Comparative Study Between Palestinian and Global Literature: Identifying Best Practices and Transferable Pedagogical Strategies

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Article Info	Abstract
	Objective: *This systematic review explores Palestinian literature curricula in comparison with global literature education to identify best practices and transferable pedagogical strategies. Using **PRISMA 2020** methodology, peer-reviewed studies published 2020 and 2025 were analyzed, focusing on curriculum design, content, teaching methods, international competence, and inclusive pedagogy. **Findings** show that Palestinian curricula prioritize culture identity and national heritage, while global literature education emphasizes inclusive, student-centered learning and multicultural engagement. This synthesis supports curriculum reform, teacher training, and hybrid models integrating local identity with global competencies. **Recommendations** include enhancing intercultural competence, implementing inclusive classroom practices, and aligning with both national and international standards.*

Introduction

1.1 Background

Education and literature curricula are essential in shaping knowledge, critical thinking, and cultural identity. In Palestine, literature curricula aim to teach literacy while preserving cultural heritage and promoting ethical values according to (Aleghfeli, 2024;AlSharha, 2024; Abu Jahjouh, 2024; Fruwana, 2025). In reference to numerous studies, Palestinian textbooks integrate narratives and poetry to strengthen national identity and social cohesion (AlSharha, 2025). globally, literature curricula emphasize student-centered, inclusive pedagogy and multicultural engagement, enhancing critical and reflective skills (Wang & Zhang, 2021; Carvalho & Mendes, 2023; Jackson,-Summers et al., 2024). Multicultural and multiteracy approaches foster analytical thinking and socio-emotional competences (Angurah, 2024). Studies indicate that both Naqeeb and Maizou (2024) assume comparing Palestinian and global curricula. This comparison presents realistic and clear vision on necessity to identify strengths, gaps, and transferable pedagogical strategies. In Palestine, curricula focus on national identity, heritage, and historical narratives, while in international curricula sometimes concentrate on critical thinking, diverse perspectives, and intercultural understanding (Naqeeb, 2024 & Maizou, 2024).

Since there is a clear gap in limited comparative research between both Palestinian curricula and global curricula, this fully gives a strong both justification and opportunity for conducting certain studies. Such studies aim to explore how international best practices can inform Palestinian curriculum reform. Khalidi (2021) insisted that there is a solid need to cover this gap. The solution is to make use of this gap and to start comparing Palestinian literature curricula with global counterparts. In this case we can close such gap (Bai & Chen, 2022).

1.2 Objectives of this systematic review constitute a solid base:

- To compare Palestinian literature curricula with international literature curricula by concerning content, pedagogy, and design.
- To identify best practices in global curricula adjustable to Palestinian ones.
- To suggest recommendations for improving Palestinian literature education.

1.3 Review questions:

- How do Palestinian literature curricula compare with international counterparts in pedagogy,design, and content?
- Which global pedagogical strategies are transferable to Palestinian classrooms?
- How can curricula maintain cultural authenticity while incorporating global competencies?

1.4 Significance

This paper is significant because it provides an evidence-based comparison between Palestinian and global curricula, highlighting how effective pedagogical practices can be transferred across contexts without compromising cultural identity. By synthesizing recent studies, the review supports curriculum reform, teacher development, and the design of hybrid literature models that balance national heritage with global educational competencies. It also contributes methodologically by applying systematic review principles to literature education, an area where such approaches remain limited. It confirms curriculum improvement, teacher training, and educational policy; developing culturally related and international informed literature pedagogy.

1.5 Scope

This review study's emphasis is on education curricula from Palestine. Also, from global society. The main concern is to analyze documents and literature from 2020-2025.

To address these questions, this review systematically examines both Palestinian and global literature curricula using PRISMA 2020 guidelines (Page et al., 2021) to synthesize recent studies on Palestinian studies as well as global ones. To understand the current landscape of both Palestinian and global curricula, this review examines existing research, highlighting pedagogical strategies, curriculum content, and intercultural competencies.

