learning methodologies.
3. Integrating extracurricular activities into teaching and learning approaches.
4. Implementing diverse assessment strategies.
5. Employing varied student-centered teaching methodologies.
6. Using assessment outcomes to improve learning.
7. Integrating technology in education.
8. Facilitating professional development for educators.
9. Promoting Inquiry-Based Learning.
10. Engaging students in activities that promote critical thinking.
11. Fostering an educational environment that promotes learning from mistakes.
12. Training students to embrace and respect diverse viewpoints.
13. Facilitating student participation in classroom activities.
14. Employing cooperative learning groups in the classroom.
15. Encouraging students to collaborate on projects.
16. Guiding students in effective online information search techniques.

Parent Participation

How often did you engage in the following practices during the current academic year?

(Rating scale: Number of times**:** Once only, Twice, 3 times, More than 3) This includes:

1. Participating in volunteer activities aimed at serving the local community.
2. Conducting awareness meetings and seminars for parents.
3. Encouraging parents to take part in school activities.
4. Inviting parents to attend meetings regarding school planning.
5. Keeping parents informed about their children's academic progress.
6. Engaging with parents through social media.
7. Organizing meetings to follow up on distance learning.

To what extent do the following issues present challenges for students in your school?

 (Rating scale: Not a concern, Minor concern, Moderate concern, Major concern)

 This includes:

1. Punctuality issues in the morning.
2. Unexcused absences from school.
3. Disruption in the classroom.
4. Academic dishonesty (cheating) during exams.
5. Vandalism of school property.
6. Theft.
7. Physical violence between students.
8. Physical and emotional aggression from students toward teachers.
9. Physical and emotional aggression from teachers toward students.
10. Student escape from school.
11. Student dropout from school.

Additional comments you would like to add:

Appendix 10: NAD analysis by school EL performance with reference to G6 student EL NAT results, 2022

High performing schools (HPS) achieved above average EL results for their Grade 6 students in the National Assessment Test, 2022.

Low performing schools (LPS) achieved poor EL results for their Grade 6 students in the National Assessment Test, 2022.

A. Data Source: Teacher questionnaire

Teacher contentment in the profession

Table 1: Teacher contentment – HPSs and LPS compared

Indicator		School performance (G6 student EL NAT results 2022)	
		Low	High
Content as a teacher	Agree	60.5%	74.5%
	Disagree	7.7%	0.0%
	Strongly agree	31.8%	25.5%
A career out of passion	Agree	51.5%	74.5%
	Disagree	7.7%	0.0%
	Strongly agree	40.8%	25.5%
I aspire to pursue further	Agree	66.1%	74.5%
	Disagree	7.7%	0.0%
	Strongly agree	26.2%	25.5%

All teachers from High Performing Schools (HPS) are content in the profession while nearly 8% of teachers from Low Performing Schools (LPS) are not content in the profession. The same percentage of teachers in LPS do not have a passion for teaching and do not aspire to pursue their ELT career further.

EL Teacher approaches to assessment

Table 2: Assessment – HPSs and LPS compared

Indicator		School performance (G6 student EL NAT results 2022)	
		Low	High
I use textbook exercises and questions for assessing student learning.	High	100.0%	86.7%
	Very high	0.0%	13.3%
I use authentic/qualitative assessment methods for assessing student learning.	High	100.0%	100.0%
I incorporate peer assessment into the process of assessing student learning.	High	86.3%	79.0%
	Low	13.7%	21.0%
I encourage self-assessment as a means of assessing student learning.	High	50.6%	50.9%
	Low	49.4%	49.1%

I use homework assignments as a tool for assessing student learning.	High	55.4%	49.4%	
	Low	36.9%	31.0%	
	Very low	7.7%	19.6%	
I use achievement tests to assess student learning.	High	82.8%	89.7%	
	Low	17.2%	10.3%	
I employ computer-based tests for the purpose of assessing student learning.	Does Not Apply	7.7%	0.0%	
	High	46.8%	49.8%	
	Low	45.5%	39.9%	
	Very low	0.0%	10.3%	

This data reveals that there are no significant differences between HPSs and LPSs assessment practices. The data demonstrates that all schools rely on textbooks and achievement tests to evaluate students' progress. The evidence of peer assessment, an example of formative assessment, used by teachers in HPSs and LPSs, is encouraging, it would be useful to understand more around how data from it is used by teachers to inform their teaching.

The limited use of self-assessment and homework for evaluating learning is concerning as those processes can increase student motivation and sense of progress.

The validity of the 100% responses to 'use of authentic assessment' is doubtful since "it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks"[1]. Classroom practices in Palestine do not often engage students in higher-order thinking, and complex problem solving, so it is doubtful that there is a 100% use of them for assessing learning.

Teacher engagement in Continuous Professional Development

Table 3: CPD Attendance– HPSs and LPS compared

Indicator		School performance (G6 student EL NAT results 2022)			
		Low		High	
		Count	%	Count	%
Subject related content.	Attend more than two courses	233	100.0%	159	58.7%
	Attended one course	0	0.0%	28	10.3%
	Attended two courses	0	0.0%	23	8.5%
	Did not attend any course	0	0.0%	61	22.5%
Teaching methods and approaches.	Attend more than two courses	200	85.8%	163	60.1%
	Attended one course	12	5.2%	108	39.9%
	Attended two courses	21	9.0%	0	0.0%
ICT	Attend more than two courses	62	26.6%	80	29.5%
	Attended one course	150	64.4%	163	60.1%
	Attended two courses	21	9.0%	0	0.0%
	Did not attend any course	0	0.0%	28	10.3%

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1   https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-22

Technology integration in education.	Attend more than two courses	22	9.4%	20	7.4%
	Attended one course	92	39.5%	62	22.9%
	Did not attend any course	119	51.1%	189	69.7%
Evaluation and assessment	Attend more than two courses	126	54.1%	114	42.1%
	Attended one course	85	36.5%	42	15.5%
	Attended two courses	22	9.4%	26	9.6%
	Did not attend any course	0	0.0%	89	32.8%
Action research training	Attend more than two courses	52	22.3%	0	0.0%
	Attended one course	53	22.7%	95	35.1%
	Attended two courses	22	9.4%	0	0.0%
	Did not attend any course	106	45.5%	176	64.9%
Life skills	Attend more than two courses	40	17.2%	20	7.4%
	Attended one course	87	37.3%	86	31.7%
	Did not attend any course	106	45.5%	165	60.9%
Distance learning design	Attend more than two courses	62	26.6%	80	29.5%
	Attended one course	150	64.4%	104	38.4%
	Attended two courses	21	9.0%	59	21.8%
	Did not attend any course	0	0.0%	28	10.3%

The validity of this data is questionable. Some of the anomalies, for example 100% of teachers in LPSs say they attended two courses in subject related training compared to only 58.7% of teachers from the HPSs, may be explained by the data retrieval method, i.e. self-reporting.

In terms of CPD attendance in, for example, teaching methods and approaches and in evaluation, the differences between HPS and LPS may be explained by teachers in LPS being advised to attend more by their supervisors.

The data does demonstrate clear gaps in training for teachers from all schools, in particular in Technology integration in education, action research and life skills.

