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# **Student-Teachers' Training Programmes Evaluation in English Language Teaching Colleges of Education in Gaza Strip Universities**

Thesis  
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# *Dedication*

*I would like to dedicate my work to :*

- § My Father ,who was always exemplary and inspirational .*
- § My Mother ,who has supported me with love , encouragement and prayers all through my life .*
- § My Husband, who believed in my abilities and gave me all support and love.*
- § My Children ,Enas ,Aaya ,Ahmad ,and Akram ;as well as my son in law Aadel.*

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To all of you ,you have been the wind beneath my wings .

---

<sup>1</sup> Holy Quran ,Takweer ,verse 28 . “وما تشاءون إلا أن يشاء الله رب العلمين”

## ABSTRACT

This study aims at identifying the effectiveness of the Student-Teachers' Training Programs (STTP). It investigates prospective English as a foreign Language EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) in the ELT colleges of education in Gaza universities (Islamic University, Azhar University and Aqsa University).

The study was guided by a number of questions related to the student- teachers' training programmes STTP. To fulfill the aims of the study, the researcher followed the descriptive analytical approach. A questionnaire was instrumented to collect the needed information. The investigations were centered in the light of the prospective student-teachers' perceptions on the preparedness. The domains of the questionnaire resulted as following percentage :

- 1) to Plan and prepare for student learning; (69.65%)
- 2) to manage classroom environment and performance; (72.40%)
- 3) To be aware of knowledge of subject matter; (72.26%)
- 4) to present teaching and guide learning; (72.67%)
- 5) to assess and evaluate learning; (71.08%)
- 6) to communicate effectively; and (73.65%)
- 7) to meet professional responsibility (72.24%).

200 copies were distributed in each university. Yet, the tool of the study was administered to 202 student teachers as random sample of the three universities: Islamic, Aqsa, and Azhar. The researcher employed applications from (SPSS) related to the needed statistical treatment of the data.

1. The results of the questionnaire showed that student teachers in the three universities (The Islamic University, The Aqsa University, and The Azhar University) have acquired (71.86% = Moderately well prepared) competencies that would make them prepared to teach competently.

2. There are statistically significant differences between the Aqsa University and the Islamic University, the differences are in favour of the Islamic University.

3. There are no statistically significant differences in favour of gender .

4. There are statistically significant differences between training in (High basic school ) and (secondary school ) in favour to (High basic school. There are no differences with others

5. There are no statistically significant differences in all these domains and due to the number of visits by supervisors .

In the light of the results ,the researcher presented some recommendations and suggestions depending on the study findings .

Finally ,the researcher leaves the door open for further studies to cover more aspects of the issue .

# تقويم برامج تدريب معلمي اللغة الإنجليزية الطلبة في كليات التربية في جامعات قطاع غزة

لقد هدفت هذه الدراسة إلى تقييم فعالية برامج تدريب إعداد الطلبة في كليات التربية في الجامعات (الجامعة الإسلامية وجامعة الأقصى وجامعة الأزهر). وذلك من خلال التعرف على إدراك الطلبة المعلمين للكفايات الضرورية التي اكتسبوها من خلال برنامج الإعداد في كليات التربية. وتنشد الدراسة الإجابة عن الأسئلة التالية :

1. ما هي البرامج الحالية لإعداد وتدريب معلمي اللغة الإنجليزية في كليات التربية في جامعات غزة؟
  2. ما الكفايات الضرورية لتعليم اللغة الإنجليزية كلغة أجنبية اللازمة لمعلم المستقبل؟
  3. ما مدى اكتساب الطلبة المعلمين في الجامعات الثلاث (الإسلامية والأقصى والأزهر) المهارات الكافية التي تمكنهم من النجاح في المهنة مستقبلاً؟
  4. ما مستوى الرضا بين الطلبة المعلمين في جامعات غزة حول الإعداد؟
  5. هل هناك فروق ذات دلالة إحصائية عند مستوى  $(\alpha \leq 0.05)$  بين مستوي الرضا حول برامج الإعداد تبعاً لمتغير وتبعاً لمتغير الجنس و تبعاً لنوع مدرسة التدريب وتبعاً لمتغير عدد زيارات المشرف أثناء فترة التربية العملية؟
- ولتحقيق أهداف الرسالة، اتبعت الباحثة المنهج الوصفي التحليلي. واستعملت الباحثة استبانة للإجابة عن أسئلة الدراسة. وطبقت الأداة على عينة عشوائية بلغت (202) طالباً وطالبة من كليات التربية المسجلين في المستوى الرابع في الفصل الدراسي الثاني من العام الأكاديمي 2006-2007. وباستخدام البرنامج الإحصائي SPSS تم التعامل مع البيانات وتحليلها و بعد اختبار فروض الدراسة تم الوصول إلى النتائج التالية:
- دللت نتائج الدراسة على أن الطلبة المعلمين في الجامعات الثلاث قد حصلوا على (مستوي إعداد متوسط) من الكفايات المختلفة التي تؤهلهم للتعليم مستقبلاً.
- الفرض الأول بالنسبة لمتغير الجامعة: وجود فروق ذات دلالة إحصائية بين الجامعة الإسلامية وجامعة الأقصى لصالح الجامعة الإسلامية دون وجود فروق أخرى مع الجامعات الأخرى .
- الفرض الثاني بالنسبة لمتغير الجنس: لا توجد فروق ذات دلالة إحصائية تعزى لمتغير الجنس بين الثلاث جامعات .
- الفرض الثالث بالنسبة لمتغير لمدرسة التدريب: هناك فروق ذات دلالة إحصائية ذات دلالة إحصائية في مستوي الرضا حول برامج الإعداد تعزى لمتغير المدارس الأساسية العليا والمدارس الثانوية لصالح المدارس الأساسية العليا .
- الفرض الرابع بالنسبة لمتغير عدد زيارات المشرف التربوي: لا توجد أي فروق ذات دلالة إحصائية في مستوي الرضا حول برامج الإعداد تعزى لمتغير عدد زيارة المشرف التربوي .
- التوصيات والاقتراحات:

خلصت الدراسة بعدد من التوصيات والمقترحات منها :

- n التركيز في إعداد الطالب المعلم على مجموعة محددة متفق عليها من الكفايات المهنية الأساسية لإحداث التغيير النوعي في سلوكه وأدائه .
- n تحقيق التوازن بين جوانب الإعداد التخصصي والتربوي والثقافي في ضوء الوزن النسبي لأهمية كل جانب منها في برامج الإعداد وفلسفتها .
- n ربط مقررات الإعداد المهني بمحتوى المناهج المدرسية وأساليب تنفيذها وتطوير تعليمها .
- n تهيئة الخبرات المتنوعة التي تتيح الفرص لممارسة الطلاب المعلمين لمهارات التعلم الذاتي لتمكينهم من التعلم المستمر ، ومتابعة التغييرات التي تطرأ على محتوى المناهج .
- n الأخذ بنظام المدارس التجريبية التابعة لكليات التربية كحقل ميداني تطبيقي لاختبار البرامج والفعاليات التربوية المستخدمة في هذه الكليات على أن تمثل هذه المدارس المراحل التعليمية المختلفة
- n تقنين نظام الإشراف على التربية العملية بما يحقق الموضوعية في التقويم ، مهما اختلف المشرفون وتباينت خلفياتهم المهنية والأكاديمية .

- n تدريب المشرفين على استخدام أدوات تقويم الطلاب المعلمين في التربية الميدانية وتطبيقها في إطار برنامج الإعداد وفلسفته بشكل عام .
- n تدريب المعلم على إدارة المواقف التعليمية التي تدعم ممارسة الديمقراطية ، كالسماح بالرأي الآخر وألا يكون هو الطرف الوحيد في التفاعل داخل الفصل وخارجه .
- n تضمين خطط الدراسة بكليات التربية مقررات جديدة تتماشى مع طبيعة الأدوار الجديدة للمعلم مثل:المعلوماتية - التفكير الإبداعي - قضايا التجديد التربوي وإدارة التفكير - توظيف الانترنت في التعليم - اكتشاف الموهوبين ورعايتهم - التعلم التعاوني واستراتيجياته - مهارات الاتصال وأساليبه ،
- n استحداث اختبار للتريخيص لمزاولة المهنة متمثلا في وضع توصيف حقيقي للمهنة من خلال قياسات متعددة لمستوى المهارة ، ومن ثم استحداث شهادة : ممارسة مهنة التدريس .
- n إعادة النظر في محتوى مناهج برامج تأهيل المعلمين، وسياقات اكتساب المعرفة:
- أ. تحديد نسب المكونات الأساسية: الجانب الثقافي(متطلبات الجامعة)،الجانب التخصصي(الأكاديمي)، الجانب التربوي (المهني)، التربية العملية.
- § الجانب الثقافي : تزويد الطلاب بالمعلومات العامة عن الجوانب الرئيسة للأنشطة البشرية التي يحتاج إليها في ميادين العلوم الإنسانية والطبيعية. ، بهدف تعريفه بالإطار الثقافي للمجتمع وإكسابه بعض الاتجاهات التعليمية والعلمية وإطلاعه على التطور الفكري والاجتماعي بما يتفق مع الاتجاهات الحديثة
- § مساقات التخصص: الربط بينها وتطوير الفهم العميق للتخصص، وربطها بالمحتوى المدرسي، وربطها بكيفية تعليم المحتوى.
- § مساقات التربية: تحديثها، تطوير الفلسفة التربوية، ربطها بالسياق المدرسي، تطوير "المعرفة بكيفية تعليم التخصص".
- § التربية العملية: تمديد فترتها، ربط الممارسة بالنظرية، مدارس/معلمون للتدريب – مدارس تطور مهني.

#### **التوصيات بأبحاث لاحقة :**

تترك الباحثة الباب مفتوحا لمزيد من البحوث في هذا الموضوع وذلك لأهميته وللتعمق في محاور أساسية مثل تصميم هذه البرامج وفعاليتها ومحتواها وطرق التدريب وتأثير التدريب علي المتدربين والتطور المهني في الشخصية والتخصص ومهارات التدريس

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### List of Abbreviations

Abbreviation	Long Form
AATF	American Association of Teachers of French
AATG	American Association of Teachers of German
AATSP	American Association of Teachers of Spanish and Portuguese
APT	Assessment of Performance in Teaching
AUSTN	Ajman University of Science and Technology Network
B.Ed.,&B.A. or B .Sc.)	Bachelor of Education ,of Arts ,of Science
CBE	Competency based education
CBTE	Competency based Teacher education
CCTC	California Commission on Teacher Credentialing
COKER	Classroom Observation Keyed for Research
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purpose
FL	Foreign Language
GTM	Grammar-Translation Method
IEP	Intensive English Programs
IHEs	Institutions of Higher Educations
INNER	Inter National Network of Educational Renewal
INTASC	Interstate New Teacher Assessment and Support Consortium
IPLP	Illinois Professional Learners' Partnership
IUG	Islamic University of Gaza
LEP	Limited English Proficiency
METER	Mathematics English Technology Education Resources
MOEHE	Ministry of Education and Higher Education
MTAI	Minnesota Teacher Attitude Inventory
MTELP	Michigan Test of English Language Proficiency
NAEP	National Assessment of Educational Progress
NAEP	The National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for the Accreditation of Teacher Education
NCEI)	National Center for Education Information
NCLBA	No Child Left Behind Act'
NCTAF	National Commission on Teaching and America's Future
NESTs	Native English- Speaking teachers
NNESTs	Nonnative English-speaking teachers
NPEAT	National Partnership for Excellence and Accountability in Teaching
PACT	Performance Assessment for California Teachers

PDS	Professional Development School
PNA	Palestinian National Authority
PPAXIS™	praxis means putting theory into practice
SASS)	Schools and Staffing Survey
SBIF	Significant Bilingual Instructional Features
SBIF	Significant Bilingual Instructional Features
STTP	Student Teachers' Training Programme
TEAC	Teacher Education Accreditation Council
TEFL	Teaching English as Foreign Language
TESOL	teachers of English to speakers of other languages
TFA	Teach for America
TOFEL	Test of English as
TPAI	The performance Assessment Instrument
UAE	United Arab Emirates
UNDP	United Nations Development Programme
UNRWA	United Nations Relief World Agency
USA	United States of America

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# Chapter I

# Chapter I

## Introduction:

The first and most venerated word in the Holy Quran is “Read !”. Learning is believed to make a person more faithful to Allah, and more useful to humanity. In Islam, acquiring knowledge is equated with seeking the truth. As the great Arab philosopher Abu Yousef Al-Kindi (805-873) said: "We should not shy away from welcoming and acquiring the truth regardless of where it comes from, even if it comes from distant races and nations that are different from us. Nothing is more important than seeking the truth except the truth itself."

During the last few decades, the spirit of such philosophy was lost and the region was intellectually blocked from the rest of the world. Today, polls throughout the Arab region in general and Palestine in Particular; indicate that people are dismayed by the resulting shortcomings in their societies. In fact, underlying these shortcomings are weaknesses in the educational system, its approaches, materials and institutions. This is true at all levels of the education systems. Emphasis in pre-university education on rote learning has stifled independent thinking. On the other hand, the ignominy of Israeli occupation, lack of resources, political and economical factors, more importantly, top-down government control did not only rule out innovation by teachers and students ;but also, paralyzed the university education and has ballooned class sizes to untenable numbers of teachers. Palestinian National Authority carried the responsibility of overall reform in all the fields especially Educational institutions .