2. Literature Review
2.1 Palestinian Curriculum Cultural Identity

Palestinian literature curricula emphasize national heritage, cultural identity, and ethical values (Abu Jahjouh, 2024; ALSharha, 2024; Aeghfeli,2024; Fruwana, 2025).Studies show that integrating poetry and narrative enhances literacy, reflective thinking, and social skills (ALSharha, 2025; Naqeep, 2024). Textbooks embed Arab-Islamic values, fostering students' moral and civic competences (Fruwana, 2025). Aleghfeli (2024) emphasizes that these curricula are designed to improve literacy and to reinforce social resilience along with ethical values among students. Similarly, Lakhazaz and Maizou (2024) show that the careful selection of literary texts enhances students' literary appreciation, critical thinking, and engagement with national heritage. This body of research underscores the importance of preserving identity-centered pedagogy while considering curriculum reforms or adaptations from global models according to above studies. Additional research highlights strategies and approaches that can enrich literature education, particularly through multicultural, student-centered, and hybrid Pedagogies.

These studies collectively highlight the value of integrating multicultural and global perspectives in literature education to strengthen literacy, critical thinking, and intercultural competence. In terms of Anugrah, Supriadi, and Anwar (2024) who emphasize that teacher education programs addressing cultural diversity better prepare educators to foster students' reflective and emphatic skills. Similarly, Apayao, Sulu, and Andes (2024) demonstrate that engaging students with world literature through intercultural pedagogy enhances cultural awareness and encourages thoughtful reflection on global issues. Bai and Chen (2022) note that exposure to diverse literary texts increases student motivation and engagement, while Balci (2023) highlights that teachers trained in inclusive approaches are more effective at creating equitable and culturally responsive environments.

As for student-centered, strategies further strengthen these outcomes. Carvalho and Mendes (2023) show that active participation, discussion, and collaborative projects simultaneously develop literacy and intercultural competence. Santos and Oliveira (2024) report that participatory approaches support socio-emotional growth, complementing hybrid curricula that integrate local and international texts. Digital learning can also enhance these pedagogical strategies; Dooly and Sadler (2020) point out that online platforms expand access to global literature and encourage interactive, reflective engagement.

Integrating global literature requires careful alignment with local curricula and teaching objectives. Edge and Wharton (2022) caution that while multicultural texts broaden perspectives, they must complement local educational goals. Freeman and Johnson (2023) emphasize that teachers' knowledge of both content and pedagogy is crucial for effectively implementing hybrid programs. In multilingual contexts, Garcia and Li (2021) suggest translanguaging approaches to leverage students' diverse linguistic resources for better comprehension and engagement. Louie (2023) asserts that global literature fosters critical literacy through analytical thinking and reflective writing. Finally, Nieto and Bode (2024) stress the importance of sociopolitical context in curriculum design, showing that considering cultural, social, critical engagement, and global awareness.

2.2 Global Curriculum and Inclusive Pedagogy:

Global literature curricula prioritize student-centered learning, multicultural content, and intercultural communicative competence (ICC) (Naqeeb, 2024; Xu et al., 2024; Rofi'I et al., 2024;). Studies show that multicultural narratives and inclusive pedagogy enhance critical thinking, reflection, and global citizenship (Carvalho & Mendes; Bai & Chen, 2022). Comparative curriculum models support cognitive and socio-emotional development, offering transferable strategies for hybrid curricula (Kim & Lee, 2023; Santos & Olivera, 2024).

Many numerous studies such as Jackson-Summers et al (2024) and others assert that global literature curricula emphasize inclusive pedagogy, participatory learning, and multicultural narratives (JacksoN-Summers et al., 2024; Wang & Zhang, 2021; Carvalho & Mendes, 2023; Belhiah & Elhami, 2021). Multiliteracy and critical engagement strategies support cognitive and socio-emotional skills development (Turner & Paris, 2024; Santos & Oliveira, 2024). Rofi'i, Pambudi, Muthawali, Safar, and Kurniadi (2024) highlight that integrating global perspectives into English curricula fosters cross-cultural competence and prepare students for international interactions. These global studies provide a profound and excellent framework of transferable practices that can be adapted to the Palestinian context while maintaining cultural authenticity.

2.3 Intercultural Competence

Integrating global perspectives enhances and strengthens students' intercultural communicative competence, as well as ICC and critical literacy (Shamallakh, 2020). (Rahman & Ismail, 2022; Xu et al., 2024). Hybrid curricula combining Palestinian and international texts can foster empathy, cultural awareness, and analytical skills (Rahman & Ismail, 2022; Wang & Zhang, 2021).Integrating multicultural content into curricula improves students' ability to engage with different cultural perspectives. Shamallakh (2022) asserts that English for Palestine introduces intercultural communicative competence through comparative content, bridging local and global perspectives. Similarly, Naqeeb (2024) notes that structured multicultural narratives enhance ICC but foster critical literacy and empathy among learners. These findings suggest that hybrid curricula combining local texts with global literary content can broaden students' analytical, reflective, and interpretive capacities.