B. Data source: School questionnaire (school principal responses)

Table 4: Principal attitudes– HPSs and LPS compared

Indicator		School performance (G6 student EL NAT results 2022)	
		Low	High
Integrating learning content with students' daily experiences.	Agree	100.0%	77.1%
	Disagree	0.0%	13.3%
	Strongly agree	0.0%	9.6%
Incorporating educational resources into teaching and learning methodologies.	Agree	100.0%	86.7%
	Disagree	0.0%	13.3%
Integrating extracurricular activities into teaching and learning approaches.	Agree	100.0%	87.5%
	Strongly agree	0.0%	12.5%
Implementing diverse assessment strategies.	Agree	82.8%	90.4%
	Strongly agree	17.2%	9.6%
Employing varied student-centered teaching methodologies.	Agree	100.0%	100.0%
Using assessment outcomes to improve learning.	Agree	100.0%	81.9%
	Strongly agree	0.0%	18.1%
Integrating technology in education.	Agree	100.0%	100.0%
Facilitating professional development for educators.	Agree	92.3%	71.6%
	Disagree	7.7%	18.8%
	Strongly agree	0.0%	9.6%
Promoting Inquiry-Based Learning.	Agree	60.5%	90.4%
	Strongly agree	39.5%	9.6%
Engaging students in activities that promote critical thinking.	Agree	82.8%	100.0%
	Strongly agree	17.2%	0.0%
Fostering an educational environment that promotes learning from mistakes.	Agree	82.8%	100.0%
	Strongly agree	17.2%	0.0%
Training students to embrace and respect diverse viewpoints.	Agree	82.8%	91.1%
	Strongly agree	17.2%	8.9%
Facilitating student participation in classroom activities.	Agree	82.8%	100.0%
	Strongly agree	17.2%	0.0%
Employing cooperative learning groups in the classroom	Agree	100.0%	64.9%
	Disagree	0.0%	25.5%
	Strongly agree	0.0%	9.6%
Encouraging students to collaborate on projects.	Agree	82.8%	100.0%
	Strongly agree	17.2%	0.0%
Guiding students in effective online information search techniques	Agree	77.7%	87.8%
	Strongly agree	22.3%	12.2%

The validity of some of this self-reported data is doubtful as results are in contrast to practices observed in EL classrooms during this research, there is a tendency to support the methods listed, some of which are rarely used, for example 'Employing cooperative learning groups in the classroom.'

Challenges for students in schools

Table 5: school dropouts – HPSs and LPS compared		School performance (G6 student EL NAT results 2022)	
Indicator		**Low**	**High**
Student dropout from school	Enormous problem	24.5%	20.7%
	Moderate problem	13.7%	0.0%
	Not problem	39.5%	32.8%
	Simple problem	22.3%	46.5%

All schools experience student dropout to some extent, the most noticeable differences between HPSs and LPSs are that fewer principals in HPSs consider it an enormous problem and 46.5 percent evaluate it as a 'simple' problem compared to about half that number in LPSs. This could signify that principals in HPSs have stronger leadership capacity to manage the problem.

C. Student questionnaire

Parental Engagement in student learning

Table 6 : Parental engagement – HPSs and LPS compared		School performance (G6 student EL NAT results 2022)	
Indicator		**Low**	**High**
Parent helps with homework	Very little	24.5%	15.0%
	Little	35.0%	32.3%
	Much	26.8%	34.2%
	Very much	13.6%	18.4%
My parents help me prepare for exams.	Very little	32.1%	38.4%
	Little	38.9%	33.2%
	Much	20.8%	21.6%
	Very much	8.1%	6.7%
My parents attend school to follow up on my performance.	Very little	17.0%	14.8%
	Little	33.9%	27.0%
	Much	34.8%	40.3%
	Very much	14.3%	17.9%
My parents rewarded me for my good grades.	Very little	48.4%	51.9%
	Little	30.7%	28.2%
	Much	11.6%	16.0%
	Very much	9.3%	3.8%
My parents set a time limit for me to use (smartphone, ipad, ...) For entertainment purposes.	Very little	41.9%	38.7%
	Little	28.8%	27.1%
	Much	16.7%	19.9%
	Very much	12.6%	14.3%

In terms of parental engagement the differences between HPSs and LPSs are not substantial, however homework help for students, attendance in school performance meetings and technology control for students from HPSs is higher.

Number of hours spent outside school on certain activities every day (Grade 6 students)

Table 7 : Students' outside school activities – HPSs and LPS compared		School performance (G6 student EL NAT results 2022)	
Indicator		**Low**	**High**
Doing homework and preparing for lessons	No time	10.9%	9.4%
	Less than an hour	48.9%	33.8%
	An hour or more	40.3%	56.8%
Entertainment (playing on a computer or smartphone games)	No time	8.8%	9.7%
	Less than an hour	57.6%	54.3%
	An hour or more	33.6%	36.1%
Physical activity	No time	13.6%	18.2%
	Less than an hour	37.6%	52.3%
	An hour or more	48.9%	29.5%
Spending time with friend	No time	15.6%	28.2%
	Less than an hour	42.7%	28.6%
	An hour or more	41.7%	43.2%
Number of Hours on paid work	No time	46.4%	81.8%
	Less than an hour	23.4%	11.6%
	An hour or more	30.2%	6.6%
Reading	No time	29.9%	23.5%
	Less than an hour	47.8%	54.2%
	An hour or more	22.3%	22.3%

Again, there are more similarities than differences between students from HPSs and LPSs use of out of school time. Notable differences are that HPS students spend more time on their homework, while LPS students spend considerably more time on physical activity, also students form LPSs are 5 times more likely to spend an hour or more on paid work.

Practices of the English teacher in the classroom

Table 8 : Students' perception of classroom practice – HPSs and LPS compared		School performance (G6 student EL NAT results 2022)	
Indicator		**low**	**high**
The teacher connects the lesson topic to daily life.	Very little	33.8%	37.5%
	little	38.7%	37.5%
	Much	20.9%	18.4%
	Very much	6.7%	6.7%
The teacher uses educational resources to explain the lesson.	Very little	33.8%	50.2%
	little	36.4%	28.7%
	Much	19.6%	16.2%
	Very much	10.2%	4.9%

The teacher provides me with feedback on my performance in exams.	Very little	33.2%	41.4%
	little	31.4%	31.3%
	Much	26.9%	20.5%
	Very much	8.5%	6.7%
The teacher encourages me to ask questions.	Very little	45.2%	55.3%
	little	31.3%	30.5%
	Much	19.4%	12.0%
	Very much	4.1%	2.3%
The teacher encourages me to participate in activities that stimulate thinking.	Very little	40.3%	40.7%
	little	33.0%	39.2%
	Much	19.0%	14.8%
	Very much	7.7%	5.3%
The teacher focuses on group work in the classroom.	Very little	21.9%	25.1%
	little	24.6%	25.5%
	Much	30.8%	31.9%
	Very much	22.8%	17.5%
The teacher asked me to design projects with my classmates.	Very little	21.3%	28.3%
	little	24.9%	26.0%
	Much	36.9%	30.9%
	Very much	16.9%	14.9%

Overall student responses are similar for HPSs and LPSs. They reveal that, across all schools, teachers are not deploying teaching resources sufficiently, and not providing sufficient opportunities for active learning through questioning, developing thinking skills or group and project work.

School violence during this Academic Year (2022)

Table 9 : School violence and bullying – HPSs and LPS compared		School performance (G6 student EL NAT results 2022)	
Indicator		**low**	**high**
I am being beaten up by my classmates.	Very little	9.6%	2.6%
	little	9.1%	2.3%
	Much	20.1%	12.8%
	Very much	61.2%	82.3%
Something stolen belongings	Very little	7.6%	6.0%
	little	12.1%	7.1%
	Much	21.4%	19.5%
	Very much	58.9%	67.4%
A student threatened to hurt me.	Very little	4.9%	4.2%
	little	14.7%	4.6%
	Much	22.7%	11.8%
	Very much	57.8%	79.4%
Students forced me to do things I didn't want to do.	Very little	7.8%	3.0%
	little	9.6%	3.0%
	Much	17.4%	8.6%
	Very much	65.1%	85.4%
I am being ridiculed by students at school.	Very little	8.1%	4.1%
	little	9.9%	4.1%
	Much	23.4%	21.4%
	Very much	58.6%	70.3%
I was excluded from some games by students.	Very little	10.3%	2.3%
	little	15.2%	6.0%
	Much	25.9%	22.3%
	Very much	48.7%	69.4%
Classmates refuse to talk	Very little	7.7%	4.9%
	little	13.6%	3.0%
	Much	10.9%	17.5%
	Very much	67.9%	74.5%
My classmates spread rumors about me.	Very little	11.6%	10.1%
	little	12.5%	5.2%
	Much	25.0%	20.2%
	Very much	50.9%	64.4%

This data shows that, contrary to what might be expected, violent or bullying behaviour is as prevalent in HPSs as it is in LPSs, in fact for many indicators the situation is much worse in HPSs, for example, being beaten up by my classmates, being threatened, being forced me to do things.

