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The Reality of Teaching Practice at An-Najah National University and Al-Quds Open University from the students-teachers' Perspectives, TEFL Majors

Cover Page Footnote

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The Reality of Teaching Practice at An-Najah National University and Al-Quds Open University from the students-teachers' Perspectives, TEFL Majors.

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Abstract

This study aimed at investigating the reality of teaching practice at An-Najah National University and Al-Quds Open University from the students-teachers' perspectives, TEFL Majors. To achieve this aim, the researchers used a 40-item questionnaire which was classified into four domains including the co-operation of the cooperating school, the effectiveness of the university supervisor, evaluating the students-teachers and the suitability of the theoretical content for the school practical issues. The sample of study consisted of 84 male and female students-teachers, selected randomly from An-Najah National University and Al-Quds Open University. This number shapes (68.3%) of the total population. In collecting and analyzing the data necessary for the study, the researchers used different statistical procedures including SPSS, means, standard deviation and one-way ANOVA in order to check the effect of the study variables. The results of the study showed no statistical differences amongst the members of the sample due to gender, accumulative average and university. In addition, it showed that the reality of practicum course in both universities is not that wishful. In the light of the findings of the study, the researchers recommended the following: Increasing the number of credit hours for the teaching practice course, specifying suitable and unified content for the practicum course in all the faculties of educations in the Palestinian universities. Additionally, conducting other research in other universities that offer teaching practice courses locally or regionally is another important recommendation.

Keywords: Practicum course, An-Najah and Al-Quds Universities, student teachers' perspectives.

Introduction

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. It is during practicum courses that the concepts, principles, and theories discussed in the classroom come to life. During the practicum, students work with real clients and have the opportunity to try out the skills and techniques they previously rehearsed in classroom role-playing and simulations. The quality of every practicum experience can be enhanced if students are provided with guidance in identifying and making use of learning opportunities. A structure that helps students to examine and analyze their settings in ways that build on what has been learned previous classes. Consequently, a body of faculties of education, Ministry of Education and schools should collaborate closely to achieve such a desired aim of all stakeholders. Defining good teaching has been dealt with for centuries since Plato's Socratic dialogue by asking questions to the audience, which is an effective way of teaching. (Beishuizen et al., 2001) Throughout the educational and psychology literature, different definitions of teaching/teacher effectiveness abound (Begeny and Marten, 2006; Ucar, 2012).

Palestinian development of the teaching profession authority -CDTP - (2012) define occupation as a descriptive meaning refers to a set of basic characteristics and skills based on the qualifications of knowledge and specialized qualify of person belong to the professional specific community. (CDTP) have adopted professional standards for teachers classification into three main areas integrated and overlapping: the field of knowledge and understanding, the field of professional skills, and professional trends and values. The major component of effective training is the ability of student teachers to apply the knowledge, skills gained from the training in to their work and the process of transferring new learning from a training course in to the learning process in school of the work place is the most important stage in the training process.

However, in the context of the Palestinian Public educational Sector little is known about factors that influence a trainee's decision to use what they have learned on the job. As this has a potential impact for return on performance, it follows that a better understanding of the factors that influence training transfer would be valuable in determining how to motivate student teachers to

use the knowledge and skills that benefit the learning process in school . Definitions of the good teacher have evolved over since behaviorism and cognitivism (Shulman, 2004). Behaviorism emerged from B.F. Skinner's behavioral theory (1957). Behavioral theories are concerned with answering the question: What behaviors should teachers adopt to be most effective? The behavioral perspective argues that there are four interrelated dimensions to teaching effectiveness: support, interaction, goal emphasis, and facilitation (Shulman, 2004).

It was criticized, however, as the model ignored both the environment and the characteristics of teachers and learners. The cognitive theory, on the other hand, focuses on how meaning is created and was born in reaction to behavioristic principles of effectiveness. Bandura (1997) is one of the fathers of the cognitivist movement who argues that special attention should be paid to the cognitive development of the learner. These shifts in theory are more frequently referred to in the current literature as two broad researches construct – the personality and the ability perspective. In a study conducted with pre-service teachers, for example, Walls et al. (2002:54) found that:

... preservice teachers who rated a personal characteristic as being evidence of an effective teacher were not more likely to rate a management and instructional technique. This suggests that personal characteristics and management and instructional techniques are deemed by pre-service teachers to be independent constructs.