Thus, according to El Baz, ( February 12, 2007 ),Arab countries missed the industrial age and continued to import most needed machinery and products from others. Similarly, they missed the nuclear age and did not contribute to unlocking the secrets of the atom or the peaceful uses of radiation. The space age also passed with little notice in the Arab region. It behaved as a spectator of a sport who does not know the rules of the game. Arab leaders believed that expenditure in scientific research was a luxury that only rich countries could afford. Today, we live in the information age and Arab countries could be left behind once again if they do not modernize their education system. The so-called “digital divide” is both a reflection of the science and technology gap and a cause of its continued existence. This has to be taken into account in

education reform both to catch up with the developed world, and to ensure technological development in every field. Improving education, emphasizing the acquisition, increase and dissemination of knowledge, and empowering innovative thinkers are keys to economic growth. These goals cannot flourish in the presence of a knowledge deficit. Although the Arab region is considered oil-rich and wealthy, all indications point to its knowledge deficit. This fact is clearly conveyed in the “Arab Human Development Report: Building a Knowledge Society” that was issued in 2003 by the United Nations Development Programme (UNDP). It pointed out that the Arab region trails behind all other regions in knowledge indicators, except sub-Saharan Africa. These indicators included the number of books, newspapers, radio stations, television channels, telephone lines, personal computers and Internet access.

Reform of education can play a central role in economic development. Education is critical to a nation’s growth because it develops the minds of the young to be useful citizens. It must include teaching the young how to think for themselves and to have confidence in their knowledge. This requires highly respected and motivated teachers who are well versed in communicating with their students. Teachers must be kept abreast of new teaching methodologies, scientific breakthroughs and literary masterpieces. They must also be motivated by awards and recognized for excellence. Thus, teacher preparation and continued training become integral parts of the necessary reforms. At higher education institutions, students should be taught how to acquire dynamic and renewable knowledge. Their minds must be challenged to achieve new heights and their energies directed to useful pathways. To do so, educators must be allowed a measure of autonomy. At the same time, they require systems of regular evaluation and monitoring and continued training. Other essential changes include upgrading the libraries and improving the information technology hardware and software to benefit from the vast resources that are now available on electronic media. Reform of education is a long-term process that requires focused objectives, perseverance in their implementation, and the application of the knowledge gained from the experiences of others.

Hitherto, there is nothing in the Arab personality that hinders growth and achievement. On the contrary, Arab/Islamic civilization lasted for eight centuries on the shoulders of scholars and innovators in every field.

Leaders of the Arab/Muslim civilization opened their borders, their hearts and their minds to every contributor. This allowed them to preserve the findings of those who came before them. They established schools at all levels. They also supported highly advanced research centers to significantly add to the store of knowledge in every scientific and literary field.

More than anything else, it was the quest for, the preservation of, and the increase and dissemination of knowledge that distinguished those who established and sustained Arab/Muslim civilization. To them, knowledge was to be treasured no matter where it originated, and it was considered the right of all human beings. It is imperative for us all to learn these significant lessons in order to pave the way for the new generations to reach the dream of a better future and to contribute to modern civilization.

### **Background of the Study :**

The aim of EFL teacher education is the preparation of competent and capable English teaching professionals who can meet the needs of contemporary working life . Particularly globalization , the development of the information –technology , political demands, and the economic conditions. Primarily ,a special need is escalating in Palestine to develop a working knowledge of English to participate in the global communication process. Crookes and Chandler (1999 ,p31)state that one problem with term FL teacher preparation programs is that ,like teacher preparation programs generally , they do not prepare the teacher to engage in a process of life- long learning , do not help teachers to use published research ,and do not provide them with a problem –solving orientation to their own classroom teaching .

Currently, the foreign language teaching profession is faced with a rapidly changing student population, new nationwide perspectives, new educational transformation in teaching methods and teaching materials, and development of national standards for foreign language learning that are placing a number of new demands on foreign language teachers today. It is believed that , students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers. Accordingly, there is greater demand for effective student teacher training Programmes (STTP). Hence, a combination of competencies and continuing professional development of knowledge and skills are required. STTP prospective teachers need to be prepared in multiple areas, namely language skills,

language and linguistics, culture and literature, pedagogy ,psychology, and hands-on teaching experience. Researchers such as Morain(1990, p. 20-24) Schrier (1994 p. 69-74), Butler (2004, pp. 245-1778) among others point out that EFL prospective teachers need to be proficient in the target language and its culture, well qualified in pedagogy, curriculum design and curriculum implementation, and excellent in using modern technologies.

However, such areas may not be fixed and final. Preparing EFL prospective teachers is, unfortunately, far more complicated and the degree of emphasis on one area rather than the other varies from one situation to another depending on the contextual characteristics of each particular situation. For instance, the development of the candidates' language proficiency skills in English, especially in environments where English is a FL, should be the most important component of any TEFL programme. This might not be the case in countries where English is used in the people's public life. Researchers in EFL situations have found that the majority of EFL teachers lack the adequate level of language proficiency at which they can communicate effectively and comfortably with their students and, consequently, face tremendous difficulties in their professional careers, (Ibrahim, 1983; Zughoul,1987; Berry, 1990; Fahmy, et. al. 1992; Cullen, 1994; Murdoch, 1994; Falvey and Coniam, 1999; Cheng et al, 2003; Butler, 2004; Mc Gee and Phelan,2004)

### **The Need and Rationale for the Study:**

This research examines the role of the STTP at the Palestinian Universities in the preparation and the qualification of teachers of English as a foreign language. In view of the Palestinian situation, a renewed interest in English language teaching (ELT) education is argued due to the recurrent needs aroused after implementing the new curriculum English for Palestine right from the first grade. Consequently, an urgent need of well trained teachers aroused . A growing new perspective recognizes teacher education as the core of the Palestinian educational development when dealing with challenges, constraints and opportunities for teachers' professional growth.

As complementary with theoretical knowledge, student teachers are obliged to acquire practical competencies, TEFL methods, and educational technology to complete credits required for graduation. The difficulty in meeting this need has prompted educators to reflect on the nature of the competencies foreign language teacher ought to possess and the effective ways of developing them (Al -Mutawa'

N.1997p:44) .Lack of systematic concentration on language and teaching competencies of EFL student –teachers has led to unreliable system of evaluation of STTP s on the part of supervisory triad. High grades are consistently granted to the majority of candidates within STTPs due to lack of detailed components of evaluation. On this basis, The Ministry of Education excludes the College of Education outputs from its in-service programs on the ground that they have acquired satisfactory level of the competencies. Consequently, even through the results referred to the Ministry Of Education or UNRWA applicants' tests revealed incompetence of these new teachers and staggeringly, draws attention to the distinction of the high grade percentages of these applicants. Such EFL Teacher Education Programmes are designed specifically to prepare teachers to work effectively with students learning English either within partnership scheme or rather internship scheme. These programmes can be the best educational investment if systematic professional development of teachers shapes the strategies of preparing teachers .However, both personal experience and research findings indicate that a substantial number of EFL teachers graduating from the Colleges of Education , are rather incompetent in their language and teaching skills. This is consistent with the results indicated by studies such as: (Al Mutawa ,N,1994:33-63; Al –Shalabi.1988:75-98).

Nevertheless, the success of our educational system is fully reliant on the presence in our schools of high-quality teachers for all students(National Commission on Teaching and America's Future [NCTAF], 1996). The critical need for rigorous standards for teacher preparation in general, and ELT teachers in particular, leaves no doubt that quality teacher preparation and a systematic means for assessing preparation are priorities at the national and local levels. How we assess teacher quality has a direct and lasting effect upon teacher preparation, licensing, performance, and student achievement. The ELT teacher education programmes are aimed at assisting student-teachers acquire and practice a number of teaching competencies required for future teaching career (Al -Mutawa' ,N. 1997). Nonetheless, ELT teacher education has long been considered weak among higher education degree programs ,one that lacks high standards and strong contacts with the field .Now ,however ,a sense of urgency accompanies systematic program evaluation .Bearing in mind that the teacher constitutes an important element in any educational system ,hence the concern with this preparation and training .

The study first discusses the objectives of the STTP at Gaza Strip universities, then it investigates the programmes of the ELT Colleges of education at the following Palestinian universities: The Islamic University, Al Azhar University, and Al Aqsa University highlighting points of similarity and contrast in these programmes and evaluating these programmes by focusing on positive, as well as, negative aspects of these programmes. Preparing teachers for the rigors of teaching in present school systems is a challenging task for every institution (Terrence. 1997, pp. 83-87).The evaluation of an institution must, to a large extent be based on the degree to which its educational programme meets the needs of students in the area it serves. In the light of this situation, it becomes clear that useful methods of teaching English should be in focus in order to achieve the utmost goals for students and teachers. Since these needs are related to the opportunities, conditions, programme effectiveness, it is important that the students analyze and describe the services they generally receive from the institution.

Productive strategies for evaluating outcomes are becoming increasingly important for the improvement of teacher education .This study describes a set of assessment strategies used to evaluate STTP outcomes in Gaza Universities in ELT Colleges of Education .These include perceptual data on what candidates feel they have learned in the program (through a questionnaire ) .As well ,the study discusses the possibilities and limits of different tools of evaluating student-teachers within the programmes and describes future suggestions for assessment .

The study, besides, discusses different problems facing the STTP at these Palestinian universities which limit their effectiveness in the preparation and qualification of teachers of English. To examine to what extent do prospective teachers believe that STTP have provided them with sufficient qualifications and training. Finally, the researcher offers some suggestions and recommendations for improving the present STTP in these universities.

### **Statement of the Problem:**

The need for qualified ELT personnel has never been greater in Palestine especially after the implementation of the new curriculum “*English for Palestine*” series. Despite their various organizational arrangements ,STTPs in Gaza universities have one of two enrolment paths :consecutive or concurrent .In a consecutive program , after obtaining a bachelor of Arts or Bachelor of science degree or its equivalent ,

students study at a faculty of education in one year (or two -year ,depending on the university) programme to receive their Bachelor of Education degree .In a concurrent programme ,students studying for Bachelor of Arts or Bachelor of Science degree at a university simultaneously complete the requirements for a bachelor of Education degree, usually over a four –year period. A second common feature of the STTPs in Gaza universities, is the inclusion of a practicum .

### **Research Questions:**

The study is guided by a number of questions seeking answers related to the student-teachers' perception of preparedness in STTP as follows:.

1. What are the current STTPs applied in ELT education colleges in Gaza universities?
2. What are the necessary competencies that EFL prospective teachers need to acquire to be successful in their professional career?
3. To what extent the EFL student-teachers in ELT Colleges of Education in Gaza Universities (Islamic, Aqsa, and Azhar) acquire the necessary competencies they need to be successful in their professional career ?
4. What is the level of satisfaction among the ELT student –teachers in Gaza universities?
5. Are there statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the university, gender, the type of school trained at during the practicum, and the number of visits of the supervisor variable?

### **Research Hypothesis:**

It is expected, as a primary hypothesis of the study, that there would be differences in conceptions concerning preparedness to teach among the student teachers at final year of teacher education in STTPs. This derives primarily from differences in construction, approaches ,and duration of programmes.

Other hypothesis can be as follows:

1. There are no statistically significant differences between averages in the levels of preparedness regarding the STTP due to the university from students teachers perspectives.



2. There are no statistically significant differences between averages in the levels of preparedness regarding the STTP due to the gender.
3. There are no statistically significant differences between averages in the levels of preparedness regarding the STTP due to the type of school trained at during the practicum.
4. There are no statistically significant differences between averages in the levels of preparedness regarding the STTP due to the number of visits of the supervisor.

### **Purpose of the study:**

1. To determine whether the STTP teacher education programmes offered to student teachers are perceived adequate for successful professional career .
2. To describe and evaluate the study plans of these student teacher training programmes, discussing the process similarities and differences in these plans.
3. To pinpoint consecutive development of student-teacher level in teaching competencies during their teaching practicum.
4. To identify various challenges and constraints on the implementation of effective student-teacher training programmes.
5. To measure if there are statistically significant difference between averages in the levels of satisfaction regarding the STTP among the student teachers in Gaza universities due to the university ,gender, the type of school trained at during the practicum, and the number of visits of the supervisor variables.

### **Significance of the Study:**

The study is significant from three perspectives.

- § First, it mainly focuses on the competencies which constitute the bedrock of any TEFL program and which are absolutely essential for the EFL teaching profession, have not been thoroughly investigated.
- § Second, the study is one of the few studies in the region that addresses TEFL programme outcomes in relation to the development of candidates' specialist competencies that are very essential especially in places where English is a foreign language and at this time where technological advancement and international communication are at the peak and the English language is a central player in this milieu.

§ Third, this study provides a description and an investigation of the current student- teachers' training programmes STTP in Gaza universities. It aims at evaluating the student-teacher training programmes offering to ensure the quality of teacher education.

The significance of the study arises from the following considerations to these groups:

**a) Student -Teachers Training Programmes:**

- This study highlights the strength and weakness of the teacher educational training programmes.
- The study suggests prospective evaluation of competencies that foreign language teachers require and consequent training of combination of teaching competencies, language proficiency and pedagogical knowledge and skills
- It determines evaluation of the effectiveness of teacher practicum and performance during the programme.
- It Identifies areas through which the current ELT Training Programmes can be developed and improved.

