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**West Bank and Gaza**  
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Implemented by DPK Consulting, a division of ARD, Inc.

AMIDEAST English Language Assessment  
for  
Al Quds University Faculty of Law

15 February 2009

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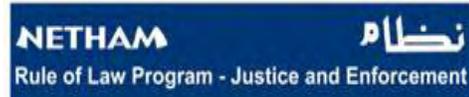
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I hope that the information presented in this document assists the Netham Project and Al Quds University Faculty of Law in their effort to improve and enhance legal education in Palestine.

Stephanie Cole  
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February 15, 2009



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## **Introduction**

The global demand for English in education requires levels of competency and hours of classroom instruction that exceed the existing institutional capacity of many universities and institutions. The fields of law and legal education are no exceptions to this trend. English language proficiency is important for the education of Palestinian law students, since many international legal journals and information resources require English. Additionally, English language mastery is necessary to access legal training programs in the United States and elsewhere.

Recognizing this need, Al Quds University, in partnership with USAID's Netham Legal Education Program, requested a comprehensive needs assessment of the professors and students at its Faculty of Law. The needs assessment involved all stakeholders in the English language education of law students including senior Al Quds University and Faculty of Law administrators, law faculty members, English instructors at the Language Center, law students, graduates of the Faculty of Law, and librarians at the Faculty of Law.

AMIDEAST hired a contractor to conduct the needs assessment. The AMIDEAST Test Administration team assisted in the testing of student and faculty groups for the study. The Netham Project staff assisted in setting up interviews and focus groups, acted as translators for other parts of the data collection, and supported the AMIDEAST staff on testing days.

In order to get a profile of English teaching and learning within the Faculty of Law, the following information was collected and reviewed: student demographic information; faculty qualifications; Al Quds University and Faculty of Law admission requirements; and faculty hiring requirements. The needs assessment also incorporated an Institutional Testing Program (ITP) screening. The ITP is one of the testing devices provided by the Educational Testing Service as part of its Test of English as a Foreign Language (TOEFL) evaluation program. The scores from a select group of instructors at the English division of the Language Center were also provided. Finally, two surveys, one for instructors and one for students, were developed in order to capture more information. Students and staff completed these surveys following their ITP tests.

Qualitative data for the needs assessment came in the form of interviews with administration, staff, faculty, students, and graduates. Focus groups were held for faculty and student groups. Although the main focus for student data was the incoming and outgoing classes of students, all levels of study were represented in the focus groups. From these sources of data, AMIDEAST was able to sample attitudes and opinion of all stakeholders.

The kinds of information (e.g. student profiles, admission requirements, faculty qualifications, hiring procedures) gathered for this assessment reflect the structure of the agreement between AMIDEAST and the Netham Project. Recommendations in this assessment are intended to provide Al Quds University senior faculty and administrators with a guide to considering possible reforms to their policies and programs so that the instruction of English in the Faculty



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of Law is better integrated and aligned with overall institutional policy and educational objectives.

## **Demographic Data and ITP Results**

In order to get a sense of the learners and teachers involved in the English language courses at Al Quds Faculty of Law, demographic data on the students in the law school and the Faculty of Law was reviewed. This data is intended to demonstrate the background of students and faculty, as well as their academic achievement in relation to English language study. Because the English division of the Language Center is also involved in teaching law students, data on these individuals is also included. Admission and hiring information is included to indicate how both students and faculty arrive at Al Quds University and what role English language proficiency plays in their arrival. Finally, the results of the ITP screening reveal the current state of language proficiency for students and instructors.

### **Incoming and Outgoing Student Profiles**

The Faculty of Law is one of the smaller faculties on the campus of Al Quds University. The total student population for Al Quds University is approximately 11,000. The largest Faculty, the Faculty of Arts, comprises 5,000 undergraduate and graduate students. The Faculty of Law is considerably smaller with 642 total students. The main undergraduate classes, those entering between the years 2005 and 2008, make up 547 students or 85% of the total law student population.

For purposes of the English needs analysis, only the incoming (entering in 2008) and outgoing (entering in 2005) law school classes were profiled for their demographic characteristics. This information was provided by the Dean's office at the Faculty of Law.

The incoming class of law students, those who began their studies in the fall of 2008, comprises a group of 171 students. Of this total, 53 are female (31%) and 118 are male (69%). The students range in age from 16 to 54 with an average age of 22. The average Tawjihi Score for the incoming law class was 76.2. The cumulative grade point average is not currently available, since the students are in the process of completing their first semester.

The outgoing class of law students, those who started their law studies in the fall of 2005, comprises a group of 108 students. Of this total, 34 are female (31%) and 74 are male (68%). The students range in age from 20 to 52 with an average age of 22. The current cumulative grade point average is 69.7.



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In both incoming and outgoing classes, the groups are somewhat homogenous. There are no international students in the classes and, with the exception of one student listed as “unknown,” all students list their registered district as either in the West Bank or Jerusalem. The following districts are represented in the incoming class: Jerusalem (40%), Hebron (25%), Ramallah (17%), Bethlehem (9%), Jericho (5%), Tulkarm (2%), Nablus (1%), and Salfiet (1%), while Jenin is represented by just one student. Of the outgoing class, the following districts are represented in the class: Jerusalem (44%), Hebron (20%), Bethlehem (16%), Ramallah (14%), and Jericho (3%), Nablus, Jenin, Tulkarm and Beit Fajjar are represented by just one student each. Based on the law student surveys, the vast majority of students from both incoming and outgoing classes graduated from a public high school. A small minority of students graduated from private or UNRWA schools.

The academic quality of students is considered to be “average” to “above average.” The average Tawjihi score for the total law student population is 77, which is above the minimum score of 65 required for admission to Al Quds University by 12 points. The average score for a law student on the English language section of the Tawjihi exam was estimated by an Al Quds University official to be 75. According to the office of Academic Affairs, the scores for English tend generally to be lower for Faculty of Law students than those in the Faculty of Science and Medicine, but higher than the Faculty of Quran and Islamic Studies and some areas within the Faculty of Arts.

Within the incoming and outgoing classes, there are some academically strong students. Of the incoming class, ten students (6%) scored 90 or higher on the Tawjihi, and 35% scored above an 80. Of the outgoing class, seven (6%) scored 90 or above and 33% of the class received an 85 or above in the Tawjihi. On the other side of the spectrum, 20% of the incoming and 18% of the outgoing class received a 70 or lower on the Tawjihi.

The demographic challenge for the law school seems to be the following: attract a larger percentage of academically strong students (as evidenced by their Tawjihi or SAT scores), select students with a strong second language background, in English or Hebrew, increase the diversity of the student body by recruiting from outside the West Bank, and work to create gender parity.

### **Faculty of Law Admission Requirements**

The overall entry requirements for incoming law students, according to the official university website, follow the general Al Quds University admission requirements: students must have a 65 or higher Tawjihi score and a completed application with accompanying documents. Local newspapers publish the names of students eligible for admission to the University in the spring prior to admission. According to the university website, admission is also decided by the Central Admission Committee headed by the Vice President for Academic Affairs.



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Upon admission, students sit for placement tests, including an English placement test. Prior to the fall semester 2008, the English placement test given to incoming students had been created by the university to determine academic English proficiency. However, in the fall of 2008, the university offered a diagnostic ITP test for the incoming class. The test was administered and scored by AMIDEAST. From the scores, AMIDEAST divided the students into six proficiency groups. Native English speakers and those who scored in the “upper intermediate” and “high advanced” score range (above 500 and 540) were exempt from taking one or both of the required English 108 and 109 courses. Because the diagnostic ITP test required a fee, students could elect to not take the test and be automatically placed into an English class. Initially, the test was recommended for students with an 80 or above Tawjihi score, but the University allowed any student to sit for the test. The plan for the future is for the university to develop, administer, and score its own placement tests for English.

In addition, students who wish to apply for study within the Faculty of Law must go through a further admission process following their acceptance for studies at Al Quds. Application for law study is a three-part process whereby the student is evaluated on his or her suitability for work within the faculty. The process includes a review of their overall Tawjihi score, a writing exercise in which a student is asked to write in Arabic on a legal topic, and finally an interview with a member of the law faculty and/or administration. The interview is a chance for the faculty to determine the motivation for law school, their commitment to learning law, and their aptitude for coursework in the faculty.

At this point, there is no minimum English requirement for the Faculty of Law. Language proficiency will become increasingly necessary for law students as more courses are developed for delivery in English. A minimum English score for the Tawjihi or a minimum placement test score may be needed as an admission requirement.

### **Lecturer Profiles for Faculty**

#### **Faculty of Law**

The Faculty of Law is made up of thirty-one lecturers. These lecturers assume part-time and full-time positions. Some part-time faculty members are practicing legal professionals who teach a single class in a specialized topic. Part-time faculty may also have teaching or administrative responsibilities in other parts of the university. There are currently nineteen part-time lecturers on the faculty.

Full-time faculty comprises eleven positions or about 35% of the total faculty. In addition to a full teaching load (minimum 12 hours or 4 classes per week), full-time faculty are expected to perform departmental duties; assist in course and faculty development; student advising; and other university activities.



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The average years of experience of this faculty is seven with the two newest faculty members in their first year of teaching at the law school. Fifteen faculty members (48%) have five or less years of teaching experience at Al Quds. On the other hand, the most experienced member has been teaching for seventeen years. Eleven faculty members (35%) have more than twelve years of experience. Thus, the law faculty tends to be either new to teaching or highly experienced.

Eighteen law faculty members (58%) have PhDs and thirteen have master's degrees (42%). Of the faculty with PhDs, two received their degree from the United States. Other countries represented in the faculty doctorates are: Azerbaijan, France, Egypt, Italy, Morocco, Russia, Switzerland, Tunisia, and Ukraine. Of the thirteen faculty members whose highest degree is a master's, two received their degree from the American University in the United States. Other members received their advanced degrees from Egypt, Morocco, and Palestine. Faculty members are encouraged to publish research both in Palestine and abroad. Many faculty have taken part in professional development activities and conferences outside of Palestine.