2.4 Curriculum Evaluation and Reform

While Palestinian curricula emphasize cultural identity, gaps exist in implementing global literacy perspectives and student-centered methods (Abu Jahjouh, 2024; Fruwana, 2025; Lakhazaz & Maizou, 2024). Global literature studies stress aligning content, pedagogy, and assessment with inclusive and intercultural standards (Jackson-Summers et al., 2024; Kim & Lee, 2023; Apayao, 2024).

To systematically evaluate these findings, the following methodology was applied to ensure transparency and reproducibility.

Overall, the literature indicates that Palestinian curricula can be benefit from selective adoption of global best practices, including multicultural content, inclusive pedagogy, and student-centered learning, while continuing to reinforce positively national identity and cultural heritage.

2.5 Comparative Insight

Adding such examples explains the enlargement of global approaches, shedding light on opportunities for Palestinian curriculum reform: integrating multiple literary traditions, student-centered methodologies, and cross-cultural structural units (Bai, 2022).

The methodology section details how studies were systematically selected and analyzed.

3. Methodology
This review follows PRISMA 2020 guidelines (Page et al., 2021).
3.1 Search Strategy
Databases: Scopus, ERIC, Google Scholar, Palestinian university journals (2020-2025). keywords: "Palestinian literature curriculum," "global literature curriculum", "pedagogical strategies", "curriculum reform," "intercultural competence", "inclusive education."
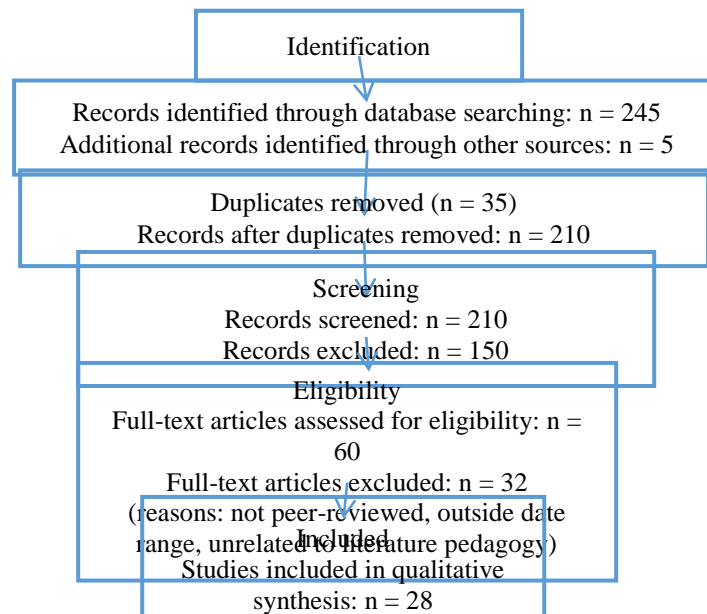
3.2 Inclusion Criteria
* Peer-reviewed studies (2020-2025)
* Focused on literature curricula in Palestine or globally
* Reporting on teaching strategies, curriculum evaluation, or intercultural competence

3.3 Exclusion Criteria
* Unpublished/non-peer-reviewed studies

* Studies unrelated to literature pedagogy

3.4 PRISMA 2020 Flow Diagram Comparative Study on Literature Curricula Figer: 1

Identification

Records identified through database searching: n = 245
Additional records identified through other sources: n = 5

Duplicates removed (n = 35)
Records after duplicates removed: n = 210

Screening
Records screened: n = 210
Records excluded: n = 150

Eligibility
Full-text articles assessed for eligibility: n = 60
Full-text articles excluded: n = 32
(reasons: not peer-reviewed, outside date range, unrelated to literature pedagogy)

Included
Studies included in qualitative synthesis: n = 28

" Figure 1. PRISMA 2020 flow diagram showing the process of study selection for the systematic review of Palestinian and global literature curricula (2020-2025)."

3.5 Data Extraction and Synthesis

Extracted data: authors, year, context, study design, key findings, and transferable pedagogical strategies. Narrative synthesis identified patterns across Palestinian and global curricula.