Appendix 11: Teacher questionnaire

1. Gender:
    *   Male
    *   Female

2. Age**:** .... years.

3. Years of Teaching Experience**:** .... years

4. Years of Experience Teaching This Grade**:** .... years

5. Years at Current School**:** .... years

6. What is your highest academic qualification?
    *   Diploma ....
    *   Bachelor's degree ....
    *   Bachelor's degree + Diploma ....
    *   Master's degree or higher ....

7. What is your field of specialization in your last university degree?
    *   Subject Specialist ....
    *   Teaching Methods of the Subject ....
    *   Other Specialization/Specify ....

8. Highest Academic Qualification:
    *   Diploma ....
    *   Bachelor's Degree ....
    *   Bachelor's Degree + Diploma ....
    *   Master's Degree or Higher ....

9. Field of Specialization in Last University Degree:
    *   Subject Specialist ....
    *   Teaching Methods of the Subject ....
    *   Other Specialization (Specify) ....

Teacher Attitudes Towards the Teaching Profession

 (Rating scale: Strongly Agree, Agree, Disagree, Strongly Disagree)

This includes:

1. I am content with my role as a teacher.
2. I pursued a career in teaching out of passion for this profession.
3. I aspire to pursue my teaching career further.
4. Teaching bestows upon me a prestigious standing in society.
5. I am interested in relocating to a different school.
6. The allocation of tasks among teachers at my school is fair.

7. The school environment fosters creativity and performance.

8. I share a relationship with the teaching staff characterized by mutual respect.

9. I have a substantial amount of paperwork to complete.

10. I encounter challenges when it comes to adapting to changes in the curriculum.

Student Learning Assessment Activities

(Rating scale: Very High, High, Low, Very Low, Does Not Apply)

This includes:

1. I use textbook exercises and questions for assessing student learning.

2. I use authentic/qualitative assessment methods for assessing student learning.

3. I incorporate peer assessment into the process of assessing student learning.

4. I encourage self-assessment as a means of assessing student learning.

5. I use homework assignments as a tool for assessing student learning.

6. I use achievement tests to assess student learning.

7. I employ computer-based tests for the purpose of assessing student learning.

Teacher Practices in the Classroom

(Rating scale: Happens very often, Happens sometimes, Happens rarely, Happens very rarely)

This includes:

1. I encourage students to ask questions to understand the lesson topic in a better way.

2. I encourage students to express their learning in their own language

3. I promote students` engagement by encouraging participation in classroom activities designed to stimulate thinking.

4. I emphasize the importance of learning from mistakes to the students.

5. I use collaborative group learning as a method to accomplish activities in the classroom.

Technology Integration in Education

(Rating scale: Very High, High, Low, Very Low, Does Not Apply)

This includes:

1. I use projectors in teaching and learning activities.

2. I use audio equipment in teaching and learning activities.

3. I use an interactive whiteboard in teaching and learning activities.

4. I use educational videos in teaching and learning activities.

5. I use educational software in teaching and learning activities.

6. I help students in selecting appropriate educational websites.

7. I ask students to conduct online research for information.

Continuous Professional Development for Teachers

Number of Courses Teachers Attended in the Last Three Years:

(Rating scale: Did not attend any course, Attended one course, Attended two courses, Attended more than two courses)

This includes:

Courses regarding...

1. educational content.
2. teaching methods and approaches.
3. technology integration in education.
4. special education and inclusive education.
5. measurement and educational assessment.
6. action research.
7. life skills.
8. designing distance learning.

Appendix 12: Correlation Analysis National Assessment Data

1. Teacher Experience in ELT

Table 1: Do teachers with less than 10 years experience get above average results?

Do teachers with over 10 years experience get above average results?

One-Sample Test						
	Test Value = 33.1					
Experience	t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<10 years	1.371	845	.171	.783	-.338	1.905
>=10 years	-1.235	1025	.217	-.607	-1.571	.357

Based on the statistical analysis conducted, the results indicate the following:

Teachers with less than 9 years of experience: The test value of 1.371 yields a p-value of .171, which is greater than the significance level of .05. This suggests that there is no significant evidence to conclude that teachers with less than 9 years of experience obtain above-average results. The mean difference is estimated to be .783, with a 95% confidence interval ranging from -.338 to 1.905.

Teachers with 10 years or more of experience: The test value of -1.235 results in a p-value of .217, which is also greater than .05. This implies that there is no significant evidence to support the claim that teachers with 10 years or more of experience achieve above-average results. The mean difference is estimated to be -.607, with a 95% confidence interval spanning from -1.571 to .357.

In summary, the statistical analysis suggests that neither teacher with less than 10 years' experience nor teachers with 10 years or more of experience demonstrate above-average results based on the given data.

2. Teacher Educational Q and results

Table 2: Do teachers with a BA in Educational Methods get above average results?

One-Sample Test						
	Test Value = 33.1					
Teacher Highest academic qualification	t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BA	-.840	1364	.401	-.366	-1.220	.489

Teachers with a BA in Educational Methods: The test value of -0.840 yields a p-value of 0.401, which is greater than the significance level of 0.05. This suggests that there is no significant evidence to conclude that teachers with a BA in Educational Methods obtain above-average results. The mean difference is estimated to be -0.366, with a 95% confidence interval ranging from -1.220 to 0.489.

In summary, based on the analysis of the available data, there is no significant evidence to suggest that teachers with a BA in Educational Methods achieve above-average results. The mean difference is not statistically significant, with a confidence interval that includes zero. Therefore, it

can be concluded that teachers with a BA in Educational Methods do not consistently demonstrate above-average results based on the given data.

Do teachers with no educational qualification get below average results

The statistical analysis conducted on teachers with no educational academic qualification indicates that the test value of -3.117 yields a p-value of 0.002, which is less than the significance level of 0.05. This suggests that there is significant evidence to support the claim that teachers with no qualification in education obtain below-average results. The mean difference is estimated to be -2.741, with a 95% confidence interval ranging from -4.472 to -1.01.

Table 3: Do teachers with no educational academic qualification get below average results?

One-Sample Test						
Highest academic qualification	Test Value = 33.1					
	t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Have no qualification in education	-3.117	265	.002	-2.741	-4.472	-1.01

3. **Teacher contentment in their profession**

The statistical analysis conducted on teachers who strongly agree that they are content indicates that the test value of 4.293 yields a p-value of 0.000, which is less than the significance level of 0.05. This suggests that there is significant evidence to support the claim that teachers who strongly agree that they are content in their ELT role obtain above-average results. The mean difference is estimated to be 2.637, with a 95% confidence interval ranging from 1.43 to 3.84 which is statistically significant, with a confidence interval that does not include zero.

Table 4: Do teachers who are very content (strongly agree) get above average results?

One-Sample Test						
Content as a teacher	Test Value = 33.1					
	t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
strongly agree mean =35.7	4.293	713	.000	2.637	1.43	3.84

4. ICT integration into classroom practice

Table 5: Do teachers who use Projectors frequently (high use) get above average results?