### **English Language Center Faculty**

The English Language Center lecturers are responsible for teaching all university required English courses for all Al Quds students who have not been exempted (i.e. native speakers and those with placement scores of above 500). These classes are known as English 108 and English 109 and are the general academic English classes.

There are seven full-time faculty members teaching in the English division of the Language Center. There are currently five part-time faculty members. Part-time faculty members are hired "as needed" from year to year, depending on the English language needs of the students. There is one full-time faculty member who is a native English speaker.

The average number of years of experience for the English faculty at the Language Center is more than ten. The newest faculty member has two years of experience. The two most experienced faculty members have been teaching for 25 and 26 years. Of the English faculty, three members have PhDs. A further member will receive her PhD within the year from Spain. Of the faculty members with PhDs, none received their doctorate degree from an institution in an English-speaking country. All other faculty members have an M.A. or M.Ed. from one of the following countries: India, Jordan, Palestine, Spain, the United Kingdom, Palestine, and the United States. Areas of specialty for advanced degree study (M.A., M.Ed. PhD.) within the English language faculty at the Language Center include: English literature, English translation, linguistics, and study skills.



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## **Hiring Qualifications**

Hiring qualifications for the Faculty of Law, as well as the English faculty members for the Language Center, follow the standard guidelines of the university. Positions are filled through a formal application; submission of CV; review of academic background and research; and interview process. A selection committee reviews candidates for new faculty positions. This committee is made up of department members with an elected head of department. The department makes its recommendations to the Dean of the Faculty, who then reports to the Vice President for Academic Affairs. Final approval for any new faculty hire is made by the President of the University.

There is currently no English requirement for Faculty of Law lecturers. Lecturers with PhDs are assumed to have proficiency in at least two languages, but these do not necessarily have to include English. Several lecturers are fluent or highly proficient in other languages such as French, Russian, and Hebrew. Many have some proficiency in three or more languages.

The Department of Academic Affairs and the Faculty of Law are making an effort to attract new faculty to university positions with high proficiency in English. Although it is not a stated policy for the university, candidates with strong English ability and credentials from English-speaking countries and institutions are preferred. The university wishes to include more visiting international faculty as part of its teaching corps each semester.

## **Institutional Testing Program TOEFL Screening Results**

An assessment team from AMIDEAST conducted a TOEFL ITP screening for the incoming (Year One) and outgoing students (Year Two) in the Faculty of Law of study in December 2008. In addition, a group of law faculty members were also given an ITP test in January 2009. A diagnostic ITP screening was given to the English division of the Language Center in August 2008 at the request of the University.

The ITP evaluates nonnative English speakers' skills for academic purposes. It is a two-hour test (administration time: 115 minutes) consisting of three parts: listening comprehension; structure and written expression; and a reading section. The listening comprehension section measures an individual's ability to understand English. The structure and written expression section measures the ability of the test taker to recognize standard written English. The reading section measures an individual's comprehension ability through a selection of short passages at the university level.

The lowest score possible on the TOEFL ITP is 310. The highest score is 677. Scores in each section are scaled to allow for different versions of the same test to be used. The listening comprehension scaled score is 31-68. The Structure and Written Expression



section scaled score is 31-68. The final reading comprehension section has a scaled score of 31-65. The ITP is a paper-based test with no prior preparation required.

### **ITP Results**

The results of the ITP screenings and diagnostic ITP screening are as follows:

#### Incoming Class/Year One (entering fall 2008)

Total Tests: 95 (56% of total class)

Average Total Score: 383.38

Highest Score: 567

Lowest Score: 313

Average Proficiency Level: Intermediate (Score range: 360-440)

Test Section scaled scores:

Listening: 40.68

Structure and Written Expression: 38.18

Reading Comprehension and Vocabulary: 36.14

#### Outgoing Class/Year Four (entering fall 2005)

Total Tests: 46 (43% of total class)

Average Total Score: 390.59

Highest Score: 613

Lowest Score: 310

Average Proficiency Level: Intermediate (Score range: 360-440)

Test Section scaled scores:

Listening: 40.37

Structure and Written Expression: 39.46

Reading Comprehension and Vocabulary: 37.35

#### Faculty of Law members

Total Tests: 13 (45% of total faculty members)

Average Total Score: 391.07

Highest Score: 537

Lowest Score: 333

Average Proficiency Level: Intermediate (Score range: 360-440)



Test section scaled scores

Listening: 42

Structure and Written Expression: 39

Reading Comprehension and Vocabulary: 36.15

### English Division of Language Center members

Total Tests: 6

Average Score: 516.6

Highest Score: 583.3

Lowest Score: 450

Average Proficiency Level: equal distribution between High Intermediate and Advanced

(*Note:* Because this was a diagnostic ITP screening, test section scaled scores were not available for the English instructors.)

### **Analysis of ITP scores**

Both incoming and outgoing classes of law students averaged an “intermediate” proficiency level on the ITP. In addition, the Faculty of Law members who took the test also received an “intermediate” proficiency range.

The following assertions can be formed based on a comparison of the scores:

- 1) There is no significant change in English proficiency between the First and Fourth years of study. The difference was just +7.21 between First and Fourth year.
- 2) The majority of students enter at an “intermediate” English language proficiency level.
- 3) The combined average for the outgoing and incoming classes is 386.93. This proficiency level does not meet the minimum proficiency requirements for international students at American (i.e. English-speaking) undergraduate institutions. The minimum TOEFL score is usually at least 500, and often ranges 550 or higher. The classes would need to gain more than 113 points on the ITP in order to meet the minimum requirement.
- 4) The English proficiency level for the Faculty of Law members would not meet the minimum proficiency requirements for undergraduate and graduate study for international students at American higher education institutions (generally above 550).
- 5) The Faculty of Law members and the students of Year One (Incoming) and Year Four (Outgoing) share roughly the same level of English proficiency.



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6) The English faculty average proficiency scores (516.6) would meet the undergraduate requirements for international students at American higher education institutions, but would not meet the graduate requirements for study at most U.S. institutions.

7) Students and faculty members' strongest skill is listening comprehension.

### **Focus Groups, Interviews and Survey Results**

In order to gain further qualitative information about English within the Faculty of Law, AMIDEAST conducted a series of focus groups and more than one dozen one-on-one interviews with stakeholders. The focus groups allowed students and faculty members to expand on answers to questions presented in the written surveys, as well as to engage in a SWOT-style analysis. The SWOT analysis structured the discussion toward the law faculty and university's *strengths* in English, *weaknesses* in English, *opportunities* (external objectives) that could assist in improving and expanding English, and the *threats* (external conditions) which might discourage or impede the development of English for the Faculty of Law.

#### **Student Focus Groups**

AMIDEAST, with the assistance of the Netham Project Legal Education Program, held four separate focus groups for Faculty of Law students. These students comprised a representation of every year of study. No group was homogeneously from one year of study. The students were approximately equally represented by men and women. All members of the focus groups were encouraged to participate in a round table discussion about their experience learning English as a law student at Al Quds University. The focus groups lasted just over 30 minutes each. The discussions were conducted in Arabic with the help of a translator for the AMIDEAST moderator. This translator also recorded student responses for the group on a large paper stand. It should be noted that out of all four focus groups, only two students chose to use English for discussion.

Within the focus groups, there was a wide range of actual time spent in English classes at Al Quds University. Generally, third and fourth year students had taken several semesters of English coursework: English 108 and 109, plus one or both Legal One and Legal Two. However, for first and second year students, experience in university required classes (English 108 and 109), as well as the English coursework within the Faculty of Law was limited. A few of these students had not yet been in any English class at Al Quds. A few had taken the Legal One or Legal Two courses, but had yet to take the required 108 and 109 courses.



In general, the students had a positive feeling for learning English. English is perceived as a way to broaden opportunities in employment following their studies. Specifically, it is seen as a way to work in international organizations or abroad. As one student noted, “There are outside opportunities for students who know English. If there are no jobs in Palestine, you can find a job outside.”

Students also saw English as a need for higher level studies (master’s degree, PhD). They believed that since the opportunity for these degrees would lie mostly outside of Palestine, good English skills would be a requirement. In addition, students recognized the need for good English in order to find and receive scholarships for study abroad.

The older student focus groups, Years Three and Four, noted the need for English in understanding international humanitarian law, specifically the Geneva Conventions. It appeared that the students who expressed the most interest in international law and humanitarian legal issues were also the students who expressed the most interest in learning English. A suggestion was made in the focus group comprised primarily of Year Four students for instructors to make more comparisons between Palestinian and international law. Presumably, these comparisons would be made in English.

On the negative side, students noted that English is not taken as seriously as other subjects. One student (Year One) expressed the idea that there was “no need” for studying English, particularly if the student’s eventual career goal was to be a lawyer in general practice in Palestine. There was discussion on the fact that since Palestinian laws are written in Arabic, English skills are not particularly necessary. In two focus groups, students discussed the notion that Hebrew language study is more valuable than English, since some law students will go on to practice in Jerusalem and Israel and will need Hebrew. Hebrew language aptitude was also considered an asset by students who are considering human rights work involving the Israeli occupation.

It was also noted that the Faculty of Law is perceived as a place for students with low English skills, since English is not required for as many of the classes as in other faculties. One student described the Faculty as a “shelter” from the more stringent English requirements of the other Al Quds programs. It is assumed that students in the medical and computer science faculties, for example, will enter the university with a higher motivation to learn and use English and, perhaps, more initial aptitude.