What follows is a discussion of these two research classifications of teaching excellence – personality and ability. These two constructs were chosen to help organize the literature review and directly influenced the research design since many of the researchers examined built their studies around this view. This is not to suggest, however, that all teaching characteristics can be linked to one of the two constructs, nor to suggest that they are mutually exclusive as we shall see later in this discussion, nor is it to imply that the personality and ability factors are the only method of organizing effective teaching attributes.

The long-term objective is to link personality/ability data with the actual outcomes of teaching performance, even though this approach may take many years to evolve. In addition to the difficulty of linking "... some features of teaching with some types of learning" (Hiebert & Grouws, 2007: 378). In addition, the use of personality classification is perhaps one of the more controversial topics in academic discussion today, at least amongst those in the educational philosophy discipline. Having been practically silenced in academia since the end of the 1980s, personality psychology began rearing its head once again in the 1990s not by academia, but by

industrial psychologists using pre-employment personality testing as effective predictors of job performance (Hogan, 2005).

Problem and Questions of the Study

To the researchers' knowledge, colleges of education in Palestine do not agree among themselves about a program of teaching practice in the training period, and what principles and rules that ensures objective assessment of students during practical training. Based on this, complaints have been raised from researchers and educational process officers about the weakness of teachers' preparation, which reflects upon the students and society.

The problem of the study is generated from the researchers' conviction that the right of society and the right of students in colleges of education is to have a full training program that meets their needs and prepare them for a better life. This conviction is in accordance with the directions of the strategy of the Ministry of Education in teacher preparation (2008). This study aims to answer the following questions:

- What is level of the students-teachers' satisfaction of the reality of teaching practice at An-Najah National University and Al-Quds Open University?
- Are there any significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspective due to gender, cumulative average in bachelor's degree and the institution of bachelor degree?

Purpose of the Study

Practicum is an experience that requires the practical application of theory or conceptual knowledge being received all through one's life. Most types of professional education wisely employ some form of practicum to help the students learn how to apply knowledge and general principles to real situations, problems, and concerns. Accordingly, this study seeks to investigate the reality of practical education at An-Najah National University and Al-Quds Open University from student teachers' perspectives, TEFL majors. This study is directed to the schools' teachers to know how to deal with the trainee students, how to develop the knowledge of the student about

teaching, to teach the trainee how to apply what he/ she learnt in the teaching practice course to the real world, to know how to evaluate the trainee students.

Importance of the Study

This study is important due to the following: Up to the researchers' knowledge, this is the first that deals with the reality of practicum course from the student-teachers' perspectives, TEFL Majors, in two large universities. It also provides researchers with necessary data about the influence of school training on shaping students-teachers' characters before their actual teaching practices. Additionally, it helps in developing a future strategic school training approach that is based on thorough collaboration between the Ministry of Education and the all the faculties of education that offer practicum course. Furthermore, it offers the Ministry of Education important information about what difficulties that face the trainee students in schools, so this study will help the officials in the ministry of education to create solutions to face these problems, to develop the teaching practice course in universities to make it suitable to apply.

Limitations of the Study

The researchers classified the limitations of the study into four:

- Locative limitation: An-Najah National University and Al-Quds Open University TEFL majors.
- Temporal limitation: the researchers carried out this study during the second semester 2013-2014.
- Human limitation: the population of the study consisted of 84 students-teachers
- Topical limitation: the study examines the reality of teaching practice at An-Najah National University and Al-Quds Open University.

Literature Review

For the sake of clarity and organization, the researchers arranged the related studies topically and chronologically, that is, all studies that deal with same topics and from the oldest to the most recent ones. Bander, (1989) studied the teaching practice problems that face the educational

critical thinking , so did their discussions generally lack critical thinking and careful analysis , this makes it a challenge to assess whether the pre-service teacher had sacrificed their concepts and skills needed to deal with contemporary issues , however, it is necessary to conduct more research that focuses on self-learning skills and how much they are important in teaching practices and in discussion meetings. Shaheen (2007) agreed with Smith (2000) as they both found out that class discipline was the main challenge for students-teachers. But Bander's study (1998) found out that the syllabuses were very difficult for them.