4. Findings

4.1 Table of Included Studies - table 1. Summary of Included Studies on Palestinian and Global Literature Curricula (2020-202

"Table 1 presents a summary of the studies included in this systematic review, highlighting the context, methodology, key findings, and pedagogical strategies of both Palestinian and global curricula published between 2020 and 2025."

Author(s)	year	context	approach	Key Insights	Teaching Strategies Highlighted
Abu Jajouh	2024	palestine	Curriculum review	Poetry enhances literacy and aesthetics	Interactive reading, discussion, reflection
ALSharha	2024	palestine	Curriculum evaluation	Cognitive and life skills improved	Life skills integration, collaborative learning
AlSarha	2025	palestine	Cross-sectional study	Social skills development	Project-based learning, reflective exercises
Fruwana	2025	palestine	Textbook analysis	Cultural values in textbooks	Value-based discussion, critical reflection
Naqeeb	2024	palestine	empirical	Intercultural competence promoted	Storytelling, collaborative tasks
Jackson-Summers et al.	2024	Global	Systematic review	Inclusive pedagogy supports diverse learners	Collaborative, student-centered strategies
Wang & Zhang	2021	Global	Literature review	Multicultural narratives improve ICC	Multicultural texts, participatory learning
Carvalho & Mendes	2023	Global	Curriculum analysis	Multi literacy enhances critical	Reflective exercises, interactive reading

				thinking	
Turner & Paris	2024	Global	Curriculum review	Multi literacy improves cognitive skills	Student-centered, reflective pedagogy
Kim & Lee	2023	Global	Hybrid model	Intercultural competence improves	Mixed-text teaching, project-based learning

Adapted from: Abu Jahjouh (2024); ALSharha (2024, 2025); Fruwana (2025); Naqeeb (2024); Jaclson-Summers et al. (2024); Wang and Zhang (2021).

" *As shown in Table 1, Palestinian curricula strongly emphasize cultural identity and national strongly emphasize cultural identity and national heritage, while global curricula focuses on inclusive, student-centered, and multicultural pedagogical strategies. These findings provide the foundation for identifying transferable strategies that can inform hybrid curriculum models.*"

5. Disscussion

Palestinian curricula are strong in cultural identity but limited in global exposure (Abu Jahjouh, 2024; Fruwana, 2025; Lakhaz & Maizou, 2024). Global curricula emphasize student-centered learning, inclusivity, and multicultural competence (Hackson-Summers et al., 2024; Wang & Zhang, 2021). transferable strategies include reflective exercises, scaffolded instruction, collaborative learning, and multicultural content, adaptable to Palestinian classrooms without compromising identity.

Teacher training is critical for implementing hybrid strategies effectively (Turner & Paris, 2024; Freeman & Johnson, 2023).Community literacy initiatives further reinforce curriculum goals and cultural engagement (ALSharha, 2025).

6. Study Limitations

While this review provides profound insights into Palestinian and global literature curricula, several limitations exist:

* Limited empirical studies on Palestinian literature curricula.
* Small sample sizes reduce generalizability.
* Terminology variations in curricula across studies.
* Only English and Arabic studies included

7. Recommendations

Based on these insights, the author fully recommends an actionable recommendations for curriculum reform are presented next.

* Include global literary texts alongside Palestinian classics.
* Train teachers in hybrid pedagogical strategies (Freeman & Johnson, 2023).
* Use student-centered, inclusive pedagogy with reflective exercises.
* Align assessment with local and global standards.
* Connect classroom learning with community literacy initiatives.

8. Conclusion

In light of the preceding discussion and critical synthesis of the reviewed literature, this conclusion draws together the central insights of the study. This review has shown that a hybrid literature which integrates Palestinian cultural texts with global literary perspectives offers a powerful and contextually responsive model for contemporary literary education. By placing local narratives in dialogue with world literature, such a curriculum moves beyond narrow or exclusionary frameworks and instead fosters deeper literacy, critical thinking, and intercultural understanding. Students are encouraged to read for content and for meaning, context, and ethical reflection, allowing literature to become a space for intellectual growth and cultural affirmation.

Importantly, this integrative approach does not diminish the significance of Palestinian literary heritage. On the contrary, it reinforces cultural identity by situating local texts within broader human conversations, enabling learners to recognize both the uniqueness and universality of literary expression. Through this balanced engagement with the local and the global, literature education gains renewed relevance, preparing students to participate thoughtfully in academic, cultural, and global discourses.

Pages: (16)
Word Count: (3324)
Tables: (1)

Figures: (None)

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