

Methods of Teaching English as a Foreign Language Followed in Hebron Preparatory Schools, Palestine

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Abstract

Using methods to teach English in schools is inevitable, but every teacher has his own method that differs from others and helps him in teaching. In this research nine of the most important

methods used by teachers were mentioned. The aim of this study is to identify the methods and techniques that English language teachers follow in teaching English as a foreign language in preparatory schools in Hebron. The researchers used the qualitative research through observation. The sample in this research was teachers in girls' preparatory schools. The researchers chose two schools in Hebron and conducted observations on five teachers, and they attended two classes for each teacher of different grades from the seventh to the tenth grade. The results were as expected, each teacher followed a different method of teaching, using their own methods and using many techniques. The research results show how teachers used these methods. There were some techniques that most of the teachers used, which were the use of the boards, the use of technology, including LCD and Speaker, the use of Arabic language, but the percentages differed among the teachers. All the teachers were focused on the environment and were careful to make the class clean. Based on the results, the researchers offered some recommendations.

Keywords: Methods, Techniques, English Language Teachers, Teaching English As A Foreign Language, Preparatory Schools.

Introduction

As we all know, Palestine is a country occupied by many colonial countries because of its geographical location, religious status, and the landmarks located there. This led to the desire of many countries to control it and make it their own state. Therefore, Palestine was home to many languages. In the past, Palestine had many languages spoken together, so people had to know more than one language.

After World War I, the Ottoman Empire weakened, and the British Empire took over Palestine. This lasted from 1920 to 1948. During this time, English became very important in Palestine for politics, business, and culture. British schools taught English to some Palestinians.

When the British ruled Palestine, they made English an official language along with Arabic (Amara, 2003; Farrah and Halahlah, 2020).

When the Palestinian National Authority was established in 1994, the Palestinian Ministry of Education decided to create a new curriculum in cooperation with the Macmillan Foundation, and thus the Palestinians had their own curriculum for the first time in 2000 (Dajani & McLaughlin, 2009, as cited in Bianchi & Abdel Razeq, 2017, pp 7-8).

This was the beginning of the English language, and after that the English language in Palestine became more and more developed with the development and renewal of the curriculum. Therefore, teachers must develop their teaching method to make it easier for students to learn. Thus, many methods and techniques have been developed that help the teacher in teaching. This research will show the most important of these methods and techniques that are used today in Palestine in general and in the city of Hebron in particular.

In general, the majority of teachers use many methods and techniques that help them facilitate learning for students, but there are some teachers who do not use techniques because they believe that they require effort and time. Moreover, some teachers observe the lack of effective teaching methods or limited resources in preparatory schools. This research shows the number of teachers who use methods and techniques in teaching English as a foreign language in Hebron, especially in two schools.

Objectives of the study

This research aims to achieve several goals:

1. Exploring the most popular methods used by English language teachers in teaching English as a foreign language in Hebron preparatory schools, Palestine.
2. Suggesting some techniques and providing guidelines for best practices to improve the effectiveness of the teaching.

Research Questions

This research will attempt to answer the following questions:

1. What are the most popular methods used by English language teachers in teaching English as a foreign language in Hebron preparatory schools, Palestine?
- 2- What are the suggestions and the guidelines for best practices to improve the effectiveness of the teaching English in Hebron preparatory girls' schools?

Significance of the Study

As mentioned previously, most teachers use several methods, but there are some teachers who do not tend to use any of the methods and techniques. Therefore, the importance of the study in that it explains to teachers the methods or techniques that they can use in teaching. Through this research, they can learn about the methods, their principles, and their importance in the teaching process. It is not only for teachers who do not use the methods, but it is possible for teachers who want to use new methods in teaching.

Limitations of the Study

Some of the limitations and difficulties that the researchers faced when they did this study are that students do not go to school every day, but rather two days a week due to circumstances in Palestine. This led to a delay in completing the research because the notes took more time to complete. Also, in the beginning, we overcame until we obtained a paper from the Ministry of Education that would allow the researchers to enter the schools. In addition, the limited number of researches conducted in Hebron on methods of teaching English in schools created a difficulty for the researchers. There was only one research in Palestine that observed teaching methods.

