

Self-reflections of an English language teacher in the Palestinian Territories

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Abstract

This paper examines through self-reflection the characteristics of what makes a good English language teacher. Through the application of defining principles and questions of communicative language teaching, the author reflects on his perceived failure to meet the needs of his students. However, he concludes that the demarcations imposed by the conditions of living and working within the Palestinian Territories, circumscribe what is and what is not possible, and therefore his self-addressed label of 'failure' is not warranted.

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