All groups agreed that the majority of law students had weak English skills. They attributed this to their primary and secondary level school curriculum. There was discussion about the advantages of learning English in kindergarten or first grade. No student in the focus group had studied English in early primary school. Most students did not begin their English studies until either Grade 5 or Grade 10.



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The focus groups described their English classes as having a high degree of variability in quality depending on the instructor. One focus group noted that Arabic was mostly spoken in their English classes, except for when reading aloud or doing exercises. Students remarked that English delivered in entry level classes tended to be just a review of topics studied in secondary school. Classes were thought to be too large for individual attention from teachers. Some students felt that the English work was a source for feelings of alienation and tedium. Students said that students with poor English skills viewed their compulsory English classes as “just a grade.”

Students expressed mixed feelings about the delivery of course content in their English courses. Some viewed class activities as “boring” and “just reading” with lecture. Lack of support for their own English needs and goals was discussed. Evaluation was conducted by two exams, which was considered insufficient by some students. Students said that some English instructors were known for conducting classes with active participation from students, while others taught in a “passive” way, much like their high school experience. The way classes were conducted was often a reflection on the level of understanding of the majority of students within the class.

Students had several suggestions for ways English language study could be improved for Faculty of Law students. Students mentioned the following improvements: smaller classes, conducting more interactive classes, offering more classes as a choice (presumably in English), delivering coursework that more closely targets student problems, and presenting more of an “immersion” experience in classes (i.e. minimal use of Arabic by teachers and students in class). An individual in one focus group made mention of the need to improve materials. Class materials would engage students to a higher degree if they were more connected to “real,” “practical” and “provocative” topics.

Students appear to want classes that rely less on memorization and accuracy. They want more emphasis on active participation and developing fluency and confidence. One focus group thought that encouraging more “exchanges” with international students, as well as having more native speakers as instructors, would improve the level of English at the Faculty of Law. They suggested having “model students” (presumably from the Faculty of Law) to motivate others to learn and use English. They want more “outside” interaction with English, either with people or with English language resources.

In general, students have motivation to learn English. Students expressed a desire to build confidence in using English, both in speaking and writing. The general content of Legal One and Legal Two, the two required courses in English for the Faculty of Law are viewed favorably by students. These legal courses are considered difficult due to the low English level of students, but students considered them worthwhile and connected to their educational goals.



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### **English Language Center Faculty Focus Group**

The English Language Center faculty focus group consisted of five instructors, three women and two men, who deliver the required English courses through the English division of the Language Center. These teachers deliver the courses to all four years of students, although it is assumed that most students will take their required English classes during the first half of their undergraduate study. The instructors engaged in a SWOT-style discussion of the state of English teaching and learning at Al Quds University for 45 minutes. An administrator for the university was present for the second half of the focus group.

The instructors noted that a “strength” for English education at the university is the increased interest in learning the language for a variety of purposes. There is a feeling at Al Quds University that English can go beyond just its use for academic purposes. Its status as the “global language”, especially for use of the internet and other web-based tasks, means that students perceive it as necessary for chatting, using technology, exposure to media, and keeping in touch with family. Instructors concurred that students in English classes know that an ability to use English will improve their position for employment after university. It is seen as a qualification for a “good” job in Palestine. A final reason noted by the faculty was the need for English in order to do research in their specialization.

Instructors also noted that the university itself is promoting English, so more students have a need to have some level of English proficiency. Yet despite this, the faculty cited motivation as one of the primary challenges to teaching English at Al Quds University. It was noted that especially in areas outside the sciences, particularly the humanities, students have weak skills and a generally poor attitude about their ability to improve. The struggle, as one faculty member mentioned, is getting the students “convinced” that they can learn.

The university began using a TOEFL test this year, in addition to changing the system for teaching remedial English. Students could elect and pay a fee to take the TOEFL test (administered by AMIDEAST). If their score was above a certain level (between 500-600), students could opt out of one or both of the English 108 and 109 courses (required for graduation). The faculty noted that many students considered this test unfair. Several faculty made the observation that test was geared for a level of English that was beyond the vast majority of students. Only a few dozen students were able to attain a score high enough to get released from English 108 and 109. Faculty cited this as another challenge to motivating students to learn.

The English faculty members noted that the way classes are conducted with large groups is a disadvantage for weak and unmotivated students. It was remarked upon that although class sizes have been reduced to improve learning, the number of students in a



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class is still above the ideal for language teaching. The faculty mentioned adopting “coping teaching styles” in order to address the weaknesses in class and lack of motivation.

The faculty recognized several ways that English teaching and learning could be improved for Al Quds students. They noted that since the humanities and law students have a lower need for English than those in the sciences and technology, it might be more advantageous if classes could be designed and delivered around specific faculty—even for the general English required courses (108 and 109). One member observed that her work in a pilot program allowed her to teach only students specializing in medicine as part of her teaching load. This experience was beneficial to the students, since she could tailor the material to students’ interests and needs.

The faculty suggested incorporating media into the teaching of English. Visual aids, particularly movies which require students to listen for meaning, were noted as valuable tools for the classroom. Students also benefit from the experience of having an international teacher from an English-speaking country, such as an American or British teacher. Other suggested improvements discussed were the following: increase e-learning opportunities either in the form of classes or seminars, increase individualized instruction, and to improve the available English resources for students and teachers.

### **Law Faculty Focus Groups and Interviews**

The law faculty focus group included six faculty members who met for 45 minutes at a round table session at the Netham Project office at the law school. Translation was provided to the moderator when needed. The format for the focus group was a SWOT-style analysis. Further group and individual interviews with faculty members occurred after the focus group in order to accommodate the scheduling needs of the faculty. The later interviews followed the same SWOT-style questioning format as the focus group. In this way, most full-time faculty members were able to have the opportunity to provide their opinions and insights into the use of English at the Faculty of Law.

Faculty members agreed that the need for English is paramount to developing the future cadre of law professionals in Palestine. Students with an interest in international law and human rights work will benefit from more study opportunities. One faculty member noted that the English classes required for law students provide a forum for students not only to gain skills and terminology, but also to expose students to an American-style form of inquiry and argument.

The faculty was encouraged by the new Academic Plan which gives a greater emphasis to specialization in law and more room for course offerings in English. This new plan is viewed by the faculty as a positive change for the development of English skills for law



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students. One member noted that the new plan represents “an encouraging process” for all law students.

Faculty members noted that more resources in English are necessary at the Faculty of Law. Students have few opportunities to use English sources for assignments and research work, so it is imperative that the law school support them. The new English courses will require more English resources for both students and instructors. The classes will benefit from having an assortment of resources, research and otherwise, available to them. New courses must be supported with materials. It was mentioned that the lack of English resources discourages students from using the collection in the library. One faculty member observed that only a few students ever use the library’s English language books and materials.

It was agreed by the focus group members that the faculty’s English level must improve. There needs to be more incentives for academic faculty to strengthen their English, as well as expand the ways they use English in law. Semester exchange programs were discussed as a possible way for faculty to develop their English skills by going to study in the United States or other English-speaking countries. Since many of the faculty members received their academic training at Arab universities, there has been little opportunity for them to use and develop their English. Immersion in English is seen as the best way to quickly make gains in English.

Other suggestions for improving the faculty level were the following: doing research collaboratively in English, using exchange teachers/visiting scholars each year or semester, increase the offerings of activities for law students in English, and giving faculty on-campus opportunities to improve their English through workshops and training courses.

It should be noted that not all faculty members felt that their skills in English were deficient. Several faculty members cited their personal research published in English. Some mentioned their degrees from English-speaking institutions abroad, as well as academic work abroad. Faculty members participate in international conferences and make an effort to stay engaged with the global academic and legal education sectors. One faculty member stated, “The law faculty can teach anything in English.”

In general, the Faculty of Law lecturers accept and understand the need for students to be exposed to more English while studying law. The faculty mentioned the students’ weakness in English as a reflection of their prior schooling. Most students currently enrolled at Al Quds University did not begin to formally study English until the last half of their public education. Faculty noted that since most students are from public schools, the weakness in the system is reflected in the university classes conducted in English. Attendance is a problem in some classes involving English, possibly due to a lack of confidence and ability in the language. Faculty remarked that only a small group of



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students had been able to take advantage of an English training program provided through a grant to the Legal Clinic in 2008.

The conditions that faculty members identified as a possible threat to the development of English are: the quality of primary and secondary public schools, the general effects of the Israeli occupation, and the motivation level of the students. Although it is expected that the level of English for students will improve in the coming years due to the delivery of the *English for Palestine* curriculum in the primary and secondary public schools, the challenges for schools to meet the needs of an increasing population of students with limited resources will be formidable. The Israeli occupation makes it difficult or impossible for international scholars to spend significant amounts of time at Al Quds University (e.g. visas). Another occupation-related challenge is the lack of mobility for both students and faculty. This lack of mobility causes students to view their opportunities as limited to their immediate surroundings. This, in turn, affects the motivation of students to pursue the study of English. Students often perceive the study of Hebrew as more beneficial, since their future law work may involve the use of this language.

### **Key Decision-Maker Interviews**

Interviews with key decision-makers regarding English needs for the Faculty of Law were conducted over several weeks and involved four key decision-makers in separate discussions and phone conversations. Meetings were generally no longer than 30 minutes and translation assistance was given when necessary.

The meetings produced the following overarching themes: the English level of the Faculty of Law students is weak, the overall English level of the Faculty of Law is weak, there is a need to better enforce the English requirement for students, and there is a need support the teaching of English to students. Apparent in all these discussions was a desire to see Al Quds University become more internationalized through increased opportunities for students and staff. English language proficiency is perceived as a necessary element for internationalization at Al Quds University.