In an article published by the Islamic University in Gaza 2009 for the teaching practice found out that the most serious problems facing the students-teachers were: the ignorance of preparing the teaching aids, the problem of making teaching aids, in appropriate time distribution and they the inability to manage classes well.

Methodology

This section is devoted to specifying the steps and the methodology used in carrying out the research endeavor. This section discusses research design, study population and sample, instrument, its validity and reliability, data collection procedures, and the statistical analysis.

Hypotheses of the Study

This study seeks to test the following hypotheses:

- There are no statistical significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspective due to gender.
- There are no statistical significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspective due to cumulative average in bachelor's degree?
- There are no statistical significant differences at ($\alpha=0.05$) in the reality of teaching practice at An -Najah National University and Al-Quds Open University from students-teachers' perspective due to the institution of bachelor degree?

Study Design

This study uses a questionnaire. The study design involves observation of representative sample of students-teachers' perspectives (TEFL) majors. The primary goal is to investigate the reality of teaching practice at An-Najah National University and Al-Quds Open University from student-teachers' perspectives TEFL majors. The researchers used the descriptive approach which is suitable for this study.

Population and Sample of the Study

This study was conducted on 84 male and female students who were chosen randomly from both universities to measure the effectiveness of the teaching practice course at An-Najah National University and Al-Quds Open University from students-teachers' perspectives. (TEFL majors) Tables I, II and III show the sample distribution due to gender and accumulative average and university respectively.

Table. 1: The Distribution of the Sample Due to Gender.

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	16	19.0	19.0	19.0
Female	68	81.0	81.0	100.0
Total	84	100.0	100.0	

Table. 2: The Distribution of the Sample Due to Cumulative Average in Bachelor's Degree.

	Frequency	Percent	Valid Percent	Cumulative Percent
C	48	57.1	57.1	57.1
B	30	35.7	35.7	92.9
A	6	7.1	7.1	100.0
Total	84	100.0	100.0	

Table. 3: The Distribution of the Study Population According to Institution of a Bachelor's Degree.

	Frequency	Percent	Valid Percent	Cumulative Percent
An-Najah National University	44	50.4	50.4	46
Al-Quds Open University	40	28.6	28.6	100.0
Total	84	100.0	100.0	

Instrumentation

After conducting literature review on the effectiveness and the reality of teaching practice at An-Najah National University and Al-Quds Open University from student-teachers' perspectives TEFL majors, the data were collected via structured questionnaire which consisted of (40) items classified in four parts to know the reality of practical education at An-Najah National University and Al-Quds Open University:

First: It informed the respondents of the objectives and the importance of the study, and assured them that the data collected would be for scientific purposes only.

Second: It collected demographic information.

Third: This part was devised to collect information on the reality of teaching practice at An-Najah National University and Al-Quds Open University from students- teachers' perspectives.

Validity of the Instrument: The questionnaire was reviewed by a group of experts in the field of scientific research. They deleted and rephrased some items until the study instrument reached its final form.

Reliability of the Instrument: The researchers used Cronbach' Alpha formula to determine the reliability of the instrument. The reliability of the study was (0.81) which is good and suitable.

Procedures of the Study: This study was conducted according to these steps:

- Making the instrument of the study in its final stage.
- Determining the numbers of the sample of the study.
- Questionnaire distribution.
- Gathering the questionnaire from the sample people of the study, encoding it, insert it to the computer, and processing it statistically by using (SPSS) program.

The Study Design

• Variables of the Study

The independent variable:

A. *Gender: (male, female).*

B. *Cumulative average of bachelor's degree, it has four levels:*

a) 60-69 D

- b) 70-79 C
- c) 80-89 B
- d) 90-100 A

C. *Institution of bachelor's degree, it has two levels:*

- a) An-Najah National University.
- b) Al-Quds Open University.

The dependent variable

The level of the students-teachers' satisfaction with the Reality of teaching practice at An-Najah National University and Al-Quds Open University.