Theoretical and Framework

There are many methods of teaching English that have been developed over time. Each method has pros and cons, but the trick is how the teacher chooses the appropriate method to

teach his students to develop their language skills and make the lesson fun and effective. This section will review the most popular teaching methods that are used by school teachers in Palestine.

1. Grammar-Translation Method

It is not new to use the grammar-translation method. Language instructors have been using it for a long time under various titles. Because it was initially applied to the teaching of the classical languages, Latin and Greek, it was also known as the "Classical Method." This technique emphasizes following grammar rules, translating texts, memorizing vocabulary, and completing written activities (Brown, 1997:18) cited in (Karunakaran and Babu, 2013:520).

The Grammar-Translation technique is a term that originated in the nineteenth century to refer to the classical technique. It is still extensively used in far too many educational settings today. (Karunakaran and Babu, 2013:520)

2. Direct Method

The Direct Method gained popularity when it was realized that the Grammar Translation Method wasn't effective in helping students communicate in the target language. The main focus of teaching is to enable language use for communication. The basic idea of the Direct Method is similar to the Gouin Series Method, which aims at language learning by mimicking how we learn our first language: through lots of talking and using language naturally (Karunakaran and Babu, 2013:521)

g) Correct pronunciation is very important.

Karunakaran and Babu (2013:521) cited in Richards and Rodgers (2014:12) summarize the principles of direct method

3. Audio-Lingual Method

In 1942, the Army Specialized Training Program (ASTP) introduced the audio-lingual method, also referred to as the military method. This technique prioritizes spoken

communication abilities, making it well-suited for training soldiers in language proficiency for practical military purposes. It is grounded in behavioral theory, which explores how external influences shape behavior and learning. The audio-lingual method relies on repetitive practice and memorization, emphasizing accurate responses and positive reinforcement. Proponents of this approach believe in fostering habits to enable students to effectively communicate in the target language (Borjković, Rezviki-Eminović and Pilav, 2023:452-453).

4. Total Physical Response (TPR)

Total Physical Response (TPR) is a way to learn languages by combining talking and doing things. It was created by James Asher, who was a psychology professor. According to Asher, TPR helps people learn by using their senses and moving around.

5. Communicative Language Teaching (CLT)

According to the Communicative Language Teaching (CLT), language is seen as a way to communicate. This means it's connected to everything happening around it, like events, who are involved, why it's happening, and where it's happening. So, when teaching language, it's important to focus on teaching communication in real-life situations, taking into account all these factors that affect how people understand and express messages. CLT supporters believe in teaching language in a way that mirrors how native speakers actually use it. (Richards and Rodgers, 2014:11-82) cited in (Rambe, 2017:58)

Techniques that Teachers Use in Teaching

This section will review some popular techniques that teachers use in the classroom:

(See figure 1)

Flashcards

Flashcards are little cards with pictures or words. Teachers use them to practice spelling, learn new words, remember these words and learn easier. (Fitriyani & Nulanda, 2017:167-182) cited in (Aufa Khasani Putri, Sorohiti & Ariebowo, 2023:200) Flashcards make

studying fun and help students learn faster. They're great for remembering new English words too. (Aufa Khasani Putri, Sorohiti & Ariebowo, 2023:200)

Group work

Teachers use group work to teach students. It helps students learn skills like cooperation, relying on others, and taking responsibility for tasks. Group work also breaks down barriers between high and low achievers as they learn from each other, listen, and compare ideas. When students work together in groups, they can improve their social and thinking abilities. (Lee, 2014:2-6)

Songs and Music

Teachers use songs to help students get better at listening and improve their skills. Songs also give students a break from regular lessons. English teachers know songs are good for learning. (Murphey, 1990) cited in (Depalina Siregar, 2018: 1-2). It's exciting and different for them. This makes students more interested in learning English. Songs help with vocabulary, understanding, listening, speaking, and writing. They also make learning more fun and help with grammar through rhythm and sound patterns. (Depalina Siregar, 2018: 1-2)

Games

Educational games are made to help people learn and improve their skills in a fun way. They are used more and more in schools because they create a good environment for learning. When teachers use games in English classes, students are more motivated to learn because they enjoy playing. Games can help students feel like they are making progress, and they can also help shy students get involved. (Bendo & Erbas, 2019)