Decision-makers noted that the need for English was campus-wide and not specific to the Faculty of Law. Most of the decision-makers mentioned their dissatisfaction with the level of English at Al Quds University students in general. They remarked that the attitude of students toward English on campus is receptive and positive; however, since so many students arrive in their first year with low skills, it becomes an insurmountable task to improve English skills while also requiring courses in their specific discipline. In the Faculty of Law, as in the Faculty of Arts, most of the discipline-specific courses are delivered in Arabic. Thus, students have limited opportunities to make gains in the language and meaningfully use their English outside of the English language classes. Students with the least ability in English postpone taking the required English language classes until their second half of their undergraduate education. Some especially weak



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students in English will defer taking the required English courses until even their final year of university. By then, time is limited to make significant and meaningful progress in English, especially in relation to their chosen discipline.

The need to improve English language instruction within classes was identified as a key goal by all decision-makers. It was noted by one stakeholder that the quality of English instruction is based on the efforts of all those who teach English and use English in courses. It is not simply the responsibility of the English Language Center faculty.

It was suggested that the main obstacle to the expansion of courses delivered in English is that a majority of professors are themselves not fluent in English. The low level of English within the Law Faculty was recognized as the primary challenge for the expansion of English courses for law students. As with students, exposure to English is often limited for faculty. Many faculty members have conducted their entire academic lives in a non-English environment, including their studies for advanced degrees and the conduct of their research. Additionally, faculty have limited need to use English in a casual or conversational manner outside of the academic workplace. For these reasons, decision-makers noted that professional development in English needs must include all faculty who work in some way with students using English.

Support for English teaching was mentioned by decision-makers as a priority. Smaller class sizes have been a goal for the university and English class sizes have been reduced by almost 50%, although there are still classes with more than 25 students. Decision-makers identified the need for students to have more English resources available to them, both for learning English, as well as related to their law studies.

One decision-maker described the need for more “competency based instruction” (CBI) whereby instruction is measured by what students have learned, as opposed to what instructors think they have taught during the course. It was accepted that CBI would be a better way to individualize courses in order to meet the real language needs of the students, especially those students with very weak skills. All students would be expected to meet an established, measurable minimum standard of English competency.

Another decision-maker stressed the need for better placement tests. These tests could be developed for use by both students and faculty. Faculty whose scores reveal low English proficiency could receive tailored training to boost their level of ability. Many faculty have no clear idea of their low level of English and thus pass their weaknesses along to their students.

Finally, the overall infrastructure of the Faculty of Law was mentioned as another impediment to learning English. It was noted that the lack of space in the building for new classes and resources restricted Faculty of Law students. Expanding space for a more extensive law library, media center, conference area and lecture rooms was identified by a decision-maker as integral to improving student learning within the



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Faculty of Law. It was mentioned that the infrastructure and crowded environment were “obstacles to progress.”

### **Law School Graduate Interviews**

The law school graduate interviews were informal meetings involving individuals who had chosen a variety of career paths after finishing law school. A total of four interviews were conducted by the moderator. The graduates were all employed in some way with Al Quds University and still had some had connection with the Faculty of Law. One graduate had been a practicing lawyer before returning to Al Quds. All had graduated in the last five years. Translation was needed for two graduates. Each interview lasted no longer than 30 minutes. The interview format was similar to the focus groups, a SWOT-style analysis. Because there were only four graduates interviewed, out of a possible pool of hundreds of graduates, it is difficult to draw definitive conclusions based on the responses of this group, which should be regarded as anecdotal support. .

Graduates conveyed the idea that Al Quds students generally have a positive feeling about learning and using English. Law students know English is important for their futures. They want the opportunities to try out their skills and get assistance in English classes. They want the confidence to be “built up” during the course.

Graduates stated that law students know that in order to be a successful practicing lawyer in Palestine proficiency in English is not a necessity. Since the laws are all in Arabic and the judges only use Arabic, some students don’t feel a great career need to improve their English. However, most students are aware of the fact that there are more opportunities for those graduates with good English skills. Knowing English can also assist graduates when working with non-Arabic-speaking clients, such as returning Palestinian Americans. A further interest in English stems from the inclusion of Arab Israelis in the student body and the ability for graduates of the program to conduct law practice within Israel.

Graduates described a variety of experiences in English classes at Al Quds. Graduates noted that the quality of the class was dependent on the teacher. Some teachers were very demanding of the students, others were not. In short, expectations and work loads varied considerably. In some classes, there was a wide range of English skill levels. Some instructors made no adjustments for the range in levels, so students would sometimes fail the class. Some classes were extremely interactive and had lively discussions, while other classes were taught in a passive way where the style was much like what students had experienced in their high school English classes. Teachers often did not have a legal background and students found it hard to connect with their specialized law studies. Some English classes were taught primarily in Arabic with a significant amount of translation for students.



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Graduates commented that a majority of law students are weak in English. One mentioned that weak students are “not solid with the basics,” and thus fall farther behind as the course progresses. The students whose educational background was in private schools often had the strongest English skills. It was remarked upon that the university tends to encourage those students who are already interested in learning English.

All graduates thought the English instruction could be improved. They thought the weaknesses could be attributed to both students and instructors. The graduates suggested the following actions to improve teaching and learning in English: encourage participation in voluntary clubs; expand English resources in the library; have more students connected to work in the Legal Clinic; offer tutorial services; offer scholarships to students and faculty who make gains in their English; decrease emphasis on grammar in classes; increase the amount of practice for students in class; encourage students to make presentations and refine speaking skills in English, give students a better idea of their progress in English (i.e. feedback); make the English classes more related to law; design highly interactive class sessions with songs, dialogues, games, and lots of practice; and use media in class (i.e. movies and taped T.V. segments about legal issues).

One graduate suggested that the university make the English requirement stronger and really make sure students could actually use English before allowing them into their specialized English classes, such as Legal One and Legal Two. Indeed, one graduate was emphatic that Legal One and Legal Two should be only for concepts and not for the teaching of English.

Overall, the graduates expressed satisfaction in the recent changes to the Academic Plan. They believe the future vision is strong for the Faculty of Law. They noted the law school alumni base is getting stronger and more distinguished each year with graduates involved in a wide variety of law-related jobs, high ministerial positions, and international organizations. The focus on human rights work and international law is making English ability a “big plus” for students. They are hopeful that the law school will continue to institutionalize the improvement of English for its students.

### **Interviews with Al Quds University Librarians**

The interview with the librarians who work with Al Quds Faculty of Law included two individuals: a director of libraries for Al Quds University and a librarian for the Faculty of Law. The interview was informal, taking place at the library during the school day and lasted 30 minutes.

The librarians were adamant about the need for increased English resources for the Faculty of Law. They commented on the dearth of English reference sources in the collection and noted that for it to be truly useful for students, it would need to be expanded both in breadth and number of volumes. The English collection at this point is



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simply not able to accommodate the research needs of an increased English program at the Faculty of Law. At this point, the English collection consists of one small freestanding bookshelf. There are no journals or magazines available in English. The librarians cited the need for more translated documents from English, perhaps to help weaker students keep up with the course material in their English classes.

There is no dedicated computer terminal for law students to work on web-based research in the library. The librarians cited this as a weakness for students in the law school, since many English journals and documents on legal issues are published solely as electronic documents. Indeed, the use of electronic subscriptions to legal journals and materials could be less expensive for the Faculty of Law than using hard copy resources. The library could stay up-to-date with the latest law materials published electronically in English.

Further, the librarians cited the need for faculty members to receive professional development or training in the use of the library for academic research and writing in English. The ability of the individual faculty member in the use of the English language has a direct bearing on their ability to help students with law assignments in English. Both faculty and students were mentioned by the librarians in need of a seminar in English academic writing and research skills. This kind of training would involve the topics of research, documentation (i.e. citing sources, using electronic sources, avoiding plagiarism), as well as web-based research techniques.

One librarian was particularly concerned about the issue of academic plagiarism, especially in regard to English language assignments. It was noted that students often approach an English research assignment by using the “cut and paste” method, rather than writing the work themselves. “Cut and paste” is particularly attractive to students who struggle with the English language and cannot produce original writing on their own. Faculty need to be alerted to this type of academic dishonesty and learn methods to prevent its occurrence (i.e. by altering the structure of research assignments). The library system seeks to work with faculty in addressing this important issue.

The librarians wish to work closely with faculty who deliver English courses in order to secure the materials (i.e. reference books and journals, multimedia items) needed to support the learning objectives in classes. They noted that there needs to be more connection between the courses and the library. They welcome the chance to use the new English course offerings to increase the collection of English language resources in the Faculty of Law library. They see the library as in need of substantial improvement in the English collection, as well as the overall library infrastructure (e.g. computer terminals). They recognize the budgetary implications inherent in these needs.



## **Written Survey Data: Law Students and Faculty Members**

### **Law Faculty Survey Results**

Eleven members of the Faculty of Law completed a survey following their ITP test. The survey was translated from English into Arabic. The surveys contained thirty-two questions in the following order: short answer biographical, multiple choice (rating) questions on teaching experience related to English, yes/no and short answer questions related to the faculty members' professional development experience as related to English and, finally, four broad short answer questions on teachers' opinions regarding developing and improving English skills at Al Quds Faculty of Law.

The responses to the biographical questions showed that the faculty members surveyed were a more seasoned group with an average of ten years of teaching experience. All faculty learned English as a foreign language at school, high school, and university. The participating faculty use English at the university primarily for reading. Also mentioned was the use of English for conversation with colleagues and English-speaking students. Almost two-thirds do not use English outside of Al Quds University.

The faculty members responded to the question of their own personal motivation for learning English with a variety of answers: conversation, legal work with English-speakers, higher education in USA, research for law and education, work with humanitarian issues, and enjoyment were most common. None of the faculty members surveyed was responsible for teaching courses in English to law students, although a few had received training for teaching English in the past. The British Council was cited as the source for all respondents who received training.