- **Statistical Analysis**

The Statistical package for social science (SPSS) version 17 was used for data analysis. Various statistical tests and procedures were used including (means, frequencies, standard deviation, t-test for independent variables, ANOVA).

Results and discussion

The goal of this study to determine the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors, to determine the variable role of the study, and to achieve the goal of the study, the questionnaire was developed to collect the necessary information for finalizing the research.

First: Results related to the first question of the study "What is level of the students-teachers' satisfaction with the Reality of teaching practice at An-Najah National University and Al-Quds Open University?" To answer this question, the researchers used means, standard deviation and percentages as follow:

Lower than 20%, is a very low degree; from 20% to lower than 40%, is a low degree, From 40% to lower than 60%, is a moderate degree, (From 60% to lower than 80%) is a high degree, and Higher than 80% is a very high degree. Table 4 shows the result.

Table. 4: Means Standard Deviations and Percentages.

No	Items	Means	Standard deviations	Percentages
	The First Area: Training school co-operation in achieving the objectives of teaching practice	2.7111	.67970	54.2
1	School principal informed me of the systems, training records and work mechanism from the beginning of training.	3.51	0.53	70%
2	School principal gave me the opportunity to choose the classes where I want to apply.	2.77	0.45	55%
3	The cooperating school provided a special place for supervisor to meet with students - teachers.	1.77	0.90	35%
4	The cooperating school encouraged me to use what I need such as books, tools, methods, devices.	2.04	0.78	41%
5	The co-operating teacher employed modern teaching strategies in classroom effectively.	2.79	0.49	56%
6	The co-operating teacher and school administration deal with me on the basis of practicum philosophy.	3.01	0.74	60%
7	The co-operating teacher followed up my daily preparation and performance.	2.76	0.46	55%
8	I offer my experience to students, using the available materials, tools and devices.	1.99	0.11	40%
9	The school administration forced me to teach other classes when a teacher is absent.	3.76	0.84	75%
	The Second Area: effectiveness of the university supervisor in the implementation of teaching practice.	3.0390	.59827	60.78
10	My supervisor trained me on the skills and competencies needed in teaching English before going to the cooperating school.	2.50	1.67	50%
11	The supervisor explained the different criteria on which the evaluation system is based.	2.51	0.53	50%
12	The supervisor described adequately everything about the cooperating school.	3.26	0.85	65%
13	The supervisor provided me with samples and forms about (preparation, implementation and evaluation)	3.75	1.10	75%
14	The supervisor trained me at preparing different plans.	3.26	1.32	65%
15	The supervisor does supervisory visits.	3.01	1.25	60%
16	The supervisor helped me solve all problems that I faced during training.	2.54	0.91	51%
17	The supervisor is professional	2.79	0.49	56%
18	The supervisor treated me with humanity and respect.	2.52	1.14	50%
19	The supervisor used well-organized record for the students-teachers.	4.25	0.44	85%
	The third area: evaluating students- teachers	3.0390	.59827	60.78
20	Provide me with a list of skills and competencies.	3.49	0.86	70%

Table 4: Continued

No	Items	Means	Standard deviations	Percentages
21	The evaluation system is clear.	2.55	1.14	51%
22	The evaluation system is fair.	3.01	1.25	60%
23	The evaluation system is comprehensive.	2.52	0.91	50%
24	The evaluation system is built well to measure all objectives.	2.29	0.53	46%
25	The evaluation system helps me develop in my performance and trends toward teaching.	2.76	0.86	55%
26	The mark distribution system of my supervisor and that of the co-operating school is appropriate.	2.77	0.87	55%
27	The co-operating school percentage of grade is low	2.80	1.32	56%
28	Evaluation in teaching practice is a fair scale to measure my abilities and possibilities.	3.75	0.83	75%
29	The evaluation process of the teaching practice needs improvement.	3.04	0.74	61%
	The third area: suitability of theoretical content of practical education program	2.8980	.44569	57.96
30	Content has all the duties and rights of the student teacher, university supervisor, and co-operating school.	3.76	0.84	75%
31	Content illustrates adequately educational, academic and professional aspects of a good teacher.	3.77	0.45	75%
32	Content explains the characteristics of successful teacher.	3.02	0.74	60%
33	Content provides me with peer teaching, microteaching and ideal lessons.	2.55	0.90	51%
34	Content deals adequately with classroom management.	3.27	0.47	65%
35	Content provides me with different pedagogies.	2.52	0.57	50%
36	Content provides me with all the requirements of school life.	2.55	0.90	51%
37	Content needs a lot of improvement.	3.51	0.53	70%
38	Content does not handle the importance of teaching practice.	2.50	0.90	50%
39	Content is rich in plan activities and plan formats.	3.80	0.84	76%
40	Content enables me to identify pupils' needs.	3.01	0.73	60%
	Mean	2.9481	.54095	58.96