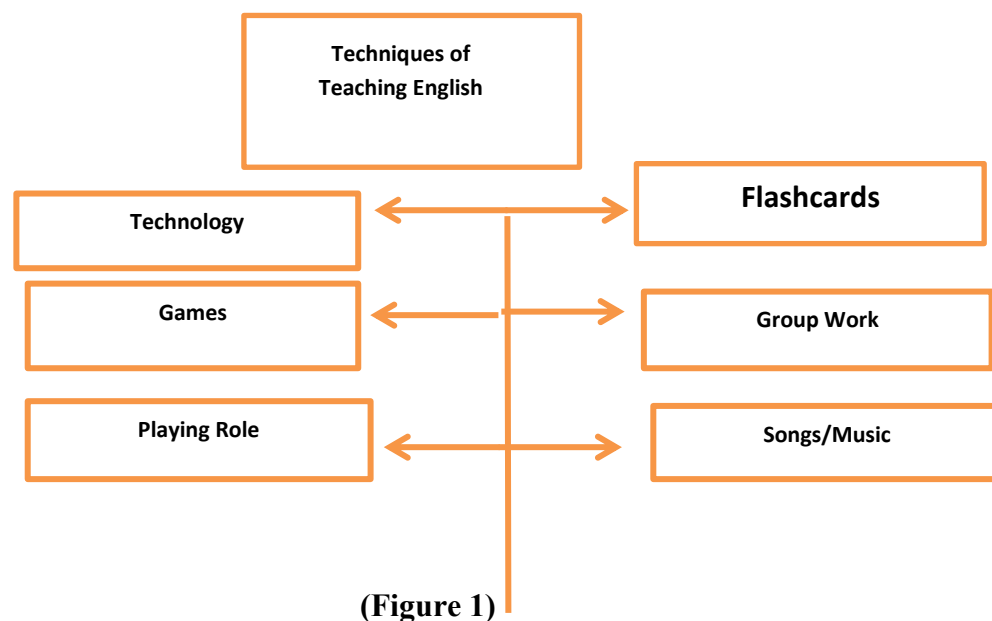
Role-playing

Role-playing is like acting out different roles to practice talking. It helps students get better at speaking by putting them in different situations where they can pretend to be different people. (Liu & Ding, 2009: 140-141). Role-play makes learning more fun, keeps students

interested, and helps them learn language better. Many language teaching materials suggest that role playing¹ is great for improving speaking skills. But some high school language teachers see it as just a fun game for a break from normal classes, or they don't use it at all. (González, 2020: 1-2)

Using Technology

Understanding how to use modern technology isn't just about using gadgets and devices. It also includes using new teaching methods and systems that help students learn faster and better. Students can improve their language skills more effectively by using technology for learning. (Prayed, Haiku, Putra, Anzka & Ihsan, 2021: 103). Using the right tech tools can be helpful for learners. (Clements & Sarama, 2003: 7-69) Cited in (Prayudi, Hakiki, Putra, Anzka & Ihsan, 2021: 103)



(Figure 1)

Literature Review

There have been many studies on the methods of teaching English language, and many researchers have examined these methods in schools that teach the English language. These researches are vital for enhancing, and educating teachers about the significance of selecting

suitable methods tailored to their students' needs, as teachers play a pivotal role in shaping future generations' success or failure. The researchers will present some of these studies.

Regarding the teaching techniques, Zyoud and Dweikat (2023) carried out a study to examine the strategies used by teachers when teaching English for Palestine curriculum case study. This study aimed to determine the methods used by three female teachers using the English for Palestine (E4P) textbooks, as well as the degree to which these teachers were able to use the E4P textbooks creatively and flexibly. In order to fulfill these goals, three tools were used in the study's qualitative approach design: focus group discussions, classroom observations, and teachers' self-reflection. The results of the study demonstrated how well the teachers applied the techniques they had previously acquired. To help pupils learn, they used a variety of techniques including questioning techniques, classroom management techniques, and instructional methodologies. The three teachers used role playing, games, theater, and movies as instructional tools.

Likewise, Shabaneh and Farrah (2019) carried out a study to determine the effect of games on vocabulary retention. The purpose of the study is to determine how effective it is to use games in the classroom. The research was conducted on 20 participants. Pre- and posttests, as well as class observation were used by the researchers to gather data. For two months, the investigation went on. The research's conclusions demonstrated how effective it is to use games in the teaching process. As a result, games aid in the retention of new vocabulary, the development of language and communication skills, and the association of new knowledge with the environment.