Do teachers who do not use Projectors frequently (low use) get below average results?

One-Sample Test						
			Test Value = 33.1			
projectors		t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference
						Lower	Upper
High mean (33.6)	33.6	.975	821	.330	.560	-.567	1.687
Low mean (32.7)	32.7	-.581-	510	.562	-.433	-1.897	1.031

For teachers who use projectors frequently (high use): The test value of 33.6 yields a p-value of 0.975, which is greater than the significance level of 0.05. This suggests that there is no significant evidence to conclude that teachers who use projectors frequently obtain above-average results. The mean difference is estimated to be 0.330, with a 95% confidence interval ranging from -0.567 to 1.687.

For teachers who do not use projectors frequently (low use): The test value of 32.7 yields a p-value of 0.562, which is also greater than the significance level of 0.05. This implies that there is no significant evidence to support the claim that teachers who do not use projectors frequently obtain below-average results. The mean difference is estimated to be -0.433, with a 95% confidence interval ranging from -1.897 to 1.031.

5. Use of Audio equipment

Table 6: Do teachers who use Audio equipment frequently (high use) get above average results?

Do teachers who do not use Audio equipment frequently (low use) get below average results?

One-Sample Test					
			Test Value = 33.1		
Audio equipment use	t	df	Sig)	Mean Difference	95% Confidence Interval of the Difference
					Lower	Upper
High (30.6)	-4.753-	738	.000	-2.458	-3.473	-1.443
Low (35.6)	2.079	205	.039	2.516	.130	4.902

The statistical analysis conducted on teachers' use of audio equipment indicates that there is significant evidence to support the claim that teachers who use audio equipment frequently obtain above-average results. The mean difference for this group is estimated to be -2.458, with a 95% confidence interval ranging from -3.473 to -1.443. Conversely, there is also significant evidence to suggest that teachers who do not use audio equipment frequently obtain below-average results. The mean difference for this group is estimated to be 2.516, with a 95% confidence interval ranging from 0.130 to 4.902.

Parental/ career engagement.

6. **Parental help with homework**

Table 7: Do students who get a lot of help with homework get above average results? Do students who get very little help with homework get below average results?

One-Sample Test						
Help with homework	**Test Value = 33.1**					
	t	**df**	**Sig)**	**Mean Difference**	**95% Confidence Interval of the Difference**	
					Lower	**Upper**
A little (29.4)	-5.36	409	.000	-3.703	-5.060	-2.345
A lot (35.9)	2.778	291	.006	2.856	.833	4.879

The statistical analysis conducted on students' levels of help received with homework indicates that there is significant evidence to support the claim that students who receive a little help with homework obtain below-average results. The mean difference for this group is estimated to be -3.703, with a 95% confidence interval ranging from -5.060 to -2.345. Conversely, there is also significant evidence to suggest that students who receive a lot of help with homework obtain above-average results. The mean difference for this group is estimated to be 2.856, with a 95% confidence interval ranging from 0.833 to 4.879.

7. **Parental help with exams**

Table 8: Do students who get a lot of help with exams get above average results?

Do students who get very little help with exams get below average results?

One-Sample Test							
help with exams		**Test Value = 33.1**					
		t	**df**	**Sig)**	**Mean Difference**	**95% Confidence Interval of the Difference**	
						Lower	**Upper**
A little	(37.9)	-.394-	704	.694	-.220	-1.318	.877
A lot	(32.1)	-.847-	182	.398	-1.022	-3.404	1.359

The statistical analysis conducted on students' levels of help received with exams indicates that there is no significant evidence to support the claim that students who receive a little help with exams obtain below-average results. Similarly, there is no significant evidence to suggest that students who receive a lot of help with exams obtain above-average results. The mean differences for both groups are not statistically significant, with confidence intervals that include zero.

Appendix 13: Research survey Teachers

Research into the factors associated with the variance in 6th Grade students' English language learning outcomes.

* Indicates required question

British Council and Centre for Research and Development, Palestine

Introduction

This survey is part of a joint research project
between the MoE and British Council, Palestine to explore factors associated
with the variance in 6th Grade students' English language learning
outcomes. The research team, with representatives from the Centre for
Educational Research and Development, UNWRA and British Council, is
investigating English language classroom practices and Grade 6 student
achievement in English language and consulting various educational
stakeholders' about those aspects of English language teaching in Palestine.

The aim is to build a picture of the English
language teaching landscape: classroom practices, practitioner perspectives,
the professional development support available for teachers and teacher
educators and the challenges they face.

I would be very grateful if you could complete the
following questionnaire. It will take approximately 30 minutes to complete.
If you have any questions about the survey, please send them to ncerd@moe.edu.ps
 or ginnyrowlands4@gmail.com

Please complete the questionnaire by Saturday 20
April 2024.

 Thank you in advance for your time!

1.   What is your gender? *

   Mark only one oval.

   ( ) Male

   ( ) Female

2.   *

Where do you work in Palestine?

Tick all that apply.

- [ ] Bethlehem directorate
- [ ] Qabatiya directorate
- [ ] South Hebron directorate
- [ ] Tulkarm directorate
- [ ] South Nablus directorate
- [ ] Tubas directorate
- [ ] North Hebron directorate
- [ ] Jericho directorate
- [ ] Nablus directorate
- [ ] Ramallah and Al-Bireh directorate
- [ ] Bir Zeit directorate
- [ ] Jerusalem Suburbs directorate
- [ ] Salfit directorate
- [ ] Jenin directorate
- [ ] Al-Quds Al-Sharif directorate
- [ ] Hebron directorate
- [ ] Yatta directorate
- [ ] Qalqilya directorate
- [ ] UNRWA English teacher

3. How long have you been teaching English? *

Mark only one oval.

- ( ) 1-3 years
- ( ) 4-6 years
- ( ) 7-10 years
- ( ) Over 10 years

Please consider the Professional Development (PD) provided for you in your early career* as a teacher of English.

*before you began teaching and in your first year of teaching

4.   How satisfactory was that Professional Development? *

Mark only one oval.

( ) Very satisfactory, needs no improvement

( ) Satisfactory, but could be improved

( ) Unsatisfactory, needs major adjustments

5. How prepared were you for ...   *

21st Century Skills refers to skills like critical thinking and problem solving.

Mark only one oval per row.

	not well at all	not so well	well	very well
planning lessons and courses	◯	◯	◯	◯
understanding your learners' needs	◯	◯	◯	◯
managing the lesson	◯	◯	◯	◯
managing teaching resources	◯	◯	◯	◯
assessing learning	◯	◯	◯	◯
integrating Information and Communication Technology (ICT) into teaching	◯	◯	◯	◯
using inclusive practices	◯	◯	◯	◯
developing learner's 21st Century skills	◯	◯	◯	◯
taking responsibility for your own PD	◯	◯	◯	◯

6. How were you prepared **practically** for teaching English in the classroom (pre- *
service and early career)? Check those that were provided for you.

Tick all that apply.

☐ Demonstration lessons

☐ Observation of experienced teachers of English in schools

☐ Opportunities for micro-teaching (simulated teaching to peers, guided by a teacher educator)

☐ Teaching practice in a school

7. Development of teaching skills: How well does the in-service professional   *
    development you are currently provided help you to ..

Mark only one oval per row.

	not well at all	not so well	well	very well
improve your English language proficiency	◯	◯	◯	◯
understand diverse approaches to ELT	◯	◯	◯	◯
understand how to develop 21st C skills	◯	◯	◯	◯
understand how to use needs analysis	◯	◯	◯	◯
understand approaches to assessment	◯	◯	◯	◯
develop learners' digital literacy	◯	◯	◯	◯

8. Consider these characteristics of teacher professional development (PD), rate *
    them in terms of their importance to you.