Table (4) shows that the percentage of the reality of practicum courses at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors, is 54% which is moderate, but not appropriate. This inadequate rate of reality could be the result of a group of reasons such as lack of coordination between the cooperating schools, which do not provide a special place for supervisor to meet with students – teachers and discuss issues with them. This agrees with (Tang, 2003; Hindi, 2006; Bander, 1989).

The second important reason is related to the fact that students-teachers do not share the experience of the cooperating teachers adequately; moreover, students-teachers are not guided adequately to use the available materials, tools, books, devices and the other teaching aids available at schools and universities. This finding is similar to Hindi, 2006; Al-Taweel 2002. Another important justification is the unclear evaluation system used at schools and universities which is not well built to measure all objective of the practicum course. This is in accordance with Bander, (1989); Al-Taweel, 2002. In addition, the inadequate training of the university supervisor on the skills and competencies needed in teaching English before going to the cooperating school is another major important reason. The inappropriate training is emphasized by other studies such as Aypan, (2009) and Sanger & Osguthorpe, (2011).

Second: Results related to the 2nd question: “Are there any significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers’ perspective due to gender?. Table 6 shows the result:-

Table. 5: the Reality of Teaching Practice Due to Gender.

Male (n =16)		Female (n =68)		T Value	Significance
Mean	St D	Mean	St D		
2.8300	.54907	3.0344	.51761	1.275522	0.20

* *This is significant on the level 0.05*

From this table, it is noticed that there are no significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers’ perspectives, TEFL majors, due to gender. Results showed that both males and females face almost the same problems whether at the university, with the content, with cooperating schools or with the exiting evaluation system. This finding agrees with other researchers' findings such as Ghanem, (2007).

Results related to the second question: “Are there any significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers’ perspective due to the average in bachelor’s degree?”

To answer this question, the researchers used One Way ONOVA test. Table 7 and 8 show the result.

Table. 6: The Averages in the Bachelor's Degree.

average	Cumulative average in bachelor's degree
2.5985	60-69 d
2.9947	70-79 c
3.0645	80-89 d
2.9481	90-100 a
2.5985	Total

Table. 7: Results of One Way ANOVA Test According to the Cumulative Average.

ANOVA					
R	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.864	2	.432	1.547	.225
Within Groups	11.720	42	.279		
Total	12.583	44			

As shown in table 7 and 8, there are no significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from the students-teachers' perspectives, TEFL majors, due to the cumulative average in the bachelor degree, because the significant is more than (0.05). The results showed that both males and females regardless their BA average face almost the same problems whether at the university, with the content, with cooperating schools or with the exiting evaluation system. This result revealed the seriousness of applying such an important course as the obstacles that hinder it are almost the same for all types of students regardless their average, their university or even their gender.

Third: Results related to the third question: "Are there any significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspective due to the institution of bachelor degree?"

To answer this question, the researchers used One Way ANOVA test and averages. Table 8 and 9 show the result.

Table. 8: Averages according to the institution of bachelor degree.

Average	Institution of a bachelor's degree
2.9481	An-Najah National University
2.9481	Al-Quds Open University
2.9481	Total

Table 9: One Way ANOVA Test According to the Institution of Bachelor's Degree.