Other studies shed light on tools for language acquisition. They highlighted tools like using flashcards, games, and other interactive methods such as whiteboards. For example, Vu, Phuong, Lien and Luong (2020) carried out a study about using whiteboard for teaching vocabulary. The study's main objective was to determine how Interactive Whiteboard affected

fourth graders' vocabulary achievement, retention, and development of learning attitudes. 81 students participated in this 14-week quasi-experimental study that was done on the two classes. The semi-structured interview, the attitudinal questionnaire, and vocabulary tests were the instruments used. The study's conclusions showed that interactive whiteboard exercises improved students' vocabulary acquisition and retention. Additionally, there was a rise in the pupils' positive behaviors and motivation. In the same vein, Nuryani and Fadloeli (2021) carried out a study to examine the using of flashcards for teaching English. The purpose of this study was to introduce and describe the methods teachers use to prepare and use flashcard when teaching young students English. The location of this research was SDN Baros Mandiri 2 Cimahi. Descriptive research with the actual case study was used. The English teacher served as the data's source, while the subjects were the SDN Baros Mandali 2 Cimahi second graders. The methods of data collecting used in this study were observation, interviews, and documentation. The results show that teachers utilize flashcard materials based on the content they want to teach young students. According on the study's findings, Students are more engaged and joyful to learn English thanks to flashcard media, which can also help teachers deliver lesson plans more effectively. Vishnevskaaia and Zhou (2019) carried out a study to examine how a non-native English instructor in China uses music as a teaching technique for EFL students. The psychological and educational advantages of using music in an EFL classroom are also demonstrated in this research. The study findings: using music in the classroom helps new teachers and students get along more quickly. Music can assist in situations like disruptive conduct during class, aid in the memorization of new language patterns, aid in the absorption of English grammar by students, allow students to relax after understanding a difficult topic without deviating from the topic of the lesson and helping them learn how to use new vocabulary.

Ta'amneh and Al-Ghazo (2020) carried out a study to examine using group work in education to enhance the language of students. The research shows the common methods and techniques used by teachers in using group work. In this study, a questionnaire was prepared and distributed to 40 teachers. The results were analyzed and indicated that English teachers support the use of group work in education. The results also indicated that the degree of teachers' use of the group work method is moderate.

Wahidah Pido and Dewi (2019) carried out a study to examine the methods used in teaching the English language. The research used a qualitative descriptive approach to describe the methods and approaches followed by English language teachers. This research was conducted on seventh grade students, and observation and interviews were used in this study. The results of this research showed that there are four types of language teaching methods used by English teachers, which are discovery learning, full physical response, communicative language teaching (role playing), and the direct method.

Borjković, Rezvik-Eminović and Pilav (2023) carried out a study about five methods used in English language teaching. The summary of the research was about the five basic methods for teaching English: Grammar-Translation Method (GTM), Direct Method, Audiolingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). A simple and brief summary of each method, their objectives, techniques used, principles and limitations of each method has been made. According to what the researchers said, continuous examination of English language teaching methods is essential because they provide an organized framework for teachers to communicate instruction and knowledge effectively, and also the choice of teaching method is important in meeting the requirements of the learner and teacher. There are many methods used, but this research touched on the most important ones. This paper aims to understand the differences between

each method and criticize them in order to help teachers use the correct method to teach English.

Finally, there are other studies that examined teacher's role and contextual factors. They explored the role of teacher preferences and attitudes. For example, Sjögren and Svensson, (2021) carried out a study to examine using of textbooks in education. This study presented the nature of textbooks, teachers' attitudes toward their use, and their effectiveness for learners. This study took place in two classes of the same school, where the researcher relied on observation in the use of textbooks and other educational tools. The results were different depending on the teacher, some of whom relied entirely on textbooks. It showed the teachers' opinion regarding the use of teaching aids in education. Likewise, Molin (2022) carried out a study to examine the attitudes of teachers to teach the English language in listening comprehension. This study aims to choose the appropriate educational method for teaching the English language. This research relied on a survey and interviews with teachers randomly in four provinces. 35 teachers responded to the survey and 6 teachers conducted the interviews. The result of the research was that most teachers say that the student should be taught using listening comprehension, but its importance varies from one teacher to another, such that listening comprehension is more important than other skills. Also, the types of English affected their use of teaching materials for listening comprehension. There was a difference between teachers on this point.