Mark only one oval per row.

	Not at all important	Somewhat important	Important	Very important
interesting	◯	◯	◯	◯
relevant to my professional needs	◯	◯	◯	◯
well-structured	◯	◯	◯	◯
interactive	◯	◯	◯	◯
practical	◯	◯	◯	◯
at the right level for me	◯	◯	◯	◯
delivered by high quality trainers	◯	◯	◯	◯
has the right balance of theory and practice	◯	◯	◯	◯
delivered in English	◯	◯	◯	◯
idelivered in Arabic and English	◯	◯	◯	◯
related to previous PD I have attended	◯	◯	◯	◯

9.   What do you think is **the most important component** of the professional   *
development you receive? **Please explain why** you consider it to be the most
important.

_____

_____

_____

_____

_____

10.   What are the **most common challenges** that you face as a teacher of   *
English? **Choose the 3 most important challenges** from the list below

Tick all that apply.

☐ Low student engagement

☐ Limited access to ELT teaching resources apart from the textbook

☐ Lack of career advancement

☐ Mixed ability classes

☐ Large class sizes

☐ Limited opportunities to professionally develop through collaboration with other
teachers

☐ Limited parental engagement in their child's progress

Thank you for taking the time to complete this survey! Your contributions are much
appreciated!

11.   If you have any other comments on the factors influencing 6th Grade student
English learning outcomes , **please add them here.**

_____

_____

_____

_____

_____

Appendix 14: Research survey - Teacher Supervisors

Research into the factors associated with the variance in 6th Grade students' English language learning outcomes

British Council and Centre for Research and Development, Palestine

Introduction

This survey is part
of a joint research project between the MoE and British Council, Palestine to
explore factors associated with the variance in 6th Grade students'
English language learning outcomes. The research team,
with representatives from the Centre for Educational Research and Development,
UNWRA and British Council, is investigating English language classroom
practices and Grade 6 student achievement in English language and consulting various
educational stakeholders' about those aspects of English language teaching in Palestine.
The aim is to build a picture of the English language teaching landscape: classroom
practices, practitioner perspectives, the professional development support available for
teachers and teacher educators and the challenges they face.

I would be very grateful if you could complete the following questionnaire. It will take
approximately 30 minutes to complete.
If you have any questions about the survey, please send them to ncerd@moe.edu.ps
 or ginnyrowlands4@gmail.com

Please complete the questionnaire by Saturday 20 April 2024.

Thank you in advance for your time!

1. What is your gender? *

    Mark only one oval.

    ◯ Male

    ◯ Female

2.   *
    Where do you work in Palestine?

    Tick all that apply.

    ☐ Bethlehem directorate
    ☐ Qabatiya directorate
    ☐ South Hebron directorate
    ☐ Tulkarm directorate
    ☐ South Nablus directorate
    ☐ Tubas directorate
    ☐ North Hebron directorate
    ☐ Jericho directorate
    ☐ Nablus directorate
    ☐ Ramallah and Al-Bireh directorate
    ☐ Bir Zeit directorate
    ☐ Jerusalem Suburbs directorate
    ☐ Salfit directorate
    ☐ Jenin directorate
    ☐ Al-Quds Al-Sharif directorate
    ☐ Hebron directorate
    ☐ Yatta directorate
    ☐ Qalqilya directorate
    ☐ UNRWA English Supervisor
    ☐ Other: _____

3.   How long have you been a Teaching Supervisor? *

Mark only one oval.

- ( ) 1-3 years
- ( ) 4-6 years
- ( ) 7-10 years
- ( ) Over 10 years

4.   Before you became a Teaching Supervisor, how long did you teach English   *
     language in schools in Palestine?

Mark only one oval.

- ( ) 1-3 years
- ( ) 4-6 years
- ( ) 7-10 years
- ( ) Over 10 years
- ( ) I have never taught English in a school

Please consider the Professional Development (PD) provided for early career*
teachers of English.

before they begin teaching and in their first year of teaching

5.   How satisfactory is that PD? *

Mark only one oval.

- ( ) Very satisfactory, needs no improvement
- ( ) Satisfactory, but could be improved
- ( ) Unsatisfactory, needs major adjustments

6. How prepared are early career teachers for *

Mark only one oval per row.

	not well at all	not so well	well	very well
planning lessons and courses	◯	◯	◯	◯
understanding their learners' needs	◯	◯	◯	◯
managing the lesson	◯	◯	◯	◯
managing teaching resources	◯	◯	◯	◯
assessing learning	◯	◯	◯	◯
integrating Information and Communication Technology (ICT) into teaching	◯	◯	◯	◯
using inclusive practices	◯	◯	◯	◯
developing learner's understanding of 21st Century skills	◯	◯	◯	◯
taking responsibility for their own professional development	◯	◯	◯	◯

7. How are early career teachers prepared <u>practically</u> for teaching English in the   *
classroom? Check those that are provided in their preparation.

Tick all that apply.

☐ Demonstration lessons

☐ Observation of experienced teachers of English in schools

☐ Opportunities for micro-teaching (simulated teaching to peers, guided by teacher educators)

☐ Teaching practice in a school

8. Development of teaching skills: How well does the in-service professional *
   development provided for teachers of English in primary schools help them to ..

   * '21st Century skills' refers to skills like critical thinking and problem solving.*

   Mark only one oval per row.

	not well at all	not so well	well	very well
improve their English language proficiency	◯	◯	◯	◯
understand diverse approaches to ELT, including the communicative approach	◯	◯	◯	◯
understand how to develop 21st Century skills in English language learners	◯	◯	◯	◯
understand how to use needs analysis to plan teaching	◯	◯	◯	◯
understand diverse approaches to assessing student EL learning?	◯	◯	◯	◯
develop learners' digital literacy	◯	◯	◯	◯

9.   What do you think is **the most important component** of the professional   *
     development teachers of English receive? **Please explain why** you consider it
     to be the most important.

     _____

     _____

     _____

     _____

     _____

10.   What are the most common challenges that English Teachers face? Choose   *
      what you consider to be **the most important 3 challenges** from the list below.

      Tick all that apply.

      ☐ Low student engagement
      ☐ Limited access to ELT teaching resources apart from the textbook
      ☐ Lack of career advancement
      ☐ Mixed ability classes
      ☐ Large class sizes
      ☐ Limited opportunities to professionally develop through collaboration with other
      teachers
      ☐ Limited parental engagement in their child's progress
      ☐ Limited access to professional development that meets their needs

11.   Are you provided with any Continuing Professional Development (CPD), to   *
      support your work as a Teaching Supervisor?

      Mark only one oval.

      ◯ Yes   *Skip to question 12*

      ◯ No
             *Skip to section 5 (Thank you for taking the time to complete this survey! Your
             contributions are much appreciated!)*

You answered 'Yes' to Question 7, please assess your own CPD by answering the
next two questions.

12. How satisfactory is the Continuing Professional Development (CPD) you *
    receive as a School Inspector?

Mark only one oval per row.

	very satisfactory, needs no improvement	satisfactory, but could be improved	unsatisfactory, needs major adjustments
My CPD is	◯	◯	◯

13. Please consider the impact the CPD you receive has on your role as a   *
    Teaching Supervisor.
    How well does your CPD enable you to develop your ability to ..

Mark only one oval per row.

	Not well at all	Not so well	Well	Very well	I am not provided with CPD
plan teacher learning	◯	◯	◯	◯	◯
manage teacher learning	◯	◯	◯	◯	◯
evaluate trainee teacher competence	◯	◯	◯	◯	◯
adopt inclusive practices	◯	◯	◯	◯	◯
support remote or online learning	◯	◯	◯	◯	◯
take personal responsibility for your professional development	◯	◯	◯	◯	◯
understand Palestine's educational policy	◯	◯	◯	◯	◯
contribute to the advancement of the teaching profession	◯	◯	◯	◯	◯

Thank you for taking the time to complete this survey! Your contributions are much appreciated!