ANOVA					
R	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	1.000
Within Groups	12.583	43	.293		
Total	12.583	44			

($\alpha=0.05$)

It is noticed from these tables showed that there are no significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors, according to institution of the bachelor's degree variable, because the significant is more than (0.05). This result showed that both males and females in both universities face problems associated with practicum. This is a strong indication to give important recommendations for the faculties that offer practicum courses to improve the quality of the content and to give enough space for school instructions as well as including alternative evaluation that considers both theory and practicum in a well-balanced manner.

Implication, conclusion and recommendations

The results that the researchers obtained from the questionnaire, the tool that measured the reality of practicum course at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors, are the following:

There were no statistically significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors due to gender.

There were no statistical significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors due to cumulative average in bachelor's degree.

There were no significant differences at ($\alpha=0.05$) in the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives, TEFL majors due to the institution of bachelor's degree.

In the light of these results, the researchers can briefly say that the reality of teaching practice at An-Najah National University and Al-Quds Open University from students-teachers' perspectives was moderate, but not adequate and it required a lot of change and modifications in three main areas: the content provided by the faculties of education, the school instructions and syllabuses must be part of the practicum courses and the evaluation system used by both schools and universities. The adequate collaboration between universities, Governorate offices and schools should be based on a clear philosophy directed towards the benefit of student-teachers. Parallel to these important ideas, brochures of schools instructions should be provided to student-teachers. Universities schedules should be flexible enough to help student-teachers apply the course and get the utmost wishful benefit.

Recommendations

The researchers recommended the following:

- Conducting further studies that investigate the effectiveness and the reality of teaching practice in different universities not just at An-Najah National University and Al-Quds Open University.
- Making awareness courses to the cooperating schools to help students-teachers in achieving the objectives of teaching practice. The evaluation from the supervisor to the students should be strict.
- Developing a mechanism for evaluation, at schools and at universities, which should be realistic, ongoing, and comprehensive.
- Establishing better channels between the departments of education in the Palestinian universities and the cooperating school administrations to provide students-teachers with what they need in order to achieve the desired objectives of the practical education program.
- Working on the development of suitable and unified theoretical content for practical educational that can keep up with the development of scientific educational and age variables locally, regionally and globally.

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واقع التربية العملية في جامعة النجاح الوطنية وجامعة القدس المفتوحة من جهة نظر طلبة التربية العملية "اساليب تدريس اللغة الانجليزية"

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ملخص

هدفت هذه الدراسة الى فحص واقع التربية العملية في جامعة النجاح الوطنية وجامعة القدس المفتوحة فرع طولكرم من وجهة نظر طلبة التربية العملية /أساليب التدريس اللغة الانجليزية. ولتحقيق هذا الهدف، استخدم الباحثان استبيان مكون من اربعة محاور تحتوي جميعها على اربعين بنداً متمركزة حول القضايا التالية: تعاون المدرسة الداعمة، وكفاءة مشرف الجامعة، ونظام تقييم الطلبة ومدى ملائمة المحتوى النظري للقضايا التطبيقية العملية. تكونت عينة الدراسة من 84 طالب وطالبة بحيث انها شكلت ما معدله 68% من مجتمع الدراسة. استخدم الباحثان نظام الرزم الاحصائية المعروف بـ SPSS بالإضافة الى المتوسطات الحسابية والانحرافات المعيارية التكرارات والنسب المئوية واختبار الانوفا من اجل فحص تأثير المتغيرات المذكورة في الدراسة. اظهرت نتائج الدراسة عدم وجود دلالة احصائية بين افراد العينة والتي تعزى الى عامل الجنس، المعدل التراكمي والجامعة. كما واطهرت النتائج ان واقع التربية العملية في كلا الجامعتين ليس كما نتمنى ان يكون. في ضوء نتائج الدراسة، اوصى الباحثان ما يلي: رفع عدد الساعات المعتمدة الجامعية لمادة التربية العملية، تخصيص محتوى موحد ومناسب لمادة التربية العملية في جميع كليات التربية في الجامعات الفلسطينية. كما ووصى الباحثان على اجراء دراسات اخرى تتضمن جامعات اخرى تقدم مواد التربية العملية سواء كانت محلية او اقليمية.

الكلمات الدالة: التدريب العملي، جامعتي النجاح والقدس المفتوحة، وجهات نظر الطلاب المعلمين.