**b) Faculties of Education in Universities:**

- The study may reveal the extents of correlated plans between the universities in terms of design, implementation and evaluation of teacher preparation and training programmes.
- The study is supposed to raise the awareness of the different programmes and percentage of the main courses in correlation with hour credit.
- The study is supposed to help university professors and the Ministry of Education and higher Education in long term perspective the demands and divisions referring to the interrelated role as the authority responsible.
- The study also investigates the anticipated graduate student teachers compared to the need of educational institutions.
- It can help educators and administrators to gain awareness of context variable to provide appropriate instructional input to foster effective training.
  - The study may raise the awareness of the ELT Colleges to the effectiveness of evaluation in these aspects :

- authentic assessment and evaluation which is part of a systematic quality assurance measurement of candidates' achievements .
- to be aware of course specification and rubrics of achievements .
- to consider the tools of measuring the practicum achievement especially in the EFL teacher programmes ,since ELT Colleges rely upon a uniform observation format (prepared in Arabic and employed for all faculty of education) to assess the EFL student teachers' level of professional teaching competencies.
- To consider the promotion policy of the universities which basically depends on research .The universities need to reflect on the systematic process of preparation as a unit in consideration of the prospective outcome .

**c) Palestinian Ministry of Education and Higher Education:**

- The study is supposed to raise the awareness of the lack of united philosophy, united vision, united plans ,and co operation among the universities themselves and even with the Ministry of Education and Higher Education.
- The study is supposed to urge the Ministry of Education and Higher Education to build up a clear strategic plan correlated with the Faculties of Education and Teacher Preparation Programmes in terms of qualification ,training and professional development of prospective student teachers.
- The study may reveal the extents of correlated plans between the universities and the Ministry of Education and Higher of Education .
- It Identifies areas through which the current ELT Training Programmes can be developed and improved.
- An anticipated outcomes of integration of Pre-service and in-service teacher training in the following aspects:
  - The teacher preparation programmes will keep abreast of educational reforms in the school system .Consequently teacher emerging from colleges will be adequately prepared for challenges being addressed in the schools.
  - Colleges will become intimately involved in the continuing professional development of teachers. Pre -service teacher training will therefore not

be conceived in terms of being a one –shot event but rather as the commencement of life –long continuing professional development.

- Involvement in continuing professional development of teachers in schools by colleges tutors will enrich pre-service training by virtue of keeping the tutors abreast of the current realities in school system.

### **Definitions of the Operational Terms:**

Through out the study terms are referred to according to the related operational definition as follows:

#### **1. Student –Teacher**

Student teachers are enrolled in the Faculty of Education training programme who begin their field of experiences in classrooms while continuing to take courses on campus.

#### **2. Training Programme**

**It reflects the actual process of giving prospective teachers or non certified in-service teachers some subject matter knowledge and some pedagogical tools so that they could transfer information to their students. It is connected to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities, and caring communities because teachers are engaged in professional development activities.**

**3. Teacher Competency:** According to (Al Mutawa, N. 1997) Teacher competency is defined as the study of specific knowledge or ability, which is believed to be important to succeed as a teacher. This applies to the competencies of personal qualities, language interpersonal relationship, planning and implementation.

**4. Practicum:** The teacher practice inside the classroom. It forms the core of initial teacher preparation programme. It is a period of intensive development by student teachers which will enable them to acquire beginning teaching competencies .They are guided and assisted towards this end by the co- operating teachers and supervisors through systematic observation ,assistance and advice. It is an opportunity to be involved and actively participate in aspects of the school 's programme. Through these experiences they will learn to link theory and practice and acquire the understanding and skills necessary for effective teaching

**5. Evaluation:** The systematic acquisition and assessment of information to provide useful feedback about some object, programme or activity.

**6. Gaza Strip Universities:**

✓ **The Islamic University** of Gaza (IUG) is an independent Palestinian institution located in Gaza. It was established in 1978. It was the first higher education institution to be established in Gaza. This university, unlike other universities in the occupied territories, is not coeducational. The total number of the students of both sexes is around 5000. It has 205 faculty members. The English Department has 180 students and 21 faculty members .

IUG began with three faculties in 1978 and currently has eight faculties introducing BA, B.Sc., MA, M.Sc., Diploma and higher diploma in a variety of disciplines

✓ **The Aqsa university** started in 1951 as an institution for teacher preparation . In a developing process in 1995 the institution was changed into a college. It was known as "Governmental College of Education" . Since then it has undergone different growth transformation in scientific plans as well degree programmes especially the joint programme with Ein Shams in Cairo .In 2000/2001 The College was approved to change into " Aqsa University " with five colleges : Applied sciences ,Faculty of Arts and Human studies ,College of Education , College of Media and College of Fine Arts .

✓ **The Azhar University:** It was inaugurated in 1991 to realize the national ambitions to meet the demand for higher education. Today it is one of the largest Palestinian Universities since it includes ten colleges and facilities. It has an academic staff of over 209 members and a student population of around 11519 distributes between eight faculties; Pharmacy, Medical Professions, Science, Agriculture, Education, Arts, Economics & Administrative Sciences and Law.

**7. ELT Colleges:** Institutions of higher learning that grants the Bachelor degree in English education after passing four- year study duration.

**8. Feeling of preparedness to teach :**According to Housego(1990a)feelings of preparedness to teach are a set of self-perceptions that education students have related to the performance of a group of tasks central to teaching and applicable across grade levels and subject matter fields.

### **Limitations of the Study:**

The limitations of the study are confined to the following points:

1. The study is concerned with EFL student teachers' training programme in Colleges of Education in Gaza Universities (Islamic University, Al Aqsa University and Al Azhar University).
2. Fourth level EFL student -teachers in Gaza universities (Islamic University, Al Aqsa University and Al Azhar University) are considered the total population of the study.
3. The sample consists of EFL student teachers who will be practicing teaching in schools during the scholastic year 2006-2007.
4. The study was carried out by the executive period of the second semester of the academic year 2006 -2007.

### **Summary**

This chapter viewed the background of the study by presentation of an introduction, statement of the problem of the study .In addition to that it focused on the questions and hypothesis ,purposes and significance of the study .Finally it mentioned the limitation of the study and the definition of its terms .

# Chapter II

## Section: A

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### Section: “A”

#### The Theoretical Framework

##### Introduction:

Teaching a foreign language is a complex process. EFL learning faces serious changes and challenges in the 21<sup>st</sup> century. The modification of educational policies, the expectations of the society, and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas so that students can be fully prepared for future educational possibilities and be able to survive in an economically competitive world. Traditionally, language teachers have defined themselves in terms of what they do. Recently, however, language teaching professionals have become very interested in trying to understand how to deal with the many dimensions of what they do. It is essential to look back on the history of the problematic situation in teacher education, which can be characterized by a gap between theory and practice. The problem is analyzed by looking more closely at current practices in teacher education and the assumptions embedded therein (Al - Mutawa' N. 1997:42).

Improvement of the educational system requires continuous review of teacher preparation Programmes. It includes the techniques followed during teacher training and the basic competencies required for teaching profession. Teaching practice plays a crucial role in this respect if they can survive in a classroom and function as EFL teachers (Mellgren&Lange.1988:22).

The EFL student -teacher training programmes have come under fire for training teachers with adequate knowledge and insufficient classroom experience and few technological skills. Thus Universities are now paying increasing attention to the quality of teaching. STTPs are aimed at assisting student- teachers acquire and practice a number of teaching competencies required for future teaching career (Al -Mutawa' N. 1997:40). Determining the extent to which pre-service teachers achieve state benchmarks and readiness for effective teaching in the public schools, however, is no simple matter. MOEHE and UNRWA require some form of an examination for entry into the teacher profession. The high rate of teacher failure caused considerable



controversy while teachers questioned the validity of a test they argue failed to measure what most institutions prepared them to know. Thus, in determining the readiness of pre-service teacher candidates what appears more useful than state standardized tests is some internal assessment mechanisms that would provide teacher preparation programme administrators information about the effectiveness of their programmes. The logic is that effective teacher preparation programmes produce effective teachers. In other words, what prospective teachers experience during the course of their teacher preparation programme must be carefully planned and carried out to maximize the candidate's potential for success and to lead them to employ effective teaching practices.

Students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers. EFL prospective teachers need to be prepared in multiple areas, namely language skills, language and linguistics, culture and literature, pedagogy, psychology, and hands-on teaching experience. Researchers such as Morain(1990), Schrier (1994), and Butler (2004) among others point out that EFL prospective teachers need to be proficient in the target language and its culture, well qualified in pedagogy, curriculum design and curriculum implementation, and excellent in using modern technologies.

However, such areas may not be fixed and final. Preparing EFL prospective teachers is, unfortunately, far more complicated and the degree of emphasis on one area rather than the other varies from one situation to another depending on the contextual characteristics of each particular situation. For instance, the development of the candidates' language proficiency skills in English, especially in environments where English is a FL, should be the most important component of any TEFL programme. This might not be the case in countries where English is used in the people's public life. Researchers in EFL situations have found that the majority of EFL teachers lack the adequate level of language proficiency at which they can communicate effectively and comfortably with their students and, consequently, face tremendous difficulties in their professional careers, (Ibrahim, 1983; Zughoul,1987, p. 2-32; Berry, 1990 p. 97-105; Fahmy, et. al. 1992; Cullen, 1994, p. 163-171; Murdoch, 1994, p. 253-259.; Falvey and Coniam, 1999, p.1-27; Cheng et al, 2003; Butler, 2004 pp. 245-1778; Mc Gee and Phelan,2004 p.400- 415).

The priority currently being placed on teacher development represents renewed interest and emphasis on the effectiveness of different language teaching methods. Discussion of educational development is recognized a crucial area especially by the Educational leadership, policies ,and social communities regarding language as a matter of precedence aiming at achieving quality assurance education, sustainable development ,integrated globalized information ,as well as national technological human reform investment by the systematic teacher programmes .

The educational reform is confronted by different aspects of perspectives and challenges opposed by the new diversions and conventions retrieved by the international standards ,the globalization, informational technology and new roles of teachers during the new era of 21<sup>st</sup> century .The educational system should go through different remedial processes in order to achieve a sort of effectiveness and efficiency in dealing with obstacles and challenges .This effort should be carried by the hands of well qualified teachers to meet the national strategic prospective and international standards . The aim of the study was to evaluate the student teacher training programmes in ELT Colleges in Gaza Strip . However ,teacher education programmes are being improved in many colleges, yet it is proposed that student teachers are not taking sufficient training in selection of more competent inputs, better organizations and appropriate expertise.

Discussion of the evaluation of STTP for teachers of EFL is recognized as crucial area of foreign language education .In order to evaluate about particular programmes this study has purposes consists of :(1) characterization of general approaches of these student teacher training programmes, discussing the process similarities and differences in these plans;(2) review of reasons for interest in programme evaluation;(3)description of STTP accomplishment in teacher development and innovations in teacher education, measures of subject matter and teaching knowledge, training, continuing development of teachers ,teacher supervision ,teacher evaluation ,and teacher recruitment .

Recently, the voice of pre-service teachers has started to be recorded to find out what they think about themselves as future teachers and their perceptions of quality of the education they get (Butler, 2004; Mc Gee and Phelan,2004,). It has also been found useful to document teacher educator views, to explore relationships between the

perceptions of pre-service teachers and teacher educators in the course of pre-service education.

## **Historical and Academic Contexts**

The Teaching of English as a Foreign Language in Palestine:

### **1.The Status of TEFL in Palestine :**

The English language was introduced in Palestine by means of occupation since the British mandates and the conspiracy against the whole land of Palestine by the Bilfor Promise to the Jewish .From 1918 till the declaration of the Israeli State on the land of Palestine, the British authorities ran the country and consequently English was an essentiality in case of filling civil posts.

The public education system is divided into two types :basic and secondary education . The general education consists of two levels: The low basic from the first to the sixth grade level (elementary) and the high basic from the seventh to the tenth grade level (preparatory) .The voluntary education starts at the eleventh level and ends at the twelfth level which constitutes the secondary education.

English language is taught from the first grade since 2000.In 2008 the complete chain of English for Palestine series will be implemented .Arabic is the medium of instruction in all levels .The PNA run all the governmental schools and has the supervision over the United Nations Relief World Agency (UNRWA),which run the elementary and preparatory schools for refugees.

Due to the occupation and the inert traditional methods remained for twenty seven years undeveloped and unchanged .The schools in Gaza Strip implemented the Egyptian curricula and the schools in The West Bank implemented the Jordanian curricula.

The TEFL methods adopted were inadequately traditional .Thus teachers were rather exerting personal efforts according to own beliefs to compensate lack of training or skill. They could compensate in referring to traditional translation grammar or audio- lingual , in view of that, frequently resorted to Arabic .Consequently this lessened the amount of English that students were exposed to and thus affected their level of competency .As a result ,a great in adequacy existed among students in both written and communication , an overwhelming passive attitude among learners of

English ,a general population resistance toward the TEFL, and it was common to consider the EFL as (Failure –subject) [because of the large number of non achievers ].