Appendix 15: Teacher Survey Results

What is your gender?
314 responses

- Male
- Female

79.3%
20.7%
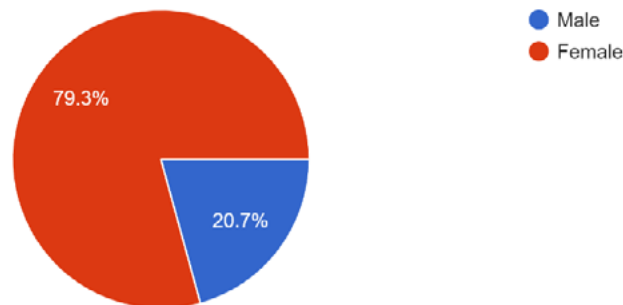
Where do you work in Palestine?
314 responses

Directorate	Value
Bethlehem directorate	10 (3.2%)
Qabatiya directorate	24 (7.6%)
South Hebron directorate	31 (9.9%)
Tulkarm directorate	33 (10.5%)
South Nablus directorate	0 (0%)
Tubas directorate	1 (0.3%)
North Hebron directorate	7 (2.2%)
Jericho directorate	5 (1.6%)
Nablus directorate	7 (2.2%)
Ramallah and Al-Bireh direct…	39 (12.4%)
Bir Zeit directorate	4 (1.3%)
Jerusalem Suburbs directorate	48 (15.3%)
Salfit directorate	0 (0%)
Jenin directorate	32 (10.2%)
Al-Quds Al-Sharif directorate	1 (0.3%)
Hebron directorate	7 (2.2%)
Yatta directorate	24 (7.6%)
Qalqilya directorate	11 (3.5%)
UNRWA English teacher	39 (12.4%)

How long have you been teaching English?
314 responses
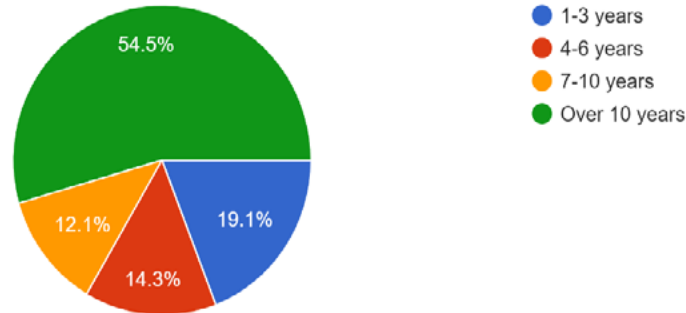
Please consider the Professional Development provided for you in your early career as a teacher of English.

How satisfactory was that Professional Development?
314 responses
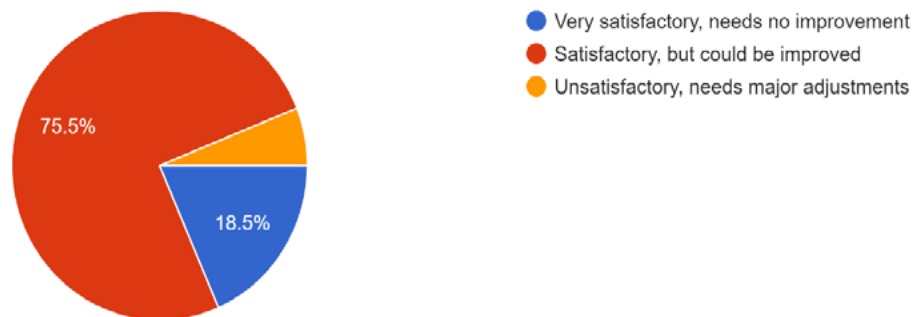
How prepared were you for ...   *21st Century Skills refers to skills like critical thinking and problem solving.
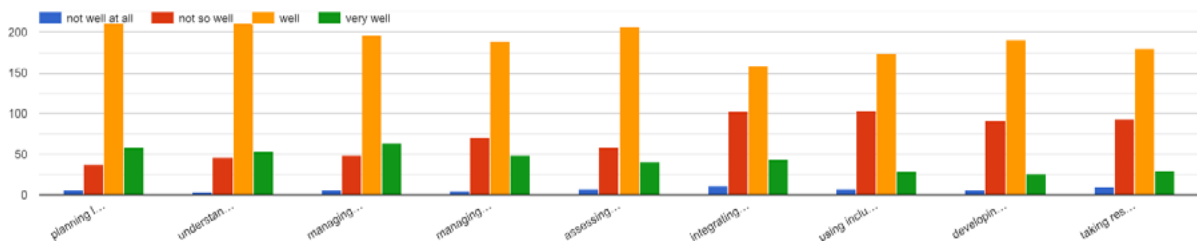
(see Appendix X, Teacher Survey for detail)

How were you prepared practically for teaching English in the classroom (pre-service and early career)? Check those that were provided for you.