Through these studies and the results reached by the researchers, it was noted that the use of methods varies from one teacher to another and the effect of each technology on students varies from one technology to another. For example, Shabaneh and Farrah (2019), Nuryani and Fadloeli (2021) indicated that using games and flashcards enhance engagement and retention, but their effectiveness depends on the teaching context. On the other hand, Ta'amneh and Al-Ghazo found that group work has moderate teacher support, while individual-focused methods

like flashcards have practical benefits in younger classrooms. To sum up, through these studies, it was found that teachers used textbooks effectively. They also used games, flashcards, songs, music, technological techniques, whiteboards, and groups effectively, and they had a great impact in terms of communication skills, remembering vocabulary, and motivating students to participate.

Methods

In this section the researchers will present how the research progressed from its beginning to its end and everything we used that helped us complete this research. Here, the researchers will show the methods used in this study, the participants, the sample selected, and the instruments that helped them in this study.

Participants

The participants in this research are English language teachers in girls' schools in Hebron in Palestine, and they were in several schools selected by the researchers. The number of schools to go to was 4, but they went to two because the number of female teachers was sufficient in the two schools. There were three female teachers in Al-Rayyan school, and the researchers attended two classes for each teacher. The researchers attended the first teacher in the ninth grade, the second in the tenth grade, and the third in the seventh grade, and took their observations based on the methods of each teacher. The three teachers were between 30 and 40 years old, and all of them were female. Their years of experience were more than ten years. As for the second school, which was Tayseer Maswadi School, there were two teachers, and the researchers attended two classes with each teacher. The first teacher attended two classes, one in the ninth grade and the second in the eighth grade. As for the second teacher, the researchers limited her to two seventh-grade classes to verify the methods used. The two teachers were between 30 and 35 years old and also female. Their years of experience ranged from one to six years.

Instruments

This research is qualitative research. Qualitative research focuses on understanding feelings, ideas, or experiences, aiming to uncover insights that can lead to testable hypotheses. Data collection often takes the form of narratives, with educators using this approach to discover patterns or new perspectives during the initial stages of a study (Chinyere and Val, 2023:20). The researchers used only observation to conduct this study. The researchers examined all the methods used by teachers and the educational environment conditions, and took notes on everything they saw inside the classroom.

Procedure

In the beginning, the researchers went to the head of the English Language Department at Hebron University and requested a letter confirming their intention to attend classes in schools for the purpose of completing this study. Then they went to the Ministry of Education, where they provided the researchers with a book allowing them to enter the classes, which was signed by the Director of Education, Atef Al-Jamal. After that, the researchers went to the schools and met with the school principals. They intended to go to four schools Al-Rayyan School, Tayseer Maswadi School, Al-Mazniyah School and Radhi Shaker Al-Natsheh School, but due to time constraints and because they felt that two schools were enough, they only went to Al-Rayyan School and Tayseer Maswadi School. They got acquainted with the English language teachers and requested permission from them to attend their English language classes and they agreed. The researchers began observing their teaching methods for the language, and their visits to the schools lasted for a month.

Results

In this section, the researchers will present the techniques that teachers use in the classroom that they have observed, and they will describe each technique exactly as they saw it.

Using Technology

Today, technology has become widespread, including in schools. What the researchers saw through their observations of teachers' use of English language teaching methods. All five teachers used technology in the two aforementioned schools. The radio and loudspeaker were used by 5 teachers either to listen to lesson words or conversations in the same lesson. The projector and laptop were also used, but by only two teachers in the same school, Tayseer Maswadi School, where the two teachers presented a PowerPoint presentation that included the lesson, questions about it, the words it contains, and the exercises in the book.

Songs and Music

Songs and music are techniques that motivate the students to learn and activate them during the class. In this research, the researchers found that there was only one teacher who used songs beautifully and made it easy for the student to learn but no one used music as a method to teach students. The teacher who used songs chose a student, gave her a card, and then the student sang a song "window window open card, she says what inside". In this way, the teacher aims to help students memorize words in an engaging manner, attracting their attention and motivating them to participate more effectively in learning.