The introduction of foreign languages in the primary (elementary)schools has added a new factor to the preceding considerations .The process has involved recourse to large –sized classes ,which hamper the process of teaching. From the standpoint of classroom management ,a class consisting of 45-50 young learners often precludes everyone from participating in a game or activity .Furthermore ,some children may be frustrated or upset when they are not given the opportunity to converse or learn (Donato ,et al .,1994).When the standard of pupils in the foreign language is less than expected ,the shortcoming is usually attributed to teachers’ deficiencies. Teachers are presumed to be competent and well –trained with good command of the basic language skills .Thus their inability to meet the required standards leads to incomplete teaching . In addition to creating feeling of frustration amongst pupils ,the incompetent teachers cultivate incorrect linguistic patterns that are difficult to eradicate in subsequent stages . The errors are compounded by the tendency of secondary FL teachers not paying careful consideration to this problem .Correctness of linguistic patterns is thus essential in mastering the FL. The decline in the effectiveness of FL teaching /learning may also occur at the university level(Oladijo,1991).

## **2. Teacher Education Programmes in Palestine:**

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education; call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

The aim of EFL teacher education is the preparation of competent and capable English teaching professionals who can meet the needs of contemporary working life . Particularly, globalization and development of the information technology demand . The changing requirements of work qualifications and world competence ,therefore must lead to changes in the process and content of EFL teacher education . Universal accessibility to quality education is considered essential for development. This has

necessitated improvement in the system of teacher education so as to prepare quality teachers.

The pre-service EFL teacher education in Palestine is confined to the faculties of education ,collages and universities .It started to evolve in response to changes in the education system ,and in society .Since 1994 the Palestinian National Authority (PNA) represented by the Ministry of Education and Higher Education became in command of the educational system after 27 years of colonization. The PNA higher education institutions , faculties of education , collages, and universities are the main responsible source in preparing and training teachers in all levels in Gaza Governorates .Thus ,It is a must and obligation to carry out a continuous development to these programmes in conjunction with the needs of the students ,the community and the future challenges .

Because of the long period of occupation , the existing educational system since the beginning of the PNA ,was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilizing. Thus, a predisposition to retain the system acquired preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, education including teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows:

- § to build a national system of teacher education based on Palestinian's cultural ethos, its unity and diversity synchronizing with change and continuity.
- § to facilitate the realization of the constitutional goals and emergence of the new social order.
- § to prepare professionally competent teachers to perform their roles effectively as per needs of the society.
- § to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

Recently ,due to recent statistics ,a total of 3000 teachers are supplementary annually to the 50.000 retaining teachers working in-service .About 2000 are included in the PNA government budget and the rest are recruited in the UNRWA or the private schools. However ,the upgrade request of highly qualified teachers ,resulted in bringing

to a halt the alternative teacher education institutions ,increasing the enrollment in all the universities and shortage of qualified teachers .

### **3.Aims of EFL Student -Teacher Education :**

At the outset, it should be pointed out that no written philosophy or objectives exist for the departments of English at the West Bank and Gaza universities as (Dr. Tushyeh, 2005)investigated in a recent research . The mission of the programme is to provide "the local society and educational institutions with qualified teachers of English language", (The IUG University Prospectus 2005-2006: p18). Although some writers argue that the primary function of an English department is to prepare qualified teachers of English, English departments are not and should not be viewed as teacher-training centers. It is true that some English majors become EFL teachers but others pursue higher studies in literature and linguistics.

### **Language Proficiency :**

Language proficiency refers to the students' ability to demonstrate an effective use of the target language in all skills (listening, speaking, reading and writing). Proficiency in English is the backbone of the teaching profession of non-native EFL teachers. However, several researchers and educators have shown serious concerns regarding the low proficiency level of many newly graduated university students who join the teaching profession. Locally speaking, several researchers, despite the scarcity of such research, have shown that TEFL programs fail short to satisfy the candidates' needs for acquiring effective communicative skills (Ibrahim, 1983; Zughoul, 1987; Fahmy, et. al. 1992; AL-Mansoori 2001; McGee & Phelan 2004). Researches conducted at Zayed University (McGee & Phelan, 2004) and Sultan Qaboos University (Fahmy, et. al., 1992), among other universities, have shown the importance of developing the oral proficiency skills of EFL student -teachers. The results of those studies show that such skills were cited by prospective teachers and stakeholders as most important. This makes it incumbent upon TEFL programs to exert more efforts to meet their candidates' communicative needs and help them acquire the desirable communicative abilities that would allow them to work comfortably and effectively when they join schools. Zughoul (1985) and Rababah (2001) report the results of Michigan Test of English Language Proficiency (MTELP) and TOFEL test administered to English major graduate students at Yarmouk University in Jordan. The results show that such graduates were not proficient enough to take academic

responsibilities. Some researchers attribute this problem to several reasons among which could be the level of students when they join these universities, outdated teaching methodologies at schools and universities, the curriculum at TEFL preparation programs, and the unavailability of a language learning environment conducive to acquiring the necessary communicative skills at schools and universities (Ibrahim, 1983; Zughoul, 1987; Rababah 2003).

The past ten or fifteen years have witnessed a tremendous growth in the demand for English by many sectors in the society. However, this phenomenal increase in the use of English has not been matched with an increase in the English Language proficiency of our students whether at the high school level or at the university level(cited in Tushyeh, (2005)) . A key factor which is responsible for such a state of affairs has to do with inadequate or ineffective EFL teacher training in the first place.

Globally speaking, studies in East Asia as in China, Japan, Sri Lanka, Korea, show that oral proficiency in English is very critical for TEFL teachers in these countries. For instance, in a survey study carried out on 208 Sri Lankan prospective TEFL teachers in two colleges, Murdoch (1994) reports that the participants placed language development at the top position compared to ELT methodology and educational psychology. Furthermore, the participants indicate that language proficiency should be a priority in any TEFL program. Butler (2004) carried out a survey study in Japanese, Taiwanese, and Korean contexts on elementary school teachers. The researcher points out that TEFL teachers in these countries indicate that oral proficiency in English is critically essential for effective teaching. Cheng et al. (2003), in their discussion of TEFL teacher education programs in China, emphasize that EFL non-native teachers need more training in language proficiency than in other areas (i.e. linguistics, pedagogy, culture and literature). The researchers also cited a study done by Falvey and Coniam (1999) in which they delineate the benchmark for EFL teachers in Hong Kong. The researchers emphasize that TEFL programs should prepare their candidates in language skills (listening, speaking, reading and writing) since these skills are considered paramount in the teaching profession. To the contrary, most TEFL programs focus more on developing the candidates' theoretical linguistic knowledge rather than their communicative abilities, (Hundleby and Breet, 1988; Berry, 1990). Cullen (1994) has asserted that the main goal of any TEFL program should be to "improve the candidates' command of the language so that they can use it

fluently, and above all, more confidently in the classroom” (P.164). Thus, theoretical linguistic and pedagogical knowledge constitute a part of this command, but not all of it. Similar findings are reported in some other parts of the world (Berry, 1990; DeLima, 2001). In all of these, there seems to be a general consensus that the role of EFL teachers as communicators and conversational partners is very essential, especially in situations where English is rarely used outside the classroom and the only chance to develop students' communicative abilities is through classroom interaction (Fillmore and Snow, 2000).

Therefore, EFL teachers need to attain the level of proficiency in speaking, listening, reading, and writing delineated by the American Council on the Teaching of Foreign Languages (Charles, 1992) before given the chance to practice teaching. Poor command of English can cause teachers to lose self-assurance, self-esteem and professional status. Teachers with poor proficiency level in English tend to rely on the social management of the classroom environment rather than on the productive construction of a positive learning environment. In other words, more attention will be directed towards maintaining students' discipline and more time may be spent on non-useful activities all of which are the byproducts of the teachers' inability to engage students in productive language learning activities. This will not only undermine the teachers' credibility in the classroom, but also deprive the learners from a good language model which the teacher ought to represent. This justifies why many researchers have looked at the EFL teachers' proficiency in English as the bedrock of the teaching profession and rated it as the most essential characteristic of good language teachers (Buchmann, 1984; Doff, 1987; Lange, 1990; Lafayette, 1993; Murdoch, 1994).

#### **Historical Development and Background of ELT Teacher –Education:**

In its lifetime, the profession of language teaching has undergone many changes. Early attempts at language teaching almost entirely lacked a theoretical base. In the 20 th century, however, two sets of language teaching methods emerged; the first set borrowed theories from psychology, linguistics, and sociolinguistics whereas the second set was based on individual philosophies of method developers. Late in the twentieth century, an attempt on the part of some pedagogists to evaluate the different methods of language teaching resulted in the validity of language teaching methods being called into question. As a result, the question of how the profession of language pedagogy should be approached called into attention such notions as teacher



plausibility, autonomy, and reflectivity as well as learner plausibility and autonomy. The result of such an expanded perspective was the introduction of effective and reflective teaching ideologies of the seventies and eighties. In 1994, an attempt at finding an alternative to methods instead of an alternative method culminated in the introduction of the post method era.

The first steps towards making language teaching scientific were taken in the twentieth century. In the first half of the twentieth century, the proposal of the notion of method shed new light on the processes of language teaching (called methods). Structural syllabuses were designed and implemented in this profession. Later in the twentieth century, however, new psychological and linguistic findings resulted in an upsurge of interest in notional syllabuses; a move away from the notion of method led to considerations beyond language teaching methods. These considerations gave birth to three issues: effective teaching, reflective teaching, and the post-method condition.

### **1. Traditional Teacher Preparation in the Method Era:**

As one of the key figures in the field of language pedagogy, Mackey (1950) wrote an article entitled "The meaning of method." In this article, he draws on the most important problem in the field of language teaching, and asserts that after centuries of language teaching, no systematic reference to this body of knowledge exists. The problem, he argues is that much of the field of language method has become a matter of opinion rather than of fact.

In an attempt to look at method sensibly, Mackey sets out to specify a number of features for any method. According to Mackey (1950), all teaching, whether good or bad, should include some sort of selection, some gradation, and presentation. Selection is vital for the fact that it is impossible to teach the whole of a field of knowledge; gradation should be undertaken because it is impossible to teach all the selected materials at once; presentation makes it possible to communicate concepts interpersonally.

Before deciding what to select, grade, and present, one should necessarily know something about the material. This has to do with the source from which we select. In the case of language teaching, the source of selection, according to Mackey, is nothing but the linguistic system. As such, an analysis of this system seems inevitable. However, as soon as we begin to analyze a language, we realize that it is not a single system but a multitude of systems. Mackey summarizes these systems into four

categories: the system of sounds (or phonology), the system of forms (or morphology), and the system of structures (or syntax), and the system of meaning (or semantics). These four systems, when taken together, comprise the materials from which we should select.

An analysis of these systems - a linguistic analysis - results in an understanding of:

- 1) the sounds of the language;
- 2) the significant sounds;
- 3) the sound combinations and change;
- 4) the significant forms;
- 5) the form combinations;
- 6) the order of forms; and
- 7) how forms and their order pattern our experience through units of meaning.

The analysis of the system of language will take us nowhere unless the result is a synthesis of all systems of language into meaningful utterances. Therefore, language learning should not only include selection, gradation, and presentation, but also habit formation. Selection tells us what is to be taught, how much of it is to be taught, and how all the linguistic items are selected on the basis of such criteria as frequency, usefulness and teachability.

Grading, on the other hand, is a two-fold process. It, first of all, tells us what comes before what. Gradation also tells us how much of what comes before what. Presentation, as the third important step in methods development, tells us about the linguistic aspect of methods as well as the techniques required for the presentation of the selected materials. With a careful consideration of these three points, the language teacher should guarantee habit formation, in other words, the method should make language a habit.

Mackey, therefore, believes that any method should include some sort of selection, gradation, presentation, and, last but not least, habit formation. This reveals the fact that Mackey's approach towards language is a structural one, and that the content of the syllabus is determined by a detailed linguistic analysis of the language in question.

Richards (1984) is primarily concerned with three important points in relation to methods: the role of language theory, the role of instructional theory, and the implementational factors in methods. According to Richards, all methods could be

categorized under one of the two headings: language-centered methods, and learner-centered methods. The former is composed of those methods which are based on a theory of (the nature of human) language. The latter, however, includes methods based on a theory of the learning process.

Methods, as Richards sees them, are attempts at creating opportunities for learners to acquire language. It should, however, be noted that different methods define language differently. A critical survey of the language teaching methods from the turn of the 20th century up to now reveals that, during the 20s and 30s, methods were based on the consensus among methodologists and teachers to move towards the control of vocabulary. People like Ogden (1930), Faucett, West, Palmer, and Thorndike (1936), and West (1953) have all nurtured the so-called structural syllabuses. Palmer's view about grammar is, however, different than the notion of grammar as defined by the traditional Grammar-Translation Method (GTM) in that his view includes the system underlying the patterns of speech. Building up on the basis of this pedestal, Palmer and Blandford (1939) designed the textbook which they called *A grammar of spoken English*. Their work inspired such scholars as Hornby (1950) and others to develop grammatical syllabuses in 1954. Such a syllabus affords a graded sequence of patterns and structures for courses and course materials. Later, this structural syllabus was associated with a situational approach to contextualizing and practicing syllabus items, thus resulting in what was later called the structural-situational approach.

In the US, even though after several decades, the Applied Linguistic Foundation of Language Teaching led to similar results. This time, Charles Fries and his colleagues (1961) at the University of Michigan produced word lists and substitution tables which served as "frames" for pattern practice. The method resulting from their work was called the Aural-Oral Method (1961).