The faculty had strong opinions on teaching and student ability. They agreed that Al Quds has clear goals for its English program and that the teaching of English is well-organized. However, they did not agree as to whether or not the English program was meeting the needs of students. Faculty members do not think that the amount of time allotted for teaching English is appropriate. They do not believe teachers of English have a venue for suggestions and, additionally, they lack a way to report on their successful teaching experiences

Faculty members do not believe that students enter the Faculty of Law with adequate speaking and writing skills. They do not think that the English courses are focused on practical and "real" uses of English. The faculty members have a split opinion over whether or not students have a positive attitude about learning English.

Questions about professional development in English teaching were not applicable to most of the surveyed faculty members, since none of them indicated teaching any courses in English. They did agree that there is no professional development for English



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teaching. Most said they did not have access to English teaching resources. The respondents who said they did have access to English resources mentioned books, movies, on-line information and the internet as items that were available.

For the short answer section, the faculty members mentioned reading, writing and conversation as the most important skills for students to develop in English courses. Faculty members described the following as challenges to teaching English at the Faculty of Law: poor attitude of students (one comment: “students think English is a nightmare”); general weakness in English for students and faculty; conflict between class time and exam time; more time needed for teaching and learning; and perceived lack of fairness by students.

Finally, faculty members responded with an array of suggestions for how English teaching and learning could be improved at Al Quds Faculty of Law. Some of the suggestions included: offer courses at a range of English proficiency levels; conduct trainings in how to teach English in law classes; create more courses in English order for law students to have more practice with the English language; offer scholarships for students and faculty to improve English; invest in more resources for learning and using English.

### **English Language Center Faculty Survey Results**

Surveys were given to all five participants in the focus group from the English division of the Language Center. The surveys were the same as those given to law faculty, but were not translated into Arabic. Because only two surveys were returned by the instructors, statistical information on questions is not considered for purposes of the needs analysis.

The two surveyed faculty members did respond at length in comments. Both considered reading skills to be the most important skill for students to develop in English courses at Al Quds. They cited individual student differences and the overall student weakness in English as the two greatest challenges for English instructors.

When asked about how they envisioned students using English after graduating from the Faculty of Law, both made mention of the challenges facing students. One noted, “They won’t be able to use English correctly because they haven’t taken sufficient courses in English.” The other instructor commented, “It would be hard for them to communicate and use English in a proper way because they need more professional courses.”

Both surveyed instructors agreed that the English program at the Faculty of Law needs more courses in English specifically for law students. One instructor observed, “Those in charge of the law faculty should introduce more intensive courses in order to enhance students’ level of English.” Increasing remedial courses in English was also mentioned as beneficial for students.



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The instructors remarked that students benefit from taking their classes at Al Quds because it gives them the opportunity to be involved in “an ample array of language skills.” Both surveyed instructors emphasized the importance of engaging students in activities (reading, writing, speaking, and listening) during English courses.

The two surveyed instructors mentioned that in-service training has been offered to English teachers; in this case, both instructors mentioned “teaching methods” as the topic of the in-service. They indicated that no professional development opportunities exist for English teachers at Al Quds and that there are no English teaching resources available to assist teachers with instruction.

### **Student Survey Results**

The student survey was given to all Faculty of Law students following their ITP screening. In the case of the incoming class, the survey was given out immediately after their ITP screening was completed. In the case of the outgoing class, the survey was given to students when they came to collect the results of their ITP screening. In the case of the incoming class, 90 surveys were returned (53% of class). The outgoing class returned 36 surveys (33% of class).

The survey contained three sections: a biographical/background information section (yes/know responses, multiple choice and short answers), a section on attitudes and experience learning the four skills of reading, writing, speaking, and listening (1-5, “very often” to “never” rating system); and a final section asking students to rate skills they would like to improve in English courses within the Faculty of Law (1-5, “high” to “low” rating system).

#### Incoming Class (Year One) Survey Results Summary

The first year students provided the following background information related to their experience using and learning English: 88% learned English in a public/government school, most come from homes where the parents do not speak or write in English, and most do not use English outside of school (69%). Only 21% reported reading English newspapers or magazines. However, many students (71%) reported watching English language television, presumably with subtitles in Arabic. Students who did report using English did so for the following three most common reasons: general education (55%), assignments for law classes (41%), and employment (34%). When comparing themselves to their peers, 51% rated themselves as “average” in speaking and writing in English.

When asked to identify activities that occur in their English classes, incoming students recorded the following three top items: (1) using computers/internet (2) learning English



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law terminology (3) reading English text. Incoming students identified their three top ways to learn English as: (1) in a group (2) using the computer (3) with a partner.

Incoming students did not answer the question on use of the *Freshman English Course for Arab Students* textbook, since the majority had not taken or completed this course at the time of the ITP screening.

Incoming students listed reading as the main skill they were asked to use in their English classes. They listed speaking English as the skill they “rarely” used. They mentioned writing and speaking as skills they “sometimes” to “rarely” use in class. The students said they “sometimes” experienced difficulty in all four skills (reading, writing, speaking, and listening).

In the opinion of the incoming students, the three skills of speaking, writing, and reading English are important for their law studies, as well as their future legal careers. Students thought listening to English was only moderately important for their law studies.

Regarding skills incoming students would like to improve, a majority incoming students listed the following English language skills with “high” importance: listening comprehension, giving speeches and presentations; participation in discussion (small group and large class); communicating with staff in English; analyzing written materials; and knowledge of English vocabulary. The incoming students gave the strongest “high” ratings for importance to the following: pronunciation; reading English quickly; reading comprehension; researching law materials in English; and practicing spoken and written English for lawyers.

Incoming students recorded “moderate” importance ratings for the following skills: report writing, writing introductions and conclusions; summarizing facts; and synthesizing information in English. The skills of “writing references and quotations in English” and “report writing” had the lowest rating of importance for outgoing students.

### Outgoing Class (Year Four) Survey Results Summary

As with the incoming class, most of the outgoing class (Year Four) of law students surveyed learned English in a public/government school (86%). They do not have strong reinforcement for their English outside of Al Quds University. Students reported that most of their parents do not speak or write English. Eighty-three percent reported that they do not speak other languages besides Arabic and 58% do not use any English outside of Al Quds University. For the students who responded that they did use English outside of school, the top three situations for doing so were: with friends (36%), employment (21%), and at home (7%). The majority of students surveyed, 52%, rated themselves as “average” in their spoken and written English when compared to their peers. Another 36% rated themselves as “below average” in the same skills.



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Outgoing students recorded “studying vocabulary”, “learning English law terminology”, and “using computers/internet” as the top three activities, respectively, that occur in their English classes. Outgoing students identified their three top ways to learn English as: (1) in a group (2) with a partner (3) using the computer. Half of the surveyed outgoing students thought the textbook *Freshmen English Course for Arab Students* was useful to them. Comments about the book were generally positive including: “it would be useful if you have problems with grammar,” “it helps with understanding grammar,” “it helped with discussion,” and “it helped improve my vocabulary.” Only one student commented negatively, citing that the book “didn’t give new information.”

Outgoing students listed reading and listening as skills they are rarely expected to use in their English classes. They listed writing and speaking as skills they are “sometimes” expected to use in class. The students said they “sometimes” experienced difficulty reading and writing English, and “often” experience difficulty in speaking and listening in English.

In relation to their course of law studies, as well as their future success in the legal profession, the outgoing students rated as “high” all four skills: listening, speaking, writing, and reading.

Regarding skills outgoing students would like to improve, a majority outgoing students listed the following English language skills with “high” importance: pronunciation; listening comprehension; discussion participation (small group and large class); summarizing facts; synthesizing information; analyzing written materials; reading comprehension; researching English law materials; and practicing spoken and written English for lawyers. The outgoing students gave the strongest “high” ratings for importance to “knowledge of English vocabulary” and “reading English quickly.”

Students recorded “moderate” importance ratings for the following skills: report writing; writing introductions and conclusions; communicating with faculty and staff in English; and giving speeches and presentations. The skill of “writing references and quotations in English” was given the lowest rating of importance for outgoing students.

Overall, both incoming and outgoing students indicate an interest toward working on all aspects of English. Both groups indicate satisfaction with learning English “in a group” with some internet/ computer coursework. Most students think of the four English language skills of reading, writing, speaking, and listening are important not just for getting through their university requirements, but for their future careers as legal professionals. It is interesting that both groups gave “writing references and quotations” a low importance rating. This may be due to the fact that students aren’t asked to document their English language research, if they are asked to do research at all.



## **Recommendations**

AMIDEAST's recommendations in this assessment report are intended to provide Al-Quds University senior faculty and administration with a guide to considering possible reforms to their policies and programs so that the instruction of English in the Faculty of Law is better integrated and aligned with overall institutional policy and educational objectives. These recommendations represent approaches the Faculty of Law could take to increase the quality of English teaching and learning, based on the results of the needs analysis and the stated future plans for the faculty to expand English-delivered courses.

The recommendations are based on the following premises:

- 1) The Faculty of Law currently offers a small number of courses in English.
- 2) The Faculty of Law is interested in offering more courses in English and developing the specializations of Humanitarian and International Law. Unlike Palestine civil law, the material for these specializations is available primarily in English.
- 3) The English level for students and faculty is generally “intermediate” for foreign language learners. This is a low level of proficiency for the high linguistic expectation of legal reading and writing.
- 4) If the goal is to build the English linguistic skills of students, the Faculty of Law must undertake some actions to examine, develop and refine the nature and quality of English instruction.
- 5) If law students are expected to take classes in English, they must be given ample opportunities to practice and use English on a regular basis throughout their law studies. These opportunities currently do not exist but could be developed in a variety of ways.
- 6) If instruction in English for law students is not improved, and if the goal is not to improve the proficiency level of students and the quality of English teaching, the law school might be better served by having all English materials translated into Arabic. It would be better to translate than to expect law students with weak English skills to struggle through courses and material they don't have the aptitude to master.