314 responses
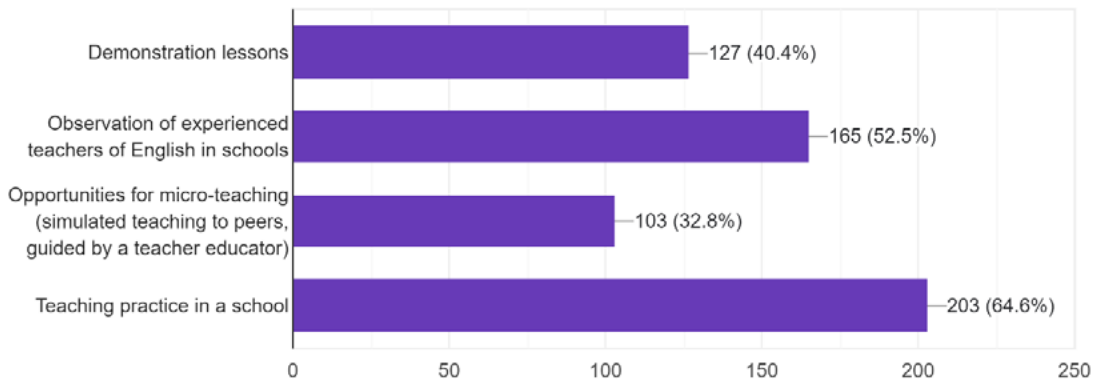
Development of teaching skills: How well does the in-service professional development you are currently provided help you to ..
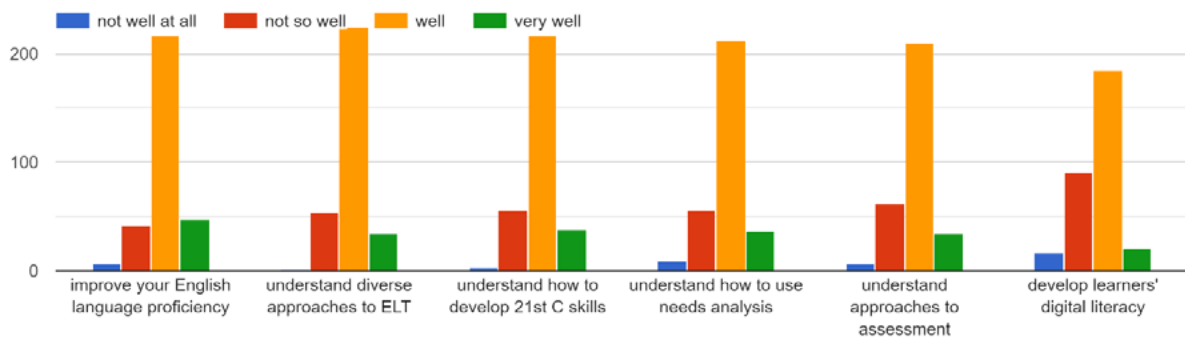
Consider these characteristics of teacher professional development (PD), rate them in terms of their importance to you.
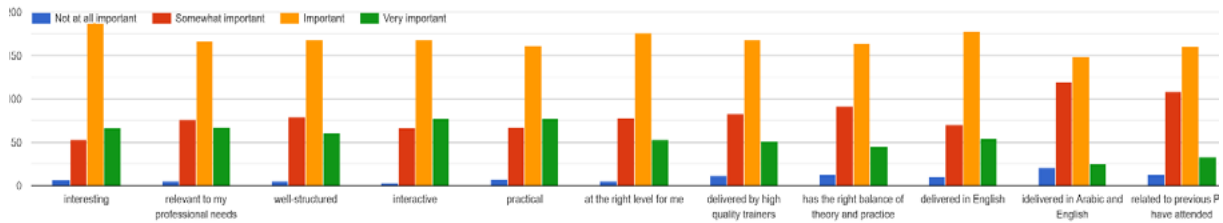
What are the most common challenges that you face as a teacher of English? Choose the 3 most important challenges from the list below
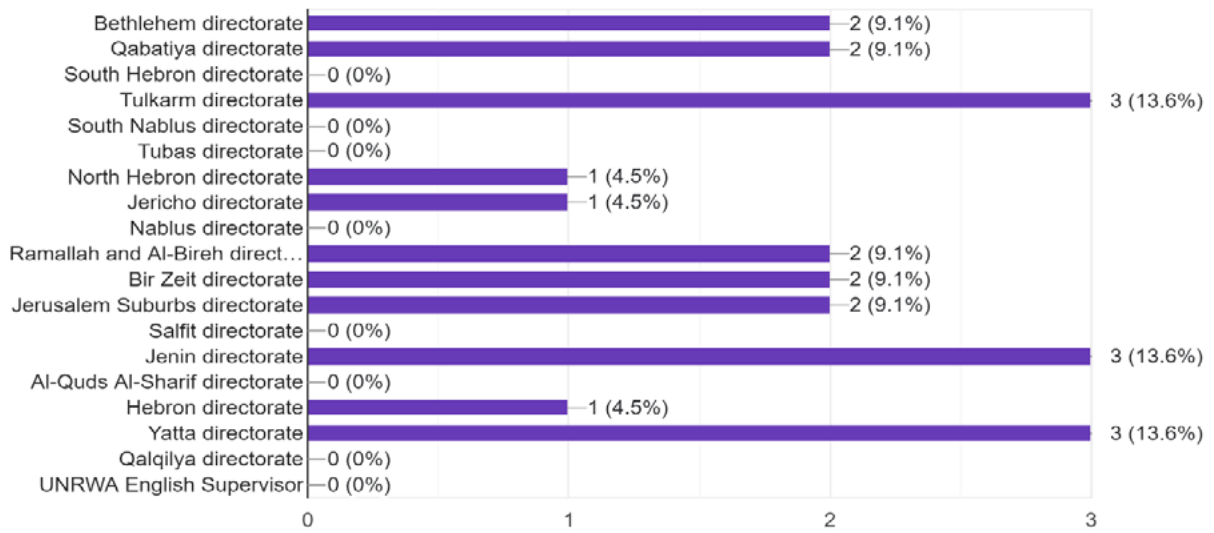
314 responses
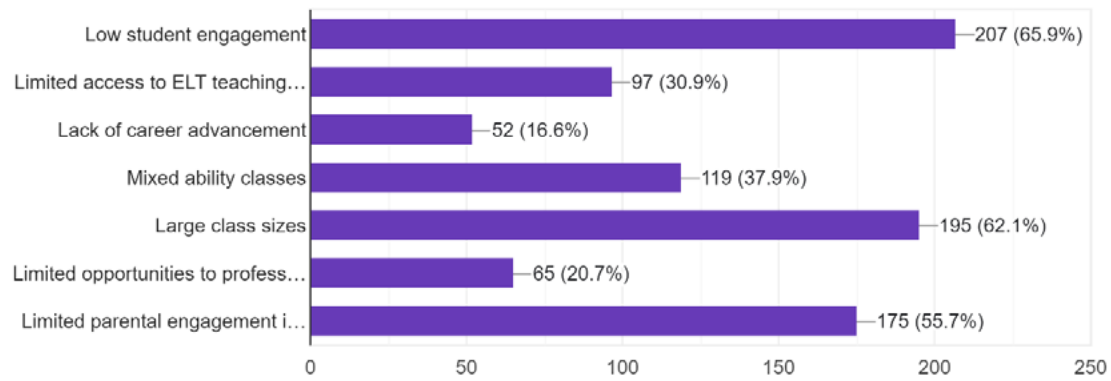
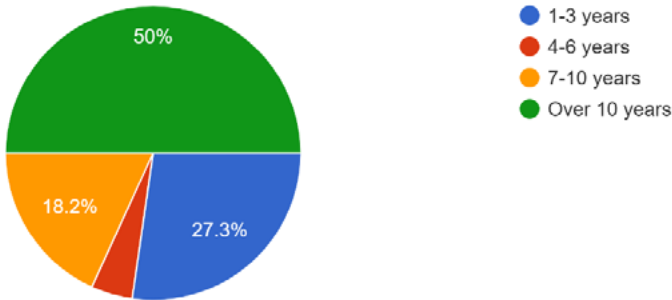# Appendix 16: Teacher Supervisor Survey

What is your gender?
22 responses

- Male
- Female

59.1%

40.9%

Where do you work in Palestine?
22 responses

Directorate	Count
Bethlehem directorate	2 (9.1%)
Qabatiya directorate	2 (9.1%)
South Hebron directorate	0 (0%)
Tulkarm directorate	3 (13.6%)
South Nablus directorate	0 (0%)
Tubas directorate	0 (0%)
North Hebron directorate	1 (4.5%)
Jericho directorate	1 (4.5%)
Nablus directorate	0 (0%)
Ramallah and Al-Bireh direct…	2 (9.1%)
Bir Zeit directorate	2 (9.1%)
Jerusalem Suburbs directorate	2 (9.1%)
Salfit directorate	0 (0%)
Jenin directorate	3 (13.6%)
Al-Quds Al-Sharif directorate	0 (0%)
Hebron directorate	1 (4.5%)
Yatta directorate	3 (13.6%)
Qalqilya directorate	0 (0%)
UNRWA English Supervisor	0 (0%)

How long have you been a Teaching Supervisor?

22 responses

- 1-3 years
- 4-6 years
- 7-10 years
- Over 10 years

50%

18.2%

27.3%

Before you became a Teaching Supervisor, how long did you teach English language in schools in Palestine?
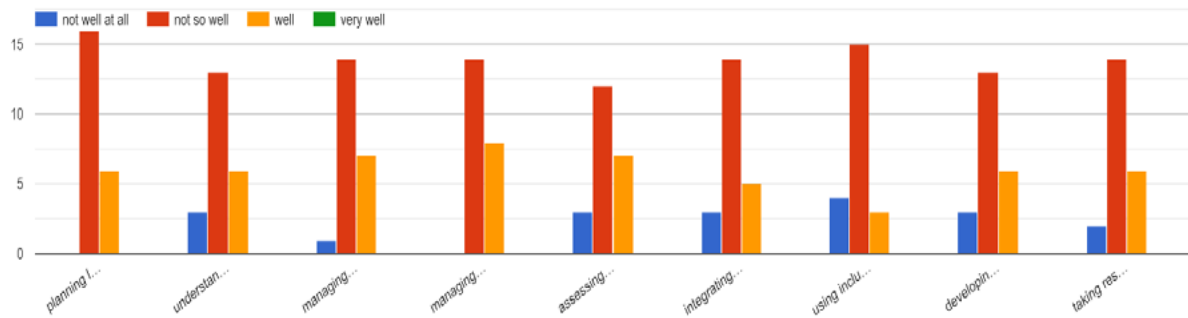
22 responses

- 1-3 years
- 4-6 years
- 7-10 years
- Over 10 years
- I have never taught English in a school

77.3%

13.6%

9.1%

Please consider the professional development provided for early career teachers.