Even though, in the 60s, Chomsky (1959) made an attack on the structural view of language, it was not until very late in the 70s and 80s that the most serious challenges to the structural syllabuses emerged in the form of notional syllabuses on the one hand (Wilkins, 1976), and ESP movement on the other (Robinson, 1980). Lexico-structural syllabuses argued that, once the basic vocabulary and grammar of the target language had been mastered, the learner would be able to communicate in situations where English was needed for general, unspecified purposes. Wilkins simply redefines

the language content of the structural syllabuses, and introduces the following items to them:

- (a) the notions or concepts the learners need to talk about ,
- (b) the functional purposes for which language is used ,
- (c) the situations in which language would be used , and
- (d) the roles the learners might possibly play.

This redefined lexico-structural syllabus is what Wilkins refers to as the "notional syllabus." Following from Wilkins, the Council of Europe elaborated a now well-known version of the notional syllabus which was called the Threshold Level (Van Ek, and Alexander, 1980). Unlike notional syllabuses, ESP starts not with an analysis of the linguistic code but with a determination of the learner's communicative needs. In other words, an understanding of the learners communicative needs will outline their linguistic needs in an ESP context.

It is interesting to note that all these approaches such as : structural-situational, aural-oral, audio-lingual, notional-functional, and ESP, are content-oriented. It is, however, possible to find another developmental route for a number of methods - namely, the instructional theory route. An instructional theory has two aspects: a theory of language learning, and a rationale for teaching procedures and techniques. Methods based on an instructional theory are two-dimensional: (a) the psycholinguistic dimension embodies a theory of learning that describes strategies and processes and specifies the conditions necessary for these processes to be effectively implemented for, and utilized by, the learners; (b) the teaching dimension contains an account both of the teaching and learning procedures and of the teacher and/or learner roles in the instructional process. As such, the concept of a notional syllabus is independent of any instructional theory.

This account of instructional theory reveals what Asher (1977), Curran (1976), and Gattegno (1976) have done. They were prompted not by reactions to linguistic and sociolinguistic theories but rather by their personal philosophies of how an individual's learning potential can be maximized. Unlike the syllabus-oriented methods of the past which began with an a priori specification of course objectives and syllabus content, in the more recent methods of language teaching, syllabus is an outcome of the instructional procedures - a posteriori syllabuses.

## 2. Teacher Education Reform Initiatives in the Beyond Method Era:

In a paper published in 1984, Richards claims that language-teaching methods have a secret life. According to Richards (1984), the secrecy of methods has to do with the fact that methods have a life beyond the classroom; the rise and fall of methods depends upon a large variety of factors extrinsic to the method itself. These factors often reflect (1) the fads and fashions of profit-seekers and promoters, and (2) the forces of the intellectual market place.

Besides their descriptive ,orientational, and implementational aspects, methods need to meet the criterion of accountability. Accountability (or evaluation) has an established role in the process of curriculum development. This is the missing element in the development of methods. Besides the selection of a teaching method, curriculum development calls for the realization of other important steps:

- 1) Situation Analysis, in which parameters of language development are determined;
- 2) Needs Analysis, in which the language needs of the learners are assessed;
- 3) Task Analysis, which determines the required linguistic task to be performed by learners together with the communicative and linguistic demands of the task;
- 4) Goal Setting, which determines the required linguistic objectives based on the learner's entry level, communicative needs, and program constraints;
- 5) Selection of Learning Experience, which determines the procedures for the attainment of objectives; and
- 6) Evaluation, which could be both formative versus summative and product-oriented versus process-oriented.

Such a curriculum-based approach to language teaching is known as the Language Program Design. The important issues, then, are not which method to select, but how to develop procedures and instructional activities which will enable program objectives to be attained. This is not a question of choosing a method but of developing methodology. Long (1983) argues that the effectiveness of methods can be evidenced in either of the two ways: absolute effectiveness, and relative effectiveness. The former can be assessed with a survey of the internal structure of the method itself. The latter, however, calls for a comparative survey across different methods. No matter which type of method effectiveness is in focus, a number of issues must be addressed in any evaluation process:

- 1) The goals and objectives of the program need to be described, and criterion measures

specified;

2) Once an instructional theory takes the form of a method, with theoretical bases in language and learning theory and operationalized practices in syllabus design and teaching procedures, claims made at each level of method organization must be regarded as hypotheses awaiting verification or falsification;

3) The validity of the items contained in the syllabus must be guaranteed.

A point of caution, however, is that most methods, to date, are based on shaky empirical pedestals. It should be underlined that if the methodology of language teaching is to move beyond the domain of speculation and dogma, its practitioners must become more seriously concerned with the issues of accountability and evaluation. This, in turn, means shifting our attention (from methods) towards the relevant facts and procedures of curriculum development.

Such a shift of attention has received a unique name - the "beyond method" era. The beyond method era was the outcome of the tradition prevailing in the method era: the construction of a new method at the expense of the total negation of past methods (c.f., Pennycook, 1989). The characteristics of the beyond method period are three-fold: (a) evaluation of the scope and nature of methods, (b) redistribution of theorizing power among practitioners and theorizers, and (c) learner autonomy and language learning strategies. Beyond method is based on the claim that the notion of good or bad method per se is misguided, and that the search for an inherently best method should be replaced by a search for the ways for the interaction of teachers' and specialists' pedagogic perceptions. All of these claims boil down to what is called teacher plausibility.

The beyond method era was realized in two different forms: (a) effective teaching, and (b) reflective teaching. They are distinguished according to who should be held responsible for theorizing. The proponents of effective teaching suggest that applied linguists should theorize, and that teachers should practice those theories. That is, effective language teaching is the outcome of the cooperation of theorizers and practitioners. The proponents of reflective teaching, on the other hand, suggest that theorizing or, at least, mediation responsibility should be placed upon the shoulder of teachers, rather than applied linguists (Widdowson, 1990; Freeman, 1991). For instance, Widdowson conceives of teaching as a self-conscious research activity which should be done by teachers in order to have effective operational evidence. Further,

only teachers can be entitled to act as mediators between theory and practice. Freeman (1991) questions the dependent position of teachers in the conventional concept of method, arguing that the fund of teachers' experience and tacit knowledge about teaching arising from their lives as students should not be overlooked. Teachers' untapped potentiality is also a matter of concern for Richards (1990) and Wallace (1991). They argue for the promotion of teachers' ability to analyze and evaluate their teaching practice and to initiate changes in their classrooms. The two camps within the beyond method era will be discussed in more detail here.

#### **a . Effective Teaching:**

Language teaching has taken on two general forms up to now: (a) principled conformity (i.e. method stick-to-it-ive-ness), and (b) the exploratory teaching process. Whereas in the former approach methods function as the basis for instructional processes in a second language program, in the latter methodology moves beyond methods and focuses partly on exploring the nature of effective classroom teaching and learning. Method, as defined traditionally, is based on a particular theory of the nature of language and second language learning. They make assumptions about the nature of teaching that are not based on any study of the process of teaching (or what Mackey (1965) calls teaching analysis). The problem with this traditional notion of methods is that, by routinizing the teaching process, they covertly express a static view of teaching. As such, they entail a set of specifications for how teaching should be accomplished. This is where the whole problem of teacher plausibility begins. Ethically speaking, the traditional idea of method reduces teachers to the state of mindless robots programmed to carry out the methodological suggestions. This pack of methodological suggestions includes a set of prescriptions on what teachers and learners should do in the language classroom. Prescriptions for the teacher include what materials should be presented, and when and how they should be taught; prescriptions for the learners include what approach they should take toward learning.

There are, however, many observations that reveal that teachers seldom conform to methods which they are supposed to be following; they refuse to be the slaves of methods. In other words, teachers in actual practice often fail to reflect the underlying philosophies of methods which they claim to be following (be it a holistic rationalist process-oriented approach, or an atomistic empiricist approach). In this connection, Dunkin and Biddle (1974), and Swaffar et al. (1982) claim that teaching is a dynamic,

interactional process in which the teacher's 'method' results from the process of interaction between the teacher, the learners, and the instructional tasks and activities over time. Such an interaction reveals itself as a quite different approach to teaching, one in which teachers are involved in observing and reflecting upon their teaching as well as the learning behaviors of their students; hence, effective teaching and learning. Good (1979) has tried to operationally define the term "effective teaching" by describing it as teaching that produces higher-than-predicted gains on standardized achievement tests. Blum (1984) lists twelve effective classroom practices. Doyle (1977) and Good (1979) list several dimensions of teaching that account for differences between effective and ineffective instruction. They specifically mention such factors as classroom management, structuring, tasks, and grouping.

Effective teaching is claimed to be determined to some extent by the idea of structuring. A lesson reflects the idea of structuring when the teacher's intentions are clear, and when instructional activities are sequenced according to a logic that students can perceive. Teachers also assign activities to attain particular learning objectives. These are called tasks or activity structures. In a discussion of effective teaching, Tikunoff (1985) classifies classroom tasks on the basis of the type of demands they make on the students into three categories:(1) response mode demands, which include: knowledge, comprehension, application, analysis , synthesis, or evaluation;(2) interactional mode demands , which include : rules that govern how classroom tasks are accomplished; and (3) task complexity demands ,which include: how difficult the learner perceives the task to be. Teachers must not only decide on the kind of task but also on the order, pacing, products, learning strategies, and related materials of the task. To this end, they should take 'learner plausibility' and 'language learning strategies' into account Oxford, 1990). Members of the effective teaching camp argue that learners show autonomy when they undergo instruction and that they react individually despite the centrality of teaching style. As a result, learners' uptake is highly idiosyncratic despite the general assumption that the effect of instruction is somehow uniform for most learners of the class.

It should be noted that an unfortunate outcome of the educational system in most third-world countries is that usually teachers do not urge students to go beyond the response mode of knowledge. Students in these countries are usually held responsible for simply memorizing the subject matter of their courses. As such, they



stop at the level of knowledge and take the materials they are exposed to for granted. This results in the students' lack of critical thinking. In other words, such a kind of orientation extinguishes the potential for plausibility in the learners. Anyhow, good teaching appears to be highly task-oriented. Tikunoff (1983), in relating effective teaching to bilingual classrooms, suggests that three kinds of competencies are needed for Limited English Proficiency (LEP) learners: (a) Participative competence (needed to respond appropriately to class demands); (b) interactional competence (needed for appropriate classroom discourse); and, (c) academic competence (needed for the acquisition of new skills, assimilation of new information, and construction of new concepts). These competencies help the learners to perform three major functions: (1) to decode and understand task expectations as well as new information; (2) to engage appropriately in completing tasks, with high accuracy; and (3) to obtain accurate feedback with relation to completing tasks accurately (c.f., Tikunoff, 1983: Significant Bilingual Instructional Features (SBIF)). The results of SBIF studies reveal that effective teachers are able to describe clearly what instruction would entail, to operationalize these specifications, and to produce the desired results in terms of student performance.

In an attempt to describe effective learning, Cohen (cited in Oxford, 1985) lists six strategies used by successful learners:

- 1) Attention enhancing strategies;
- 2) Use of a variety of background sources;
- 3) Oral production tricks;
- 4) Vocabulary learning techniques;
- 5) Reading or text-processing strategies;
- 6) Writing techniques.

Willing (1987) defines strategies as essentially methods employed by the person for processing input language information in such a way as to gain control of it, thus enabling the assimilation of that information by the self. This clearly reflects what is called learner plausibility. The question here is whether learner plausibility is teachable. Wenden (1985) would say "yes." Wenden (1985, p. 7) argues that "ineffective learners are inactive learners. Their apparent inability to learn is, in fact, due to their not having an appropriate repertoire of learning strategies."

Another point that deserves attention is that effective teaching does not absolutely contradict the traditional notion of method. In fact, it is not the method that works or fails to work. An effective teacher may find some of the traditional methods, or some parts of methods, useful enough to be incorporated into his classroom practices. What most of the proponents of the effective teaching orthodoxy suggest is that teachers should refrain from being dogmatic in their understanding of language teaching methodology.

**b. Reflective Teaching:**

In a discussion of reflective teaching, I should draw the readers' attention to the fact that the eighties might be called the revolutionary era in the field of language teaching. Since the early eighties new approaches to teacher development have been proposed and implemented in classrooms. From among these approaches, the most prominent ones are (a) teacher-as-researcher, (b) clinical supervision, (c) critical pedagogy perspective, and (d) reflective teaching. Reflective teaching, however, has a special place among these approaches. Cruickshank (1984) defines reflective teaching as the teacher's thinking about what happens in classroom lessons, and thinking about alternative means of achieving goals or aims. As such, reflective teaching is a good means of providing the students with "an opportunity to consider the teaching event thoughtfully, analytically, and objectively" (Cruickshank and Applegate, 1981, p. 4). In other words, the major purpose of reflective teaching is to engender good habits of thought.

A second and quite different perspective of reflective teaching has been proposed by Zeichner and Liston (1985). They argue that a reflective teacher is one who assesses the origins, purposes, and consequences of his works at all levels. Van Manen, (1977) outlines three levels of reflectivity of which the first is similar to Cruickshank's conception of reflective teaching. The other two levels have been called the practical and critical levels of reflectivity or orientation to inquiry into teaching. Reflective teaching is said to be patterned in such a way as to enable teachers to develop the pedagogical habits and skills necessary for self-directed growth and towards preparing them to actively participate, individually or collectively, in their making of educational decisions.

In an attempt to identify what reflective teaching really means, Bartlett (1990) distinguishes between actions and behaviors. He draws on the example of an athlete

raising his fist in triumph and a Nazi saluting, and argues that, even though these two persons appear to have behaved in much the same way, their intentions are totally different. Therefore, actions are informed by the intentions they try to fulfill. Reflective teaching, viewed in this context, does not involve some modification of behavior by externally imposed directions or requirements, but requires deliberation and analysis of ideas about teaching as a form of action based on dynamic understanding. In other words, reflective teaching links what we think (or intend) to what we do (or act).