## **Professional Development**

The Faculty of Law instructors' English level is generally at an “intermediate” level according to the ITP TOEFL test. A faculty member with this level of proficiency would not be able to deliver a course in English covering the same content as they would be able to deliver in Arabic. It is doubtful that if these instructors received local English



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instruction their proficiency in the language would sufficiently increase in the near term to enable them to change their teaching practices and integrate English into their classes.

For the instructors whose English is at a higher level, specifically those who already teach in the English-delivery specializations or who plan to teach them in the future, professional development in English skills and teaching methodology would be beneficial. Professional development should focus on developing the instructors' skills in academic writing, perhaps with the goal of publishing their own research in English, or improving speaking skills in order to compete for scholarship opportunities in the US or UK. Professional development should also include teaching instructors English for Specific Purposes (ESP) and English for Academic Purposes (EAP) methodology, as well as improving their course curriculum.

Following the initial delivery of the professional courses, instructors who had the aptitude and interest in training fellow colleagues in academic English and English teaching methodology could be trained to give the subsequent professional development trainings. Professional development might also include sending a motivated faculty member to the United States for training in ESP/EAP course development and ESP/EAP methodology. AMIDEAST currently offers a short-term professional development opportunity that could include these objectives (among others) through its Palestinian Rule of Law (PROL) program, funded by the Open Society Institute.

The Faculty of Law should develop its own English training materials geared specifically for its faculty and the courses within it.

As the law school prioritizes English language proficiency as one of its hiring requirements, AMIDEAST recommends that all new law faculty members at Al-Quds be required to submit and ITP score as part of their application for employment, as well as undertake professional development in English language teaching (specifically, ESP) and academic writing as part of their new-hire orientation and training process. Currently, Al-Quds University's Faculty of Law hiring practices do not formally prioritize English language skills.

### **Course Analysis**

The majority of courses at the Faculty of Law are taught in Arabic. For the small minority of classes delivered in English, instructors should examine how their courses are taught and what they expect students to do linguistically before and after completing the course. This would require articulating all the language skills in English associated with the content of their classes. If the instructors have not already done so, course goals and objectives should also be recorded with outcomes.



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A systemic review of all courses offered within the Faculty of Law would also be beneficial. Developing a learning outcomes framework for each class, and subsequently for the entire department would allow the Faculty of Law to clearly identify priority areas by course/department and develop performance indicators. In effect, conducting a department learning outcomes grid allows one to identify the strengths and weakness of individual courses and synchronize this set of courses with department goals. This process will also reveal gaps in terms of needed courses and learning outcomes not clearly addressed in a given course.

### **Additional English Courses for Law Students**

For students whose interest is the specializations of Humanitarian and International law, as well as those whose English placement test score is particularly high, the Faculty of Law, in conjunction with the English division of the Language Center, may want to consider the creation of additional courses or seminars in EAP specifically for law students. These courses could be offered for several levels of proficiency and would allow law students to have instruction in EAP focused specifically on legal topics. This course would precede or be taught in conjunction with the Legal One and Legal Two courses, the required English courses for all law students. A possible method of delivery for these courses would be as e-learning course (developed within the Faculty of Law web portal) with several face-to-face seminar meetings.

### **English Language Advisory Committee**

In conjunction with conducting a learning outcomes grid, the Faculty of Law should form a committee to oversee, develop and evaluate new and existing courses delivered in English. This committee would be made up of Faculty of Law instructors who deliver one or more courses in English, English instructors from the Language Center, and administrators who focus on academic affairs. It might also include current and past student representation, especially those students whose interest is in Humanitarian and International Law. The committee would meet regularly to discuss issues regarding teaching and learning English for students in the Faculty of Law.

The mission for the committee would be to make sure the goals and expectations for English language courses at the Faculty of Law are in line with the goals and expectations of the English instruction at the Language Center. The committee would also review current and future courses to ensure that the courses align with the learning goals and expectations, and that the instruction occurs following the best teaching practices for ESP students.



## **Teaching Resource Library**

The Faculty of Law instructors who currently teach courses in the new specializations, as well as those who would like to add an English component to their courses, need to have sources of information on how to deliver ESP and EAP. A teaching resource library needs to be developed that includes materials for teachers to use to structure courses (goals and objectives); build activities and assignments; as well as create assessment and evaluation tools. Materials and course information from all English classes and law school classes delivered in the specializations should be included in the library, so faculty members could gain insight and information into how their colleagues approach English teaching and learning.

## **Library Resource Needs**

The Faculty of Law library needs a significant injection of English language law resources in order to support the English needs of its students and faculty. The specializations in Humanitarian and International Law require more resources. Regular law classes should have English language materials for instructors and students to reference. The library needs some English law journals and magazines. In addition, the library needs several dedicated computers for students and faculty to use for on-line research in English. The library should subscribe to several electronic sources of law information which could be accessed by all law student and faculty members through a password system.

## **Development of Faculty Website and Learning Portal**

The Al Quds University website for the Faculty of Law should be further developed to include all information in English and Arabic. The website should have a dedicated section for students and staff with activities and articles in English on legal topics. Instructors should include readings and all course information in English on this website. The website could also be used as a delivery portal for English e-learning courses and seminars.

## **Student Recruitment**

A final way to improve English language proficiency is simply to attract more students whose English is already at a high level. As Al Quds develops more courses in English linked to the new specializations in Humanitarian and International Law, it should reach out to students whose English is strong, but who are not interested in pursuing a science, engineering, or medical degree. Al Quds Faculty of Law needs to promote its Faculty of Law and its new specializations more vigorously, especially among the private schools and strong public and UNRWA schools.



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Recruitment could include the following actions:

- Improve the web site for the Faculty of Law to highlight the law program in general, and especially the new specializations. The website should state basic information and the requirements for admission, but also highlight the strong faculty, current students, alumni, and scholarships associated with the Faculty.
- Develop a “campaign” for this program featuring a poster, brochures, and a multimedia presentation to show prospective students (i.e. high school juniors and seniors).
- Conduct more outreach activities featuring the instructors who will teach these classes, as well as strong students who would promote the best aspects of the law school.
- Promote legal studies by developing a national essay contest. The topic for this contest might be related to humanitarian issues, human rights, or a civic legal issue.
- Conduct a “Law School Visit” Day for students. Invite strong students to spend a day at the law school. The Faculty of Law might also want to create a high school visitation experience modeled on the “Boys and Girls State” program in the United States. These activities would build enthusiasm for the law program.

### **Concluding Remarks**

The Al Quds Faculty of Law administration, as well as the Al Quds University administration in general, is serious about the goal of developing their students into global citizens with a broad view of the world and its people. The internationalization of the law curriculum, particularly with its focus on humanitarian and international law, will require a significant Faculty and University commitment. Procuring more English language materials; greatly expanding English language library resources, both in hard copies and electronic formats, for students and faculty members; creating classes with a strong English language component, including on-line courses and seminars; and encouraging professional development for faculty members who will either deliver courses in English or will teach one of the international topics are all aspects of this commitment. A department self-assessment that incorporates a learning outcomes grid are processes that also require a considered, serious and determined effort from senior administrators.

Both students and faculty are hampered by general weakness in English, as evidenced by the performance of both groups on the ITP TOEFL, as well as their own assessment of their abilities within the focus groups, interviews and surveys. The minimal change in the ITP scores between first year students (incoming) and fourth year (outgoing) indicate that



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students' English ability undergoes little, if any, improvement during their undergraduate law education. The coursework that does take place in English (i.e. academic writing and reading; legal terminology) needs more reinforcement in order to make a significant difference in students overall language proficiency. These English courses are not enough for students to improve their general English language skills. Both students and faculty members experience English primarily as part of their studies and work at Al Quds University. Only a minority expressed a need for English outside of the university. If English is to improve, it is imperative that the Faculty offer maximum opportunities for these individuals to practice and improve their English.

In addition to the need for expanded English courses, existing courses should be examined to ensure they meet the linguistic needs and abilities of the students. Law courses delivered in English will need to be evaluated to assure that students will have the requisite English skills for success. Course analysis, particularly regarding the English linguistic requirements, will be necessary. In addition, cooperation with English faculty members within the Language Center will be necessary. Learning outcomes and objectives from the required academic English courses must be linked with the learning expectations of the specialized legal English courses.

The new Academic Plan for the Faculty will allow students more flexibility to take further courses in English during law school. Offering on-line courses for further skill development in reading comprehension and legal writing in English would enhance the proficiency of motivated law students.

The expansion of English courses in the Faculty can only occur alongside significant progress in English proficiency for both students and faculty and the development of greater opportunities for students to use English in relation to their legal studies. It is hoped that this needs analysis provides some rationale for how to move forward in making improvements in English and developing a broader English curriculum within the Faculty of Law.



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Appendix A: Survey for Law Students

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**امديست**

مشاركة إضافية في هذا الاستبيان

يعمل مركز الامديست في رام الله/البيرة مع كلية الحقوق في جامعة القدس لتحسين مقررات اللغة الانجليزية لطلبة الحقوق .

هل يستطيع الامديست تخويل شخص من المؤسسة للقيام باجراء مقابلة شخصية معك بغرض الحصول على معلومات اضافية؟ المقابلات ستكون لأغراض بحثية فقط.  
إذا كان ذلك ممكنا يرجى تزويدنا بما يلي :

الاسم

:

رقم الهاتف الخليوي

:

البريد الالكتروني(إذا كان

متوفر)

نشكرك على مساعدتك لنا في هذا المشروع !