Role-Playing

Role-playing is a motivating and stimulating method for students in the classroom. It encourages them to participate and speak the language confidently. However, the researchers noticed that not many teachers in Hebron schools use it. According to what they observed in this study, there is one out of five female teachers who uses role-playing. The role-playing was in the form of a (little teacher). The teacher asks a student to stand in front of the students and play the role of the teacher and ask the students about the date, day, and weather. Such methods instill confidence in the hearts of the students as the researchers observed.

Games

Games are considered a highly enjoyable technique in the classroom and encourage student participation. However, only one out of five teachers utilize them. The teacher was clever in integrating songs and flashcards into this game, making it very enjoyable. A student comes in front of the others, and the teacher and students sing a song for the student opens the flashcard and sees the word in it. She gives its meaning in English and the rest of the students guess what the word is. This technique is excellent for vocabulary retention while having fun at the same time.

Flashcards

Using flashcards is very effective and is a fun way to attract students' attention. The researchers noticed that two teachers used the flashcards and three teachers did not use them. The first teacher put the flashcards on the board and asked the students to read the words on the cards. The second teacher used the flashcards as a game. She asked the student to stand in front of the students and read the word on the flashcard and say its meaning in English, and the rest would guess what the word was.

Group Work

The researchers observed that one of the five teachers uses group work. This teacher asked each two students to work together and ask each other some questions according to the question orders in the textbook. She gave them 5 minutes to finish. They also noticed that the groups were not very effective because the students started talking things that were out the topic and there was a noise in the class and it was difficult for the teacher to reset the class.

Using Boards

There are two types of boards: whiteboard and blackboard. Researchers observed that three teachers from one school used the blackboard, while two teachers from another school

used the whiteboard. They used the boards to write the date, day, and title, to write goals, summarize points, make tables, and answer textbook questions.

Using Arabic Language

Grammar translation method called to use the mother tongue in the classroom, but all approaches after that came to advocate not using the mother tongue in the classroom because the student must be exposed to the foreign language to a greater extent. The researchers observed that the majority of teachers use English. Three of the teachers use Arabic, accounting for 10% of the total. The fourth teacher's usage accounts for 20%. The fifth teacher's usage is notably high at around 60%.

Linking the Lesson to Reality

Teachers usually resort to using the technique of linking the lesson to reality because it helps them understand the lesson better and remember the examples that the teacher gives in the class and link them to the reality in which they live. Out of 5, two teachers resorted to using this technique. The first teacher at Tayseer Maswadi School, and the lesson was about Palestinian weddings for the eighth grade, where she gave examples of weddings that take place in Palestine and asked the students about the vocabulary they often use at weddings and the customs and traditions found in Palestinian weddings. As for the second teacher at Al-Rayyan School for the ninth grade, the lesson was about volunteering and volunteers. She tried to link the lesson to our reality, where there are many people who volunteer. Also, this research was observed in the month of Ramadan, so the teacher tried to link the month of Ramadan to the increase in volunteers in it.

The Surrounding Environment

The environment plays an important role in studying and attracting or distracting the student's attention. Therefore, the teacher must pay close attention to it. The researchers noticed that the environment is often comfortable in the classroom. The teachers focused on

cleanliness before starting the class and asked the students to remove dirt from under the tables and dispose of the trash. Most of the classes were spacious and bright, but here was one small class, and two classes are slightly dark which makes students feel sleepy.

Feedback

Feedbacks, where teachers work to correct students' errors during pronunciation or writing, and they also encourage students and give them motivation. Through the researcher's observation, it became clear that all teachers use this technique. All teachers corrected their students' mistakes, whether in pronunciation or writing, but there was one teacher who did not accept mistakes and worked to correct their mistakes with all meanness and a little cruelty. As for encouragement and motivation, all the teachers also encouraged their students by having the students clap for them, or the teachers themselves clapping for their students, which is a very good thing because it motivates the students to participate.

According to what the researchers have seen of techniques in the classes of five teachers, they found the methods that the teachers use: (see figure2)

Grammar Translation Method

This method depends on several principles, and through them the researchers noticed that none of the teachers used all the principles of this method, as the teachers used the English language, meaning the language that is learned more than the maternal language. Students do not read any of the old books because they do not understand the language that is being learned very much. As for the grammar, the teachers explained them with details. Through this, the researchers concluded that teachers do not use this method in teaching.