Teaching is interaction in the sense that it involves individuals and groups acting upon each other, reciprocally in actions and responses in an infinite variety of relationships (both verbal and non-verbal, conscious and unconscious, or enduring and casual). Interaction is in fact communication in its inclusive sense in that it functions as a continually emerging process. Therefore, reflective teaching will result in a shared understanding among teachers and learners. The learners will value their practical knowledge and give it priority over scientific knowledge produced by researchers (of teaching). They will also appreciate the strong collegiality inherent in, and stimulated by, reflective teaching. Reflective teaching unfolds in the form of "pedagogy" in the sense that it engages each student wholly - mind, sense of self, range of interests and interactions with other people - in events inside and outside the classroom. Pedagogy addresses both every day experiences and the societal events that influence them.

Reflection can be viewed to have two different meanings; on the one hand, reflection involves the relationship between an individual's thought and action. On the other hand, it involves a relationship between an individual teacher and his membership in a larger collectivity called society. Because of its dual meaning, reflection has been described as "critical."

A reflective teacher (also called a researcher of teaching) is a person who transcends the technicalities of teaching and thinks beyond the need to improve his instructional techniques. Being reflective draws on the need for asking "what" and "why" questions. In reflecting on what and why questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. The process of control is called critical reflective teaching. By being critical, a teacher will have the ability to see his actions in relation to the historical, social, and cultural context in which his teaching is actually embedded. Such a teacher will develop himself both individually and collectively (in relation to society). The what and why questions asked

by reflective teachers should be systematized into a set of procedures to help others to become critically reflective teachers.

Dewey (1933), in his book *How we think suggests*: (1) that the pupil will have a genuine situation of experience; (2) that a genuine problem develop with this situation as a stimulus to thought; (3) that he possess the information and make the observations needed to deal with it; (4) that suggested solutions occur to him which he shall be responsible for developing in an orderly way; (5) that he have opportunity and occasion to test his ideas by application to make the meaning clear and to discover for himself their validity (p. 174).

Mapping involves asking questions about what we do as teachers. It involves observation and the collection of evidence about teaching. What is very important in the mapping phase is that observation must be done by individual teachers (and through the use of personal diaries, learning logs, portfolios, and journals). The teachers approach to the mapping phase should be a descriptive one. The description should delineate teachers' routine and conscious actions in the classroom. Teachers should, for instance, focus on their specific teaching problems which can be improved. In fact, the aim of the mapping phase is to raise teachers' consciousness through writing.

The next step in the cycle of reflective teaching is informing. In this stage the teacher will ask such questions as (1) "What is the meaning of my teaching?" and (2) "What did I intend?" of himself. In other words, he turns to look for meanings behind the maps. That is, the teacher revisits his first records - his maps - adds to them, and makes sense of them. As such, the informing phase provides the teacher with an understanding of the difference between teaching routine and conscious teaching action, and the ability to unmask the principles behind them. The teacher will, therefore, strive for the best possible solution rather than the correct or most certain solution (on the basis of an informed choice).

In the appraisal phase, by asking such questions as "How might I teach differently?" Appraisal is a quest for alternative courses of action. It guarantees teaching by linking the thinking dimension of reflection with the search for teaching in ways consistent with new understanding. According to Bartlett (1990), more participatory styles of goal-based or domestic assessment procedures, we are appraising possible courses of action.

The last phase in the cycle of reflective teaching process is "acting." The question the teacher raises in this phase is "What and how shall I teach now?" In this connection, Freire,P (1970) distinguishes between activism and verbalism. Reflection without action is verbalism; action without reflection is activism. Freire claims that verbalism and activism should go hand-in-hand to guarantee the best possible outcome. After mapping, teaching practice, unearth the reasons and assumptions for these actions, subject these reasons to critical scrutiny, appraise alternative courses of action, and then act. As such, becoming reflective forces to adopt a critical attitude as individual second language teachers, and to challenge espoused personal beliefs about teaching.

### 3. The Post-Method Era

The period of insecurity manifested by both the methods of the method era and the ideologies of the beyond method era formally culminated in the post method era - or post method condition. In an attempt to distinguish between the post method era and the foregoing heterodoxies, Kumaravadivelu (1994, 2001, 2003) suggests that the post method paradigm is an attempt at finding *an alternative to method rather than finding an alternative method* (my italics). He draws on the distinction made by Mackey (1965) between method analysis and teaching analysis, and goes on even further to claim that language teaching practitioners have more recently come up with "an awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, ... that nothing short of breaking the cycle can salvage the solution" (Kumaravadivelu, 1994, p. 28). In this connection, Kumaravadivelu distinguishes between knowledge-oriented theories of pedagogy (based on the traditional notion of method) and classroom-oriented theories of practice (based on the post-method condition). He outlines the characteristics of the post-method condition in such a way as to signify (1) a search for an alternative to method rather than an alternative method, (2) teacher autonomy, and (3) principled pragmatism.

Kumaravadivelu,(2003,45) argues that a need to look beyond the notion of method has emerged out of the inherent contradictions between method as conceptualized by theorists and method as actualized by practitioners. This claim is again far from being scientific. He argues in such a way as to pinpoint the existence of a taken-for-granted sort of hostility between theorizers and practitioners. It seems to be more reasonable to try to encourage both theorizers and practitioners to compromise in

more favorable ways. Given the chance of reasonable discussion on points of major controversy, this compromise does not seem to be out of reach. Teacher autonomy is another pedestal upon which the post method era stands. The crucial problem with the traditional notion of method, according to the proponents of post-method condition, is an ethical one in the sense that method, as outlined by theorizers, keeps practitioners away from the practice of their potentials. "The post-method condition, however, recognizes the teacher's potentials: teachers know not only how to teach but also know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks" (Kumaravadivelu, 1994, p. 30).

Principled pragmatism reveals itself in the form of teacher's sense of plausibility (i.e. *teacher's subjective understanding of the teaching he does*). Teachers' plausibility connotes the involvement of both teachers and students in the learning activity. As such, it is quite reasonable to emphasize the importance of teacher plausibility in language teaching pedagogy. Teacher plausibility should not be interpreted in such a way as to empower the teacher to change language teaching or learning experience to a unidirectional flow of information from the teacher to the learner. It should, on the contrary, entail the teacher's endeavor to assess learner needs, and his attempt to involve learners in learning activities. Principled pragmatism is based on Widdowson's (1990) notion of pragmatics of pedagogy' which construes the immediate activity of teaching as the medium through which the relationship between theory and practice can be realized.

Kumaravadivelu (1994) takes the characteristics outlined above as a point of departure to propose a strategic framework for L2 teaching. The framework, Kumaravadivelu claims, is offered not as a dogma for uncritical acceptance but as an option for "critical appraisal in light of new and demanding experience and experimentation in L2 learning and teaching" (p. 32). The post method condition, as Kumaravadivelu delineates it, is a descriptive, open-ended set of options, and an interim plan to be continually modified, expanded, and enriched by classroom teachers. The post method framework suggests that teachers should foster the following ten macro strategies:

- 1) Maximize learning opportunities.
- 2) Facilitate negotiated interaction.
- 3) Minimize perceptual mismatches.

- 4) Activate intuitive heuristics.
- 5) Foster language awareness.
- 6) Contextualize linguistic input.
- 7) Integrate language skills.
- 8) Promote learner autonomy.
- 9) Raise cultural consciousness.
- 10) Ensure social relevance.

The paradigm of the post-method condition was later enriched by Kumaravadivelu's (2003) attempt to characterize language teaching in a post-method era and to provide the fundamentals of the post-method pedagogy as a three-dimensional system consisting of the pedagogic parameters of particularity, practicality, and possibility (Tajeddin, 2005). The parameter of particularity facilitates the context-sensitive language teaching with a true understanding of local linguistic, socio-cultural, and political particularities. Practicality ends the conventional role relationship between theorists and practitioners through empowering teachers to construct their own theory of practice. Possibility is the parameter which allows learners, teachers, and teacher educators to be socio-politically conscious and to search for identity formation and social transformation

#### **4. Trends in Research on Teacher Education**

Research on teacher education is not particularly robust. Many studies have used small cohorts to investigate particular strategies for teacher preparation or to examine particular variables that are hypothesized to influence the practice of teacher candidates. A few newer research projects are just beginning to undertake comprehensive analyses of what constitutes “exemplary” teacher education. For example, AACTE has published a series of case studies of unique teacher education programs such as those offered by the Bank Street College of Education in New York City and Alverno College in Milwaukee. Similarly, a federally funded study is examining teacher education policies and practices in a discrete set of states and institutions within states. In general the research on teacher education has been qualitative, with little emphasis on programmatic outcomes or accountability.

During the 1990s, much of the academic research on teacher preparation has focused on what it means to become a teacher, and many of the studies that are cited in research syntheses are micro ethnographic studies of an individual case or a small

cohort of teacher candidates and beginning teachers (Bullough, 1997). A number of themes run through this research:

- Prior experience and beliefs have a profound impact on the kind of teacher a candidate becomes (Bullough cites Griffiths & Tann, 1992; Pajares, 1992; and Johnston, 1992, among others).
- The nested contexts within which beginners learn to be teachers are important contributors to their success and satisfaction. Today, these contexts are often disconcerting. Novice teachers today are caught up in a postmodern world that Hargreaves (1994) describes as characterized by “accelerating change, intense compression of time and space, cultural diversity, technological complexity, national insecurity, and scientific uncertainty.” The school system that they will teach in, on the other hand, “continues to pursue deeply anachronistic purposes within opaque and inflexible structures.”
- In the 1990s, teacher preparation programs placed a great emphasis on the use of writing to document and uncover the developing conceptions of teaching in teacher candidates. Researchers reported positive outcomes from the use of many forms of writing: logs, journals, diaries, reflective reports, and autobiographical sketches (Bullough, 1997).
- “Action research,” in which various combinations of college faculty, teacher candidates, and practicing teachers identify “real” problems and work together to find answers, became a popular tool in teacher education, as did teaching “cases” that describe specific school and classroom issues in need of resolution and are used as the basis for discussion and professional growth for both preservice and in-service teachers (Bullough, 1997; Cochran-Smith & Lytle, 1999).

These lines of research are interesting and engage many teacher educators in communities and networks of scholars that are professionally rewarding. There is a humanistic quality to these research strands that is captured by the frequent use of terms such as “reflection” and “personal beliefs.” As Ducharme and Ducharme (1996) note, “While debate about what constitutes quality research continues, many scholars in the 1990s would recognize such areas of inquiry as reflective interpretations of beginning teachers’ experiences as legitimate forms and subjects of *research* and would not term them *nonresearch*.” Certainly, the research questions asked and the lessons that have



been learned through this body of research are not assessment or accountability driven and do not provide “hard” data about the quality or competence of new teachers.

Another strand of research involves an examination of the programmatic and structural characteristics of several teacher preparation programs that many researchers and practitioners point to as centers of excellence in the preparation of new teachers who are learner and learning centered (Darling-Hammond, 1999). The institutions studied were Alverno College in Milwaukee, Bank Street College in New York, Trinity University in San Antonio, University of California at Berkeley, University of Southern Maine, University of Virginia, and Wheelock College in Boston. From interviews, observations, and the gathering of “reputational” evidence, the researchers concluded that these preparation programs have several things in common:

- A common, clear vision of good teaching that is apparent in all coursework and clinical experiences.
- A core curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy taught in the context of practice.
- Extended clinical experiences (at least 30 weeks), which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework.
- Well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work.
- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty.
- Extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice. (Darling-Hammond, 1999, pp. 233-234) .

Darling-Hammond ,comments that taken together, the aforementioned elements of these particular programs allow them to prepare teachers to meet the needs of diverse learners while also teaching for understanding thereby continually producing high quality teachers.

In the mid-1990s, the U.S. Department of Education funded the National Partnership for Excellence and Accountability in Teaching (NPEAT). NPEAT has

supported research projects on various topics related to teaching quality, including some concerning preservice teacher education. Reports from these studies are not yet available. One study—*The Study of Incentives and Impediments to the Improvement of Teaching*—is focusing on state and higher education policies and practices that may help or hinder the preparation and ongoing support of high-quality teachers (presentation by Barnett Barry at NPEAT Forum, October 5, 1999). In this study, Connecticut has emerged as an exemplar in the reform of policies and practices related to teacher education, induction, and continuing professional support. Researchers have identified several features of teacher preparation efforts in Connecticut that appear to be related to good results. Structural dimensions include support from top university leadership for high-quality teacher education; funding based on needs and results, not just head counts; commitment of teacher education faculty to teaching (as opposed to research); and making teacher preparation a 5-year program. Dimensions of institutional culture are also important, such as the selectiveness of the teacher preparation program, candidate recruitment strategies that target honors students, getting the attention of arts and sciences faculty, and the salaries and status of teacher education faculty in comparison with other parts of the institution as indicators of the value placed on preparing teachers. Structural and cultural patterns in the other states and institutions in this study are disheartening.

Policy recommendations that are emerging from this study include (1) joint appointment of arts and sciences/education school faculty, (2) analysis of higher education funding for teacher education, and (3) networking arts and sciences faculty who want to be involved with the improvement of teaching and student outcomes across IHEs within a given state to achieve critical mass. What is happening in schools, colleges, and departments of education at Connecticut's IHEs is just one part of a larger teacher policy initiative that has involved raising starting salaries for teachers, an improved induction program, and rigorous requirements for ongoing professional development.