How satisfactory is that PD?
22 responses

- Very satisfactory, needs no improvement
- Satisfactory, but could be improved
- Unsatisfactory, needs major adjustments

86.4%

9.1%

How prepared are early career teachers for

See Appendix for detail.

How are early career teachers prepared practically for teaching English in the classroom? Check those that are provided in their preparation.
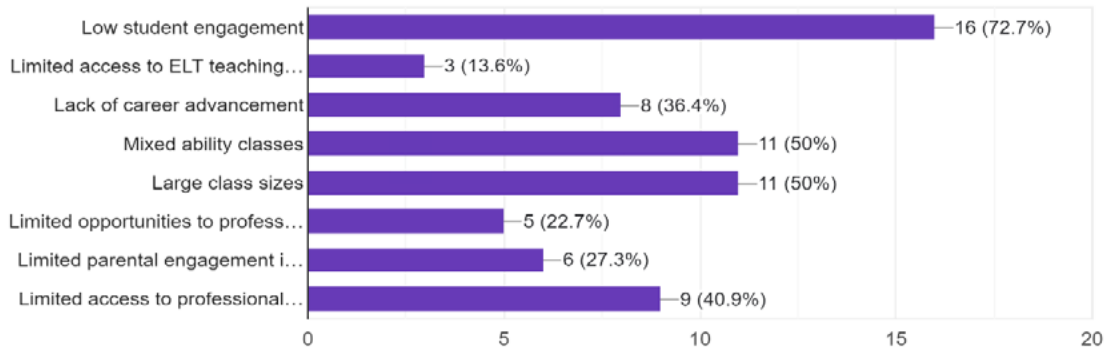
22 responses
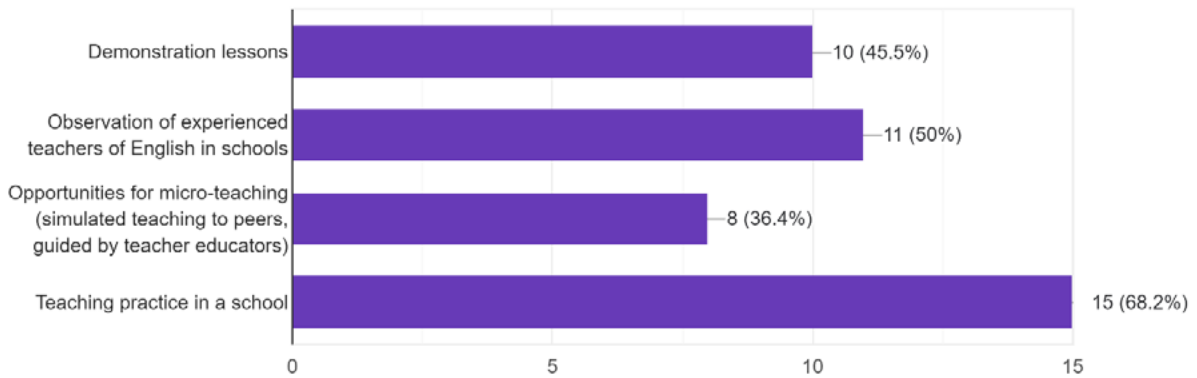
Development of teaching skills: How well does the in-service professional development provided for teachers of English in primary schools help them to .. * '21st Century sk...' refers to skills like critical thinking and problem solving.
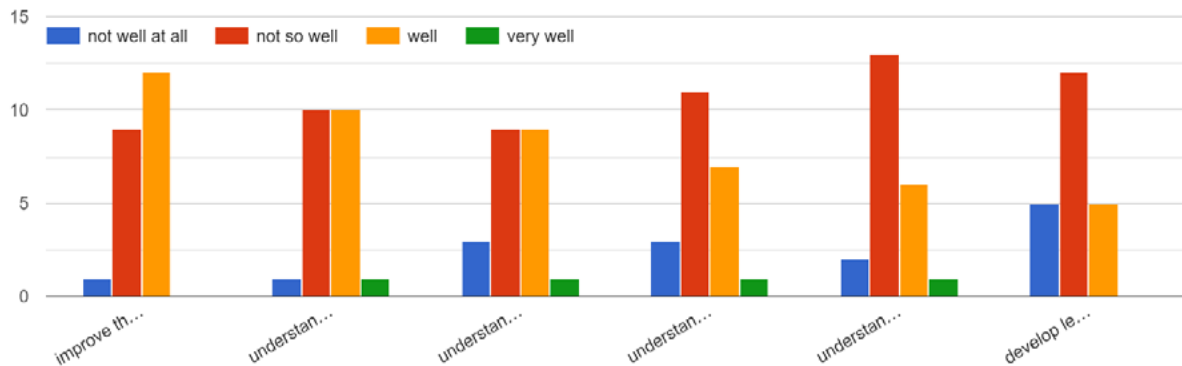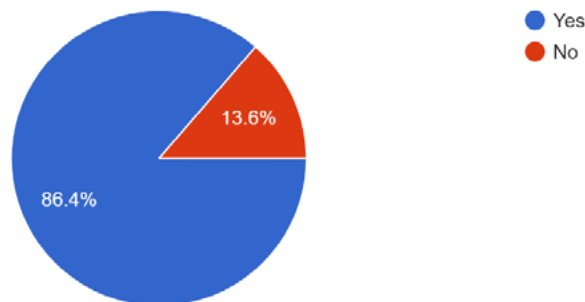
What are the most common challenges that English Teachers face? Choose what you consider to be the most important 3 challenges from the list below.
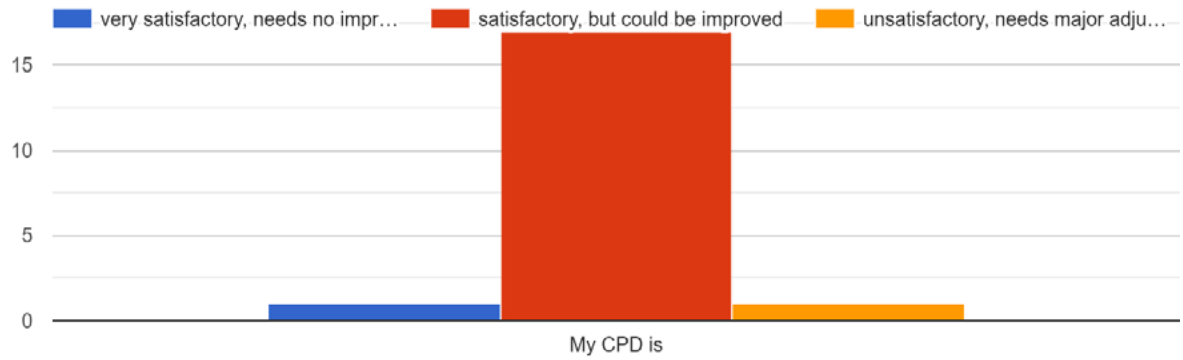
22 responses

Are you provided with any Continuing Professional Development (CPD), to support your work as a Teaching Supervisor?

22 responses

If you answered *'Yes'*

How satisfactory is the Continuing Professional Development (CPD) you receive as a School Inspector?

Please consider the impact the CPD you receive has on your role as a Teaching Supervisor. How well does your CPD enable you to develop your ability to ..