The Direct Method

The researchers didn't notice that the teachers in the two schools were using the direct method. All the teachers were using the Arabic language in the classes, although in varying degrees. This contradicts the direct method, which advocates for using only the target

language. Additionally, the direct method emphasizes communication, but the researchers did not observe the teachers focusing on it. Furthermore, the direct method does not prioritize grammar, yet all the teachers were dedicated to teaching and explaining grammar to the students.

Audio-Lingual Method

According to the principles of the audio-lingual method, the researchers found that two out of five teachers employed this method. These two teachers did not tolerate mistakes and became upset when students made errors while answering questions or reading words. This aligns with the beliefs of the audio-lingual method, which emphasizes the rejection of mistakes. One of the teachers even became angry when some of her students read words incorrectly.

The Silent Way

According to the principles of the silent way, the student is the leader of the class. The researchers observed that none of the five teachers used this method. On the contrary, the teachers were the leaders of the class and were the ones who gave all the information and the students received it. The students answered some questions and participated, but mostly the teacher was the speaker in the class.

Sugestopedia

The researchers noticed that the five teachers used this method. All of them were maintaining a suitable environment for the students. A clean and comfortable environment for studying and around them there were paintings related to what they were learning. But they were interested in the grammar, contrary to what this method claims, which is that the focus is on what is said more than the grammar. In terms of using songs and plays, one teacher used these techniques.

Community Language Learning

The researchers noticed that only two teachers use this method, and that is not very common. For example, the teacher was encouraging the students to speak and use the language, and the teacher was asking one of the students to stand in front of the students and talk about a specific topic. The two teachers were interested in communication.

Total Physical Response (TPR)

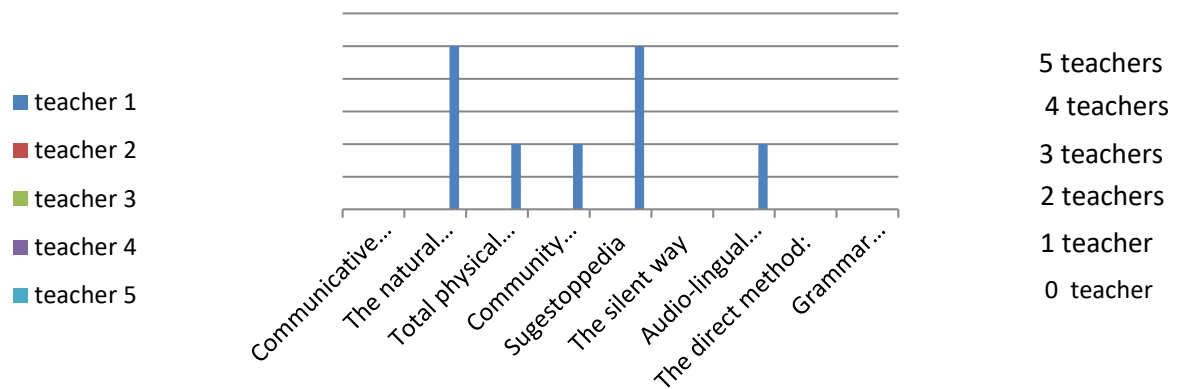
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The Natural Approach

The researchers saw that almost all teachers use this method. They all provide information to students and explain units to them about different topics that are important in our real life but do not make them talk a lot in class. They believe that students should receive information and be exposed to the language now and then they need to communicate.

Communicative Language Teaching

The researchers noticed that none of the five teachers used this method. None of them used authentic texts, videos, or recordings. All of them are modified to suit the student's level. There was also no connection between what they were studying and the language use outside.



(Figure 2)

Discussion

This research is conducted at Hebron Preparatory Schools in Palestine, involving two schools and five teachers. The research was qualitative, and the researchers used observation to conduct the study. They examined the methods used by the teachers and the environmental conditions in the classroom, taking detailed notes.

The results of the study showed that the five teachers used different techniques and each had their own method. It was noted that they did not use all the methods and techniques mentioned in the research. However, through the findings of Zyoud and Dwikat (2023), the results of the study showed that the three teachers applied the techniques they had acquired and used a variety of techniques. They also used role-playing, games, theater and films as teaching tools.

The results showed that a small percentage of teachers used role-playing, one out of five teachers. Contrary to what was found by Zyoud and Dweikat (2023), all three teachers on whom the research was conducted used role-playing.