In general, research directions for improving teacher preparation in the 1990s have focused on questions, issues, and methods that yield little guidance for the design of evaluations that are concerned with outcomes and accountability. Evaluatively speaking, the teacher education sector has regulated itself for the past 35 years through the accreditation process. Losing accreditation, as occasionally happens to an

institution, is embarrassing but has not often made headlines, and the majority of IHEs that are authorized to prepare teachers for state certification have not even participated in NCATE review.

### **Teacher Knowledge and Development As a Teacher :**

In the early twenty-first century, research has only begun to chart how differences among programs affect the quality of teacher preparation. Michael Andrew's 1990 study, for example, found that graduates of five-year programs reported greater satisfaction with both their teacher preparation and chosen career and were more likely to remain in teaching than graduates of four-year programs. However, much more work needs to explore how structural differences among preparation programs affect the quality of their graduates.

Relatively few studies have looked systematically at teacher education within the field of English. Studies on the preparation of English teachers have focused primarily on teachers' knowledge and beliefs about the subject matter, and on how teachers develop their understandings of how to teach English. A growing body of research suggests that what English teachers know and believe about literature influences both their curricular and instructional choices. How teachers choose to teach a literary text reflects their own understanding of literature and its interpretation. Similarly, teachers' knowledge of the complexity of the writing process affects their approaches to the teaching of writing. The teaching of writing requires knowledge of how the demands of writing vary depending upon the nature of the task, audience, and genre, among other factors. Lack of this knowledge among teachers may help explain why writing instruction too often reduces the writing process to a lock-step series of discrete stages. Education has changed significantly since the nineties. The increased emphasis on standards ,accountability, high –stake tests ,and federal mandates ,such as the 'No Child Left Behind Act' all have increased the need for teachers who are knowledgeable and highly skilled in the classroom .

Another body of research has focused on the development of pedagogical content knowledge - the knowledge of how to teach English to a wide range of students. A number of studies have looked at how teachers transform their knowledge of the subject, for each student, to knowledge of how to teach the subject to diverse learners. In looking at this transformation, a number of studies have focused on the importance of subject-specific methods courses. This line of research suggests that prospective

teachers begin the task of rethinking their subject matter from a pedagogical perspective within the context of English methods courses. Such courses often require prospective teachers to confront their implicit assumptions about the subject matter, through assignments such as literacy autobiographies or the examination of personal metaphors for teaching. Methods courses also provide opportunities to learn more about how students learn to read and write, and some of the predictable struggles they may face. The potential of methods classes to shape prospective teachers' classroom practice is mediated by their experiences in actual classrooms. When they do not have opportunities to observe or try out the practices they are studying in methods classes, they may begin to doubt their feasibility.

For years, educators and other related professionals have argued whether teacher preparation should emphasize content knowledge or pedagogical knowledge. Under this new model of teacher professional development, there is a recognition that the work of teachers is complex and thus needs a broad and inclusive perspective. Authors, in the nineties, including: Anne Grosso de Leon, Anne Reynolds, Robert Glaser, Hilda Borko and Ralph Putnam, and Olugbemiro Jegede, Margaret Taplin, and Sing-Lai Chan have offered lists of types of knowledge, skills, dispositions, and values that effective teachers must have a mastery of. They include:

- General pedagogical knowledge. This includes knowledge of learning environments and instructional strategies; classroom management; and knowledge of learners and learning.
- Subject-matter knowledge. This includes knowledge of content and substantive structures and syntactic structures (equivalent to knowledge about a discipline).
- Pedagogical content knowledge. A conceptual map of how to teach a subject; knowledge of instructional strategies and representations; knowledge of students' understanding and potential misunderstandings; and knowledge of curriculum and curricular materials.
- Knowledge of student context and a disposition to find out more about students, their families, and their schools. Knowledge and disposition to involved families in the day-to-day work of the schools.
- A repertoire of metaphors in order to be able to bridge theory and practice.
- External evaluation of learning.
- Clinical training.

- Knowledge of strategies, techniques, and tools to create and sustain a learning environment or community, and the ability to employ them.
- Knowledge, skills, and dispositions to work with children of diverse cultural, social, and linguistic backgrounds. A multicultural perspective in teacher preparation is crucial for an effective program of teacher education and professional development.
- Knowledge and attitudes that support political and social justice as social realities make teachers very important agents of social change. In some extreme situations (such as that of South Africa after the apartheid regime and Namibia after gaining independence), this aspect of the professional work of a teacher is more emphasized and thus institutions of teacher preparation have adopted this as a requirement of their programs. Michael Samuel, Katarina Norberg, and others argue that the development of this critical consciousness should be part of teacher preparation, not only in extreme cases, but also in all countries and contexts.
- Knowledge and skills on how to use technology in the curriculum. In a 2001 article in *Language Arts*, Evangeline Pianfetti lists a number of "virtual opportunities for professional development," and also a number of Internet sites with information about grant providers that support professional development efforts to educate teachers about new technologies in the classroom.

### **Standards and Accountability**

Standards (statement that describe what students should know or be able to do at the end of a prescribed period of study) are a part of every teacher's daily life .They influence their thinking by suggesting content, learning objectives, and in some cases , the way you assess the students' learning .Although the standards movement is highly controversial ,with critics as: Amrein & Berliner ,2002; Paris ,1998, and proponents as: Bishop,1998; Hirsch,2000 ,lining up on opposite side ,virtually every professional organization in education ,ranging from those involved with core subjects such as English as foreign language ,has prepared lists of standards ,such as : Consortium of National Art Education Associations ,1994; National Standards in Foreign Language Education project,1999).This means that standards are written with varying degrees of specificity. So standards must first be interpreted and then appropriate teaching strategies must be selected to help students meet the standards .All this requires

professionals who are highly knowledgeable about their work .This professional knowledge includes the following :

### **1. Teacher Knowledge :**

About the middle of the twentieth century ,views of learning experienced a major shift away from an emphasis on specific ,observable behaviours and toward internal mental processes(Mayer,1998).This shift ,commonly described as the ‘cognitive revolution’, has resulted in a greater emphasis on teachers’ knowledge and thinking in the process of developing as expert teachers .

Studies of expertise in a variety of fields confirms the importance of knowledge in the development of expert performance (Bruning, Schraw, Norby, & Ronning, 2004) ,and this is true for teaching as well . “The accumulation of richly structured and accessible bodies of knowledge allows individuals to engage in expert thinking and action .In studies of teaching ,this understanding of expertise has led researchers to devote increased attention to teachers’ knowledge and its organization”( Borko &Putnam,1996,p 674).

Research indicates that at least four different kinds of knowledge are essential for expert teaching .Each helps teachers make professional decisions ,such as determining the most effective ways to help students reach standards .These different types of knowledge include:

- Knowledge of content
- Pedagogical content knowledge
- General pedagogical knowledge
- Knowledge of learners and learning (Peterson,1988; Shulman,1987)

Teacher education programmes should be able to support the development of the student teachers by helping them acquire knowledge in each of these areas.

**First :Knowledge of Content:** We can’t teach what we don’t understand . Although this statement appears self -evident ,it is also well documented by research examining the relationships between what teachers know and how they teach (Shulman ,1986; Wilson, Shulman,& Richert,1987).Although understanding of the topic we teach is essential for all teachers in all content areas.

**Second: Pedagogical Content Knowledge:** Which is the understanding of “ways of representing the subject that make it comprehensible to others” and “an understanding of what makes the learning of specific topics easy or difficult”(

Shulman,1986,p9).The difference between content knowledge and pedagogical content knowledge is similar to the difference between knowing *that* and knowing *how* .Pedagogical content knowledge depends on an understanding of a particular topic .Thus, teachers who possess pedagogical content knowledge also recognize when topics are hard to understand and illustrate these difficult to teach ideas with concrete experiences that make them meaningful .Paradoxically, researchers have found that teachers with high levels of content knowledge sometimes have trouble representing topics for novice learners (Nathan, Koedinger,& Alibali,2001).Because of their own personal deep understanding , they have trouble “putting themselves in learners’ shoes.” Expert teachers both thoroughly understand the topics they teach and able to represent those topics in ways that are understandable to students.

**Third: General Pedagogical knowledge :**Knowledge of content and pedagogical content knowledge are important in teaching but they have one limitation ,they are domain specific ,that they depend on knowledge of particular content area ,or the concept density .In comparison ,general pedagogical knowledge involves an understanding of general principles of instruction and classroom management that transcends individual topics or subject matter areas(Borko &Putnam,1996).

- **Instructional Strategies:** Regardless of the content area or topic, teachers need to understand and know how to apply different ways of promoting learning ,including involving students in learning activities , using techniques for checking their understanding ,and using strategies for running lessons smoothly .Questioning is an important example , especially when teacher recognizes that asking questions that engages all the students is important . Similarly ,teachers must also be able to communicate clearly ,provide effective feedback ,and use a variety of other strategies to maximize learning for all students .
- **Classroom Management:** Regardless of the content area or topic being taught ,teachers also need to know how to create orderly classroom environment that promote learning (Emmer, Evertson, & Worsham,2003; Evertson,Emmer,&Worsham,2003).Understanding how to keep forty or more students actively engaged and working together in learning activities requires that teachers know how to plan , implement, and monitor rules and

procedures; organize groups ;and react to misbehavior .It is virtually impossible to maintain an orderly , learning –focused classroom if we wait for misbehavior from occurring in the first place ,rather than stopping misbehavior once it begins.

- **Knowledge of Learners and Learning** :Knowledge of learners and learning is also essential to effective teaching and is “arguably the most important knowledge a teacher can have”( Borko & Putnam ,1996 , p:675.) .This knowledge influences the way we teach by reminding us that we do not teach content ,we teach students. Each of the form of knowledge is essential for teaching expertise.

#### **Culture and Literature Knowledge :**

Integrating culture and literature as core components of TEFL programs at Arab universities is unavoidably a controversial issue. Two schools of thought, as extensively discussed in Obeidat (1997), represent this controversy. The first school of thought (Zughloul 1986, 1987) believes that the English culture and literature have little to contribute to the students' overall communication skills. Such researchers believe that novice EFL teachers lack the communication skills simply because TEFL preparation programs are overloaded with cultural and literary courses. Furthermore, many people in the Arab World, as in many other countries, view English literature and culture with great suspicion since they represent a nation that had colonized and dominated their countries for a long period of time. In addition, these two areas could be a source of disseminating ideas that, in their essence, contradict basic Islamic values, something that is totally unacceptable for many people in the Arab World (according to Obeidat, 1997). On the other hand, researchers of the second school of thought such as Salih (1986) and Obeidat (1996; 1997) believe that the major problem of TEFL programs is that they do not take literature and culture as core components; rather they have been "pushed to the background". Thus, for such programs to serve their candidates effectively, according to such researchers, culture and literature should be the core courses of any English department. Researchers (such as: Savile-Troike, 1983; Shier, 1990; Kramsch, 1993; Thanasoulas, 2001) in other parts of the world argue that the grammatical and lexical knowledge is not enough to develop students' communicative competence.



In addition to linguistic competence, students need to achieve a desirable level of cultural competence. Therefore, culture should not be marginally attached to the teaching of speaking, listening, reading, and writing. Rather it should be a core component of English programs. The above conflicting views seem to be heavily influenced by the educational background of their pioneers. The former view, for instance, is advocated by pioneers with linguistic background, whereas the latter is represented by pioneers with literary background as it appears in the researchers' autobiographies. This could undermine the argument of each side, since a great deal of subjectivity could interfere in such arguments. Therefore, a third objective argument needs to be discussed here. The development of cultural and literary competencies is important. But this does not mean, in any way, that EFL prospective teachers strip themselves off their native culture and wear new cultural lenses through which they see and evaluate things in the world. Rather, it means to have a reasonably general background about English culture and literature so as to widen their horizons, sharpen their thinking and enrich their expressions, (Lafayette, 1993). They need to show a positive understanding towards "the self" as well as "the other", a concept very much emphasized in Islam and in the Holy Qura'n "O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other))." (Qura'n-Chapter 49/13).

#### **Knowledge of Language and Linguistics:**

The language and linguistics component refers to the students' knowledge of the English language - its phonological, morphological, syntactical and semantic systems - which is an essential part of any TEFL program. However, the size and the nature of this component are relatively controversial. It is widely believed that this component contributes more to the development of the candidates' theoretical knowledge and practical analysis of English rather than the development of the students' communicative abilities in using English. Some researchers (Salih 1986; Obeidat, 1997) indicate that the TEFL programmes in the Arab World or elsewhere (Berry 1990) are heavily loaded with courses related to language systems which contribute very little to the candidates' proficiency in English. However, TEFL programs can not and should not totally ignore the inclusion of such courses. Even modern foreign language associations such as the American Association of Teachers of Spanish and Portuguese (AATSP), the American Association of Teachers of French (AATF) and the American

Association of Teachers of German (AATG) focus on courses related to language and linguistics through introductory courses rather than detailed courses, Lafayette, (1993).