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إذا كان ذلك ممكنا يرجى تزويدنا بما يلي :

الاسم

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:

البريد الالكتروني(إذا كان

متوفر)

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**AMIDEAST**  
امديست

استبيان باللغة الانجليزية لطلبة الحقوق في جامعة القدس

معلومات شخصية

- 1- العمر: \_\_\_\_\_ 2- الجنس:  ذكر  أنثى
- 3- السنة الدراسية:  سنة أولى  سنة ثانية  سنة ثالثة  سنة رابعة
- 4- مكان السكن / الإقامة (قرية أو مدينة): \_\_\_\_\_
- 5- نوع المدرسة التي درست بها:  حكومية  وكالة  خاصة
- 6- هل يتحدث والديك اللغة الانجليزية؟  نعم  لا
- 7- هل يكتب والديك باللغة الانجليزية:  نعم  لا
- 8- هل تتكلم لغات أخرى بالإضافة إلى العربية؟  نعم  لا  
إذا كان نعم ، حدد \_\_\_\_\_
- 9- هل تستخدم اللغة الانجليزية خارج المدرسة؟  نعم  لا  
إذا كان نعم ، أين؟ \_\_\_\_\_
- 10- هل تشاهد برامج تلفزيونية باللغة الانجليزية؟  نعم  لا
- 11- هل تقرا صحف/مجلات باللغة الانجليزية؟  نعم  لا
- 12- مقارنة مع أقرانك كيف تصنف مهارات الكلام والكتابة لديك ؟



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تحت المتوسط  متوسط  فوق المتوسط

13- ما أغلب احتياجاتك لاستخدام اللغة الانجليزية ؟

قم باختيار ما ينطبق عليك أدناه :

- واجبات دراسية تتعلق بمواد القانون  التعليم العام  
 الأبحاث الدراسية  نشاط يتعلق بمقرر اللغة الانجليزية  
 العمل/الوظيفة  أخرى(حدد من

فضلك) \_\_\_\_\_

14- ضع علامة مقابل النشاطات التي تقوم بها في صفوف اللغة الانجليزية في جامعة القدس:

- دراسة المفردات  كتابة المقالات  لعب  
الألعاب  
 الإجابة على الأسئلة شفويا  تقديم عرض باللغة الانجليزية  
 المحادثة  
 ممارسة اللفظ  استخدام الكمبيوتر/الانترنت  قراءة  
الانجليزية  
 دراسة واستخدام قواعد اللغة الانجليزية  تعلم مصطلحات القانون باللغة  
الانجليزية

15- كيف تفضل تعلم الانجليزية ؟ (قم باختيار ما ينطبق عليك أدناه)

- استخدام الكمبيوتر  بشكل فردي/دراسة ذاتية  ضمن مجموعة  
 مع شريك  استخدام الكتب المقررة  بشكل عرضي/خارج  
المدرسة  
 أخرى(من فضلك  
حدد) \_\_\_\_\_



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16- هل كتاب "Freshman English Course for Arab Students" مفيد لك؟

نعم:  لا:

لماذا؟ (الرجاء التوضيح)

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هل لديك شيء آخر تود اضافته حول خبرتك في تعلم اللغة الانجليزية كجزء من تعلم القانون في جامعة القدس؟

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### المهارات المطلوبة / افادة عامة

ما مدى استخدامك للمهارات التالية خلال دراستك لمقررات اللغة الانجليزية في جامعة القدس؟  
الرجاء وضع دائرة حول الاجابة الملائمة .

أبدا	نادرا	أحيانا	غالبا	غالبا جداً	
5	4	3	2	1	أقراءة باللغة الانجليزية
5	4	3	2	1	ب-كتابة باللغة الانجليزية



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5	4	3	2	1	ج-التحدث باللغة الانجليزية
5	4	3	2	1	د-الاستماع إلى اللغة الانجليزية

ما مدى الصعوبات التي تواجهها في تعلم كل من المهارات التالية في اللغة لانجليزية ؟  
الرجاء أن تضع دائرة حول الاجابة الملائمة.

أبدا	نادرا	أحيانا	غالبا	غالبا جداً	
5	4	3	2	1	أ-قراءة باللغة الانجليزية
5	4	3	2	1	ب-كتابة باللغة الانجليزية
5	4	3	2	1	ج-التحدث باللغة الانجليزية
5	4	3	2	1	د-الاستماع إلى اللغة الانجليزية

برأيك ما مدى ارتباط القدرات التالية بالنجاح في مسيرتك لدراسة القانون ؟  
الرجاء أن تضع دائرة حول الاجابة الملائمة.

متدني	متوسط	عالي			
5	4	3	2	1	أ-الاستماع إلى اللغة الانجليزية
5	4	3	2	1	ب- التحدث باللغة بالانجليزية
5	4	3	2	1	ج-كتابة باللغة الانجليزية
5	4	3	2	1	د-قراءة باللغة الانجليزية

برأيك ما مدى ارتباط القدرات التالية بالنجاح في مهنة القانون؟  
الرجاء أن تضع دائرة حول الاجابة الملائمة.

متدني	متوسط	عالي			
5	4	3	2	1	أ-الاستماع إلى اللغة الانجليزية
5	4	3	2	1	ب- التحدث باللغة



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بالانجليزية

5	4	3	2	1	ج-كتابة باللغة الانجليزية
5	4	3	2	1	د-قراءة باللغة الانجليزية

### المهارات التي ترغب في تحسينها

ما هي المهارات التي ترغب في تحسينها خلال دروس تعلم اللغة الانجليزية في جامعة القدس ؟  
حدد حسب الاهمية (من فضلك ضع دائرة):

متدني	متوسط	عالي	
5	4	3	2 1 أ-لفظ اللغة لانجليزية
5	4	3	2 1 ب-أخذ ملاحظات باللغة الانجليزية
5	4	3	2 1 ت-استيعاب اللغة الانجليزية المحكية
5	4	3	2 1 ث-القاء خطابات / عروض رسمية باللغة الانجليزية
5	4	3	2 1 ج-مشاركة فعالة في نقاشات باللغة الانجليزية
5	4	3	2 1 ح-مشاركة باللغة الانجليزية مع الأقران في نقاشات المجموعات والمشاريع أو مجموعات الدراسة
5	4	3	2 1 خ-التواصل مع الطاقم والكلية باللغة الانجليزية
5	4	3	2 1 د-كتابة التقارير باللغة لانجليزية
5	4	3	2 1 ذ-كتابة دراسات الحالات والنقاشات باللغة الانجليزية
5	4	3	2 1 ر-كتابة المقدمات والنتائج باللغة الانجليزية
5	4	3	2 1 ز-كتابة المراجع والاقتباسات باللغة الانجليزية
5	4	3	2 1 س-صياغة نقاشات منظمة باللغة الانجليزية
5	4	3	2 1 ش-تلخيص معلومات باللغة الانجليزية
5	4	3	2 1 ص- جمع المعلومات من عدة مصادر باللغة الانجليزية
5	4	3	2 1 ض-تحليل المواد المكتوبة باللغة الانجليزية
5	4	3	2 1 ط-المام بمفردات اللغة الانجليزية
5	4	3	2 1 ظ-قراءة اللغة الانجليزية بسرعة
5	4	3	2 1 ع-القراءة النقدية للغة الانجليزية



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5	4	3	2	1	غ-استيعاب اللغة الانجليزية المكتوبة
5	4	3	2	1	ف-البحث في مواد القانون المكتوبة باللغة الانجليزية باستخدام الانترنت والمكتبات الالكترونية
5	4	3	2	1	ق-ممارسة اللغة المحكية للمحامين/والمهنيين في مجال القانون
5	4	3	2	1	ك-ممارسة اللغة الانجليزية المكتوبة للمحامين والمحترفين في القانون
5	4	3	2	1	ل-فهم نقاط تتعلق في قواعد اللغة الانجليزية

**نشكرك على مساعدتك لنا في هذا المشروع !**



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## Appendix B: Survey for Law Faculty

### جامعة القدس – كلية الحقوق

### أستبيان حول تعليم اللغة الانجليزية في الكلية

يرجى الاجابة على الأسئلة التالية حول معرفتك بتعليم اللغة الانجليزية وخبرتك من تعليم اللغة الانجليزية في جامعة القدس-كلية الحقوق . هذا الاستبيان عبارة عن جزء من تقييم الاحتياجات حول تعليم اللغة الانجليزية الذي ينفذه الاميديست لمشروع نظام في جامعة القدس .

يمكنك الإجابة باللغة الانجليزية أو بالعربية . إجاباتك ستبقى سرية ولأغراض بحثية فقط .  
نشكرك على مساعدتنا اليوم !

معلومات شخصية :

ما عدد اسنوات دراستك للغة الانجليزية :-----

أين تعلمت اللغة الانجليزية؟-----

هل تستخدم اللغة الانجليزية خارج جامعة القدس؟-----نعم-----لا

إذا كان كذلك ، أين تستخدم اللغة غالبا ؟

ما هو الدافع لديك لتعليم اللغة الانجليزية ؟

الرجاء تحديد عدد سنوات خبرتك في جامعة القدس ؟



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الرجاء ذكر المقررات التي تدرسها في جامعة القدس و/او كلية الحقوق ؟

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كم عدد الساعات التي تقوم بتدريسها أسبوعياً لمادة اللغة الانجليزية في جامعة القدس؟-----

موضوع شهادتك الجمعية الاولى البكالوريوس هو -----

هل تحمل درجة الماجستير؟----- نعم----- لا

إذا كان كذلك ما هو موضوع هذه الدرجة ؟-----

هل حصلت على اي نوع من التدريب في تعليم اللغة الانجليزية؟----- نعم----- لا

إذا كان كذلك أين تلقيت هذا التدريب وما الهدف منه؟-----

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## خبرة التعليم :

يرجى قراءة العبارات التالية و وضع دائرة حول رقم الاجابة الملائمة . "1" تشير الى الموافقة التامة مع العبارة . و "5" تشير إلى عدم الموافقة التامة مع العبارة.