The results showed that teachers rarely used group work as a method of teaching English, as one out of five used this method of teaching because most of them relied more on individual work. There is similarity between this result and the result of Ta'amneh and Al-Ghazo (2021) who found that English teachers support the use of group work in education,

but the degree of teachers' use of the group work method was moderate and not all teachers used this method.

The results also showed that one out of five teachers used games. Contrary to what was found by Zyoud and Dweikat (2023), all three teachers on whom the research was conducted used games effectively.

The results showed that flashcards were used by three teachers. This shows that teachers often use flashcards. The results of Nuryani and Fadloeli (2021) were different. Their results showed that teachers utilize flashcard materials based on the content they want to teach young students. That is, teachers do not use this method much.

The results also revealed that two out of five teachers in the same school used the white board in teaching, and teaching was easier and clearer for them than in the other school in which the teachers used the black board. This result is similar to what Vu, Phuong, Lien and Luong (2020) found. The study's conclusions showed that interactive whiteboard exercises improved students' vocabulary acquisition and retention.

The results showed that all teachers are interested in listening and use it in their classroom. This is similar to what Molin (2022) found. His results showed that the importance of listening varies from one teacher to another, but most teachers say that students should be taught using the listening comprehension method.

In conclusion, based on the results, it appears that teachers cared more about listening. Five teachers used it in their classes, and in second place came the use of flashcards, as three out of five teachers used them in their classes. As for the rest of the techniques, they used them very little.

Conclusion

As we mentioned before, the aim of this study is to identify the methods and techniques that English language teachers follow in teaching English as a foreign language in preparatory

schools in Hebron. Based on the observation, the researchers found that there were some techniques that most of the teachers used, which were the use of the boards, the use of technology, including LCD and Speaker, the use of Arabic language, but the percentages differed among the teachers. Some of them used it to a very small percentage, and some of them relied on it greatly in the classroom. All the teachers were focused on the environment and were careful to make the class clean. Finally, feedback, each teacher gave feedback but in her way.

Recommendations

- 1-The researchers suggest to future researchers that they conduct more researches on the methods of teaching English language in Hebron in order to develop these methods.
- 2-The researchers in this study observed that the number of researches on methods of teaching English in Palestine in general is very limited, so they suggest researchers that they seek to conduct researches in Palestine.
- 3- The researchers suggest that in-depth researches be conducted on each method of teaching English.

Conflict of Interest: The corresponding author, on behalf of second author, confirms that there are no conflicts of interest to disclose.

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Appendix

Classroom Observation Form

Instructor: _____

Course: _____

Peer/Observer: _____

Date and Time: _____

Use criteria that apply to format of course observed.

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	

Review Section	Description/Comments
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Classroom Observation Checklist

Respond to each statement using the following scale:

1=Not observed 2=More emphasis recommended 3=Accomplished very well

Organization

Presented overview of lesson.	1	2	3
Paced lesson appropriately.	1	2	3
Presented topics in logical sequence.	1	2	3
Related today's lesson to previous/future lessons.	1	2	3
Summarized major points of the lesson.	1	2	3

Presentation

Explained major/minor points with clarity.	1	2	3
Defined unfamiliar terms, concepts, and principles.	1	2	3
Used good examples to clarify points.	1	2	3
Showed all the steps in solutions to homework problems.	1	2	3
Varied explanations for complex or difficult material.	1	2	3
Emphasized important points.	1	2	3
Writes key terms on blackboard or overhead screen.	1	2	3
Integrates materials (examples, cases, simulations) from "real world".	1	2	3
Active, collaborative, and cooperative learning favored over passive learning.	1	2	3

Interaction

Actively encouraged student questions.	1	2	3
Asked questions to monitor student understanding.	1	2	3
Waited sufficient time for students to answer questions.	1	2	3
Listened carefully to student questions.	1	2	3
Responded appropriately to student questions.	1	2	3

Restated questions and answers when necessary.	1	2	3
Demonstrates respect for diversity and requires similar respect in classroom.	1	2	3
Content Knowledge and Relevance			
Presented material at an appropriate level for students.	1	2	3
Presented material appropriate to the purpose of the course.	1	2	3
Demonstrated command of the subject matter.	1	2	3