#### **a. International Comparisons of Teacher Development**

Despite the importance of teacher expertise, when compared to many other countries that might be thought of as peers or competitors, the Palestinian universities invests far less in the pre -service and in-service preparation of teachers and allows much greater variability in teachers' access to knowledge. Many Gulf countries and regional Arab countries in comparison to U.S. ,European and Asian countries support high-quality teaching by:

- pegging teacher salaries to those of professions like engineers or civil servants so that teaching does not experience shortages of qualified personnel,
- subsidizing a rigorous program of teacher preparation so that the most talented candidates can be recruited,
- encouraging or requiring graduate preparation in education on top of a bachelor's degree, including at least a year-long internship in a school working in partnership with the university,
- requiring rigorous examinations of knowledge about subject matter and teaching before entry into the profession,
- providing beginning teachers with intensive mentoring, support systems, and reduced teaching loads, so that they can gradually learn to teach proficiently,
- building extensive time for learning and collective planning into teachers' schedules so that they can work on teaching together(Hammond,1995)

#### **b. Teacher Learning**

There are many teachers for whom the use of technologies for educational purposes is unfamiliar and, in some cases, a daunting prospect. Technology integration requires practicing teachers to assume a learning stance. From a constructivist perspective, "teacher-learners" engage in learning that is a "constructive and iterative process in which the person interprets events on the basis of existing knowledge, beliefs, and dispositions" (Borko & Putnam, 1996). The goal of professional development, then, is to help teachers make meaning of new constructs and experiences (technology, in this case) to determine its impact on education, including learning processes, access to content, and instructional methods. Ultimately, we hope such

learning experiences will change teachers' practice in that they are better prepared to integrate technology to support subject-matter learning by their students.

Teachers' prior knowledge mediates future learning (Borko & Putnam, 1995, 1996; Bransford & Schwartz, 1999). In learning situations, teachers interpret, question, or evaluate new knowledge through their previously acquired knowledge and experiences (Bransford & Schwartz). In addition, an important part of teachers' life-long learning is the "expansion and elaboration of their professional knowledge base" (Borko & Putnam, 1995). Overall, knowledge is essential because teachers use it to determine actions in the classroom. Thus, it is strategic to identify the relevant knowledge base teachers draw on and develop when learning to teach with technology.

The conceptual categories of subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge (Grossman, 1988; Shulman, 1987) form a useful framework toward this end. Subject matter knowledge is the depth and breadth of knowledge in a content area such as English, physics, or algebra; teachers know facts and concepts of the discipline, frameworks for explaining such disciplinary facts and concepts, and the path new content takes to become part of the discipline. General pedagogical knowledge, such as learning theories, individual cognitive development, and classroom management, serve teachers across all subject areas for general pedagogical choices. Pedagogical content knowledge is specific for each content area; teachers within a discipline make pedagogical decisions about instruction and learning based on what they believe to be the purpose(s) for teaching the content, what knowledge they believe students should be developing (noting what has been taught in previous and subsequent grade levels), what discipline-based teaching materials are available, and what representations or activities have been successfully used in their past teaching.

Teachers who learn about technology may connect it to their subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge (Drier, 2001; Dun, Feldman, & Rearick, 2000; Margerum-Leys & Marx, 2002). To facilitate innovative subject matter teaching with technology, capitalizing on connections with subject matter or pedagogical content knowledge seem particularly appropriate. Yet, it is unclear how different learning environments or experiences may trigger teachers' development of or connection to any or all of these types of knowledge. Thus, the

literature on the nature of effective learning experiences may reveal insight into possible relationships between the learning experience and knowledge development.

### **c. Nature of Effective Learning Experiences**

Cognitive constructivist learning perspectives and teacher change literature acknowledge the need for awareness of one's own beliefs in order to begin questioning beliefs or considering change. People, situations, or internal reflection can provide "potentially alternative ways of thinking or acting" (Richardson & Placier, 2001) that lead to "cognitive conflict" (Pressley & McCormick, 1995). For example, Sandholtz, Ringstaff, and Dwyer (1997) documented change in instruction and beliefs when teachers, who were aware of their own beliefs, had exposure to "alternative belief systems and experience positive consequences of those alternatives" (p. 48). King (2002) reasoned that inexperience with technology created "disorienting dilemmas" for teachers that prompted enrollment in technology-learning experiences, which, in turn, can "cause adults to question their knowledge base and to change their actions" (p. 287). King documented occurrences of "perspective transformations," such as shifts from teacher-centered to student-centered perspectives, development of a worldview of education, or changes in instructional preparation. We may anticipate that learning experiences that provide opportunities for teachers to access and acknowledge their prior knowledge, as well as provide alternatives or dilemmas may impel teachers toward questioning and potentially changing their beliefs and knowledge.

Few teachers have access to quality professional development opportunities that offer thoughtful, subject-matter-based technology use. In 1999, teachers received only 5.9 hours of teacher training on "integrating technology into instruction" (Milken Exchange on Educational Technology, 1999). These minimal training hours are predominantly organized as short-term, one-shot workshops focused on learning software without specific content-based examples of their use (McKenzie, 2001) and without pedagogical and curricular connections (Zhao, Pugh, & Sheldon, 2002). A shift toward content-based technology preparation is beginning to occur in-service education, and descriptive accounts (Crohen, 2001) are now available. Providing content connections may be more successful due to its implicit or explicit reference to teachers' subject matter knowledge and the content they teach, for teachers report a desire for grade-specific content and curriculum integration ideas (Snoeyink & Ertmer, 2001/2002). Approaches that emphasize content would target teachers' subject matter

knowledge and pedagogical content knowledge in contrast to when technology is learned as a separate, unrelated skill. Thus, we may expect that teachers who learn about technology from a content perspective may be more likely to use it to support content learning, whereas teachers who learn it as a skill may have greater difficulty using the technology for educative purposes. Thus, to effectively interpret the impact of professional development, one must consider the outcome--specifically, teachers' technology integration efforts and technology-supported pedagogy.

#### **d. Technology-Supported Pedagogy**

The variation in technology-supported pedagogy may be captured through three categories; (a) technology functioning as replacement, (b) amplification, or (c) transformation. Technology as replacement involves technology replacing and, in no way, changing established instructional practices, student learning processes, or content goals. The technology serves as a different means to the same instructional end. Technology as amplification capitalizes on technology's ability to accomplish tasks more efficiently and effectively, yet the tasks remain the same (Cuban, 1988; Pea, 1985). Technology as transformation may change students' learning routines, including content, cognitive processes, and problem solving (Pea, 1985) or teachers' instructional practices and roles in the classroom (Reinking, 1997). Technology in education has the potential to innovate, as in transformative uses, but also can maintain the status quo, as in replacement or amplification uses. Currently, teachers are employing technology in ways that are least distant from their practice, choosing to sustain rather than innovate current pedagogy (Cuban, 2001; Zhao et al., 2002). Crafting transformative technology pedagogy may require learning experiences that inspire reflection, are grounded in content, and provide ideas and alternatives for technology use. Yet, the research has not examined the role that learning experiences or teachers' knowledge may have in the degree of innovation of teachers' adopted use of technology.

#### **The Relationship Between Teacher Knowledge and Student Achievement**

Teacher expertise , or what teachers know and can do , affects all the core tasks of teaching. For example, what teachers understand, both about content and students, shapes how judiciously they select from texts and other materials and how effectively they present material in class. Their skill in assessing their students' progress depends also on how deeply they themselves know the content, and how well they can understand and interpret students' talk and written work. Nothing can fully compensate

for the weakness of a teacher who lacks the knowledge and skill needed to help students master the curriculum. Ferguson's findings closely mirror those of a recent review of 60 studies by Greenwald, Hedges, and Laine, which found that teacher education, ability, and experience, along with small schools and lower teacher-pupil ratios, are associated with significant increases in student achievement. In their estimate of the achievement gains associated with various uses of funds, additional spending on teacher education outweighed other variables as the most productive investment for schools.

Another body of research confirms that teacher knowledge of subject matter, student learning and development, and teaching methods are all important elements of teacher effectiveness. Reviews of several hundred studies contradict the longstanding myths that "anyone can teach" and that "teachers are born and not made." Teacher education, as it turns out, matters a great deal. In fields ranging from mathematics and science to early childhood, elementary, vocational, and gifted education, teachers who are fully prepared and certified in both their discipline and in education are more highly rated and are more successful with students than are teachers without preparation, and those with greater training are found to be more effective than those with less.

Teachers who have spent more time studying teaching are more effective overall, and strikingly so for developing higher order thinking skills and for meeting the needs of diverse students. Not only does teacher education matter, but more teacher education appears to be better than less. As we describe below, recent studies of redesigned teacher education programs , those that offer a five, or six-year program including an extended internship -- find their graduates to be more successful and more likely to enter and remain in teaching than graduates of traditional undergraduate programs.

Recent research on teaching and learning suggests that teaching is more than old-fashioned telling and more than simple "best practices." Work done by cognitive psychologists suggests that for learning to take place, teachers must consider the prior knowledge of their students; provide substantial interaction so that students can construct meaning; and engage students in metacognitive activity so they can learn to mediate their own learning and be able to transfer what they have learned to new circumstances. Further, they must take into account issues of multiple contexts. In addition, teachers must also sufficiently understand the subjects they teach to present

content in multiple ways to diverse learners. If this is the real goal, then our original question changes to: How do we tie the assessment of new teacher graduates to student learning and to teacher preparation in search of high quality teaching? Seeking answers to this question promises to yield far richer and more useful information about teaching and student learning.

New beginning teachers need to know and be able to do to support high quality teaching. Earlier work describes the basic principles of developing an approach to designing the evidentiary warrant for teacher education programs. Those principles include:

- Assessments sample the actual knowledge, skills, and dispositions required of teachers as they are used in teaching and learning contexts, rather than relying on more remote proxies.
- Assessments require the integration of multiple kinds of knowledge and skills as they are used in practice.
- Multiple sources of evidence are collected over time and in diverse contexts.
- Assessment evidence is evaluated by individuals with relevant expertise against criteria that matter for performance in the field.

This view of assessment provides guidelines for building new assessment systems that track the relationship between teacher preparation and teachers' performance in the classroom.

To identify the links between teacher learning and student achievement, we must first determine what teachers are learning in their pre-service education programs. Then we must determine what they carry with them into their work as new teachers. Further, we need to understand how that learning changes over time as teachers accumulate experience. Finally, we need to match what they have learned and are teaching with what their students achieve. Standardized tests rarely yield direct links with what is taught, so assessments for emerging teachers and for their students must be more robust.

### **Professional Organizations Respond to the Need for Teachers' Knowledge :**

Professional organizations have responded to the renewed emphasis on teachers' knowledge (Eggen & Kauchak, 2006). Two organizations with the most widespread influence on teaching are :

- The Interstate New Teacher Assessment and Support Consortium (INTASC), an organization committed to increase the professionalism of beginning teachers .
- The National Board for Professional Teaching Standards (NBPTS), an organization whose goals are to strengthen teaching as a profession and raise the quality of education by recognizing the contributions of exemplary teachers.

**a. The INTASC Principles:**

In response to the renewed emphasis on professional knowledge in teaching, INTASC has set rigorous standards ,which are outlined in Table (2.1) :

**Table (2.1) The INTASC Principles**

Principle	Illustrations...
1.Knowledge of subject	The teacher understands the central concepts ,tools of inquiry ,and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students .
2.Learning and human development	The teacher understands how children learn and develop , and can provide learning opportunities that support their intellectual ,social and personal development.
3.Adapting instruction	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4.Strategies	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking ,problem –solving ,and performance skills.
5.Motivation and management	The teacher uses an understanding of individual and group motivation and behaviour to create a learning environment that encourages positive social interaction, active engagement in learning ,and self-motivation .
6.Communication skills	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry ,collaboration, and supportive interaction in the classroom .
7.Planning	The teacher plans instruction based on knowledge of subject matter ,students ,the community ,and curriculum goals.
8.Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual ,social ,and physical development of the learner.
9.Commitment	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students,parents,and other professionals in learning community )and who actively seeks out opportunities to grow professionally.
10.Partnership	The teacher fosters relationships with school colleagues , parents, and agencies in the larger community to support students' learning and well being .

A number of states collaborated to create the Interstate New Teacher Assessment and Support Consortium (INTASC has set rigorous standards in each of the four areas of teacher knowledge.)These standards describe what teachers should know and be able to do in each of these areas , and are organized around ten principles.

**b. The National Board for Professional Teaching Standards :**



(NBPTS) was created in 1987 and mostly is composed of teachers of students in kindergarten through twelfth grade, but it also includes union and business leaders and university faculty. NBPTS seeks to strengthen teaching as a profession and raise the quality of education by recognizing the contributions of exemplary teachers, compensating them financially, giving them increased responsibility, and increasing their roles in decision making (Serafini, 2002). National board certification is based on standards that are directed by five core propositions about professional educators. These propositions and descriptions of how they are implemented in practice are outlined in table (2.2). The INTASC principles are designed for beginning teachers, and the NBPTS is aimed at veterans. Both, however, focus on the types of professional knowledge.

**Table 2.2. Propositions of the National Board for Professional Teaching Standards**

Proposition	Description
1. Teachers are committed to students and their learning	<ul style="list-style-type: none"> <li>§ Accomplished teachers believe that all students can learn, and they treat students equitably.</li> <li>§ Accomplished teachers understand how students develop, and they use accepted learning theory as the basis for their learning.</li> <li>§ Accomplished teachers are aware of the influence of context and culture on behaviour, and they foster students' self-esteem, motivation, and character.</li> </ul>
2. Teachers know the subjects they teach and how to teach those subjects to students.