العبارة	أوافق بشدة				لا أوافق بشدة
توجد أهداف واضحة لبرنامج اللغة الانجليزية في كلية الحقوق في جامعة القدس	1	2	3	4	5
يوجد برنامج مخطط له ومنظم لتعليم الانجليزية في كلية الحقوق في جامعة القدس	1	2	3	4	5
يتلاءم منهاج برنامج اللغة الانجليزية مع احتياجات الطلبة في كلية الحقوق في جامعة القدس	1	2	3	4	5
يتمتع الطلبة عند التحاقهم بكلية الحقوق في جامعة القدس بمهارات المحادثة الملائمة في اللغة الانجليزية	1	2	3	4	5
يتمتع الطلبة عند التحاقهم بكلية الحقوق في جامعة القدس بمهارات الكتابة الملائمة في اللغة الانجليزية	1	2	3	4	5
يوجد تنوع واسع من مستويات المهارة الانجليزية في صفوف اللغة الانجليزية في كلية الحقوق في جامعة القدس	1	2	3	4	5
يوجد التزام نحو التعلم وتوقعات من قبل الكلية بأن الطلبة سيكون أدائهم حسن في صفوف اللغة الانجليزية في كلية الحقوق في جامعة القدس	1	2	3	4	5
يوجد تعاون كبير بين أعضاء الهيئة التدريسية لتطوير مساقات اللغة الانجليزية في كلية الحقوق	1	2	3	4	5



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					في جامعة القدس
5	4	3	2	1	كتاب مقرر اللغة الانجليزية ملائم لطلبة الحقوق
5	4	3	2	1	الوقت المخصص لتعليم اللغة الانجليزية ملائم لطلبة الحقوق
5	4	3	2	1	تركز صفوف اللغة الانجليزية على المهارات العملية والاستخدامات الواقعية للغة الانجليزية لدى طلبة الحقوق
5	4	3	2	1	هناك طريقة لدى معلمي اللغة الانجليزية لمناقشة المنهاج بشكل منظم وكذلك إعطاء وطلب الاقتراحات
5	4	3	2	1	هناك طريقة لدى معلمي اللغة الانجليزية لرفع تقارير حول الخبرات الناجحة لتعليم اللغة الانجليزية
5	4	3	2	1	يفهم الإداريون في كلية الحقوق في جامعة القدس منهاج اللغة الانجليزية لطلبة القانون
5	4	3	2	1	يدعم الإداريون في كلية الحقوق في جامعة القدس التطور المهني لمعلمي اللغة الانجليزية
5	4	3	2	1	تتم المراجعة المنظمة لبرنامج اللغة الانجليزية في كلية الحقوق في جامعة القدس
5	4	3	2	1	تتم أحياناً مشاهدة صفوف اللغة الانجليزية من قبل معلمين آخرين للغة الانجليزية
5	4	3	2	1	هناك نظام في كلية الحقوق في جامعة القدس لجمع التغذية الراجعة من الطلبة حول صفوف اللغة الانجليزية .
5	4	3	2	1	يوجد لدى الطلبة اتجاهات ايجابية حول تعلم



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الانجليزية في كلية الحقوق في جامعة القدس

### التطور المهني :

هل تقدم جامعة القدس تدريب أثناء الخدمة لمعلمي اللغة الانجليزية؟-----نعم لا  
إذا كان كذلك ما هي المواضيع التي تتم تغطيتها في التدريب أثناء الخدمة؟-----  
هل تقدم جامعة القدس تنمية مهنية لمعلمي اللغة الانجليزية؟-----نعم لا  
إذا كان كذلك ما هي أنواع الفرص المقدمة لك؟-----

هل لديك أي من أنواع التواصل مع مصادر تعليم اللغة الانجليزية؟-----نعم لا  
إذا كان كذلك ما هي المصادر المتوفرة لك؟

هل طورت موادك الخاصة لتعليم مقررات اللغة الانجليزية؟-----نعم لا  
إذا كان كذلك ما هي المواد التي قمت بتطويرها؟-----

### إجابات قصيرة :

برأيك ما هي المهارة **الأكثر** أهمية للطلبة ليقوموا بتطويرها في مقررات اللغة الانجليزية في كلية الحقوق في جامعة القدس؟ ولماذا؟



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ما هو التحدي الأكبر في تعليم اللغة الانجليزية في كلية الحقوق في جامعة القدس؟

كيف يستفيد الطلبة من دروسك لتعليم اللغة الانجليزية في كلية الحقوق في جامعة القدس؟

كيف تتصور استخدام الطلبة للغة الانجليزية في الأعمال القانونية لدى إتمامهم لدراساتهم في كلية الحقوق في جامعة القدس؟

برأيك ، ما الذي يمكن تحسينه وتطويره في برنامج تعليم اللغة الانجليزية في كلية الحقوق في جامعة القدس؟



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**Appendix C: Survey for English Instructors**

**AL QUDS UNIVERSITY FACULTY OF LAW  
ENGLISH LANGUAGE TEACHING FACULTY SURVEY**

Please answer the following questions about your English teaching background and your experience teaching English at Al Quds University Faculty of Law. This survey is part of an English needs assessment conducted by AMIDEAST for the Netham Project at Al Quds University.

You may answer in English or Arabic. Your answers will remain anonymous and are for research purposes only.

*Thank you for your assistance today!*

**BACKGROUND**

How many years have you studied English? \_\_\_\_\_

Where did you learn English? \_\_\_\_\_

Do you use English outside of Al Quds University? \_\_\_\_\_ Yes \_\_\_\_\_ No

If so, where do you most often use the English language?

What was your motivation to teach English?

Please list the number of years of experience at Al Quds University \_\_\_\_\_

Please list the courses you teach for Al Quds University and/or Al Quds Faculty of Law:

\_\_\_\_\_

\_\_\_\_\_

How many hours a week do you teach English for Al Quds? \_\_\_\_\_

Your bachelor's degree subject \_\_\_\_\_



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Do you possess a master's degree?  Yes  No

If so, what is the subject area of this degree? \_\_\_\_\_

Have you had other training in English teaching?  Yes  No

If so, what where did you receive this training and what was the purpose?

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## TEACHING EXPERIENCE

Please read the following statements and **circle** the appropriate numbered response.

“1” indicates strongest agreement with statement.

“5” indicates strongest disagreement with statement.

	Strongly agree			Strongly disagree	
There are clear goals for the English program at Al Quds Faculty of Law.	1	2	3	4	5
There is a well-planned, organized program for English teaching at Al Quds Faculty of Law.	1	2	3	4	5
The English program/curriculum meets the needs of students at Al Quds Faculty of Law.	1	2	3	4	5
Students at Al Quds Faculty of Law enter with adequate English speaking skills.	1	2	3	4	5
Students at Al Quds Faculty of Law enter with adequate English writing skills.	1	2	3	4	5
There is a wide range of English skill levels in English classes at Al Quds Faculty of Law.	1	2	3	4	5
There is a commitment to learning and an expectation on behalf of faculty that students will do well in English classes at Al Quds Faculty of Law.	1	2	3	4	5
There is a high degree of staff cooperation in developing English courses at Al Quds Faculty of Law.	1	2	3	4	5
The English textbook and materials are appropriate for law students.	1	2	3	4	5
The amount of time allotted for English language instruction is appropriate for law students.	1	2	3	4	5
English classes focus on practical tasks and real-world uses of English for law students.	1	2	3	4	5
There is a venue for English language teachers to regularly discuss curriculum, as well as give and ask for suggestions.	1	2	3	4	5



	Strongly Agree			Strongly Disagree	
There is a venue for English language teachers to report on successful teaching experiences.	1	2	3	4	5
Administrators at Al Quds Faculty of Law understand the English curriculum for law students.	1	2	3	4	5
Administrators at Al Quds Faculty of Law support English teachers' professional development.	1	2	3	4	5
The English program at Al Quds Faculty of Law is regularly reviewed.	1	2	3	4	5
English classes are sometimes observed by other English teachers.	1	2	3	4	5
There is a system at Al Quds Faculty of Law for collecting feedback from students about their English language classes.	1	2	3	4	5
Students have a positive attitude about learning English at Al Quds Faculty of Law.	1	2	3	4	5

**PROFESSIONAL DEVELOPMENT**

Does Al Quds offer in-service training for English teachers? \_\_\_\_\_ Yes \_\_\_\_\_  
No

If so, what topics are covered in this in-service training?

\_\_\_\_\_

\_\_\_\_\_

Does Al Quds offer professional development for English teachers? \_\_\_\_\_ Yes \_\_\_\_\_  
No

If so, what kinds of opportunities are offered to you?

\_\_\_\_\_

\_\_\_\_\_



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Do you have access to English teaching resources? \_\_\_\_\_ Yes \_\_\_\_\_  
No

If so, what resources are available to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you developed your own materials for teaching your English courses? \_\_\_\_\_ Yes \_\_\_\_\_  
No

If so, what materials have you developed?

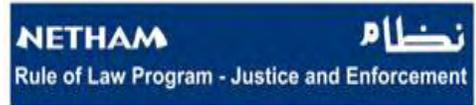
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SHORT ANSWERS**

In your opinion, what is the **most** important skill for students to develop in English courses at Al Quds Faculty of Law? Why?

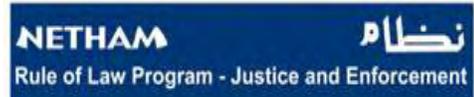
What is the greatest challenge in teaching English at Al Quds Faculty of Law?

How do students benefit from taking your English class at Al Quds Faculty of Law?



How do you envision students using English in law work once they complete their studies at Al Quds Faculty of Law?

In your opinion, what could be improved in the English language program at Al Quds Faculty of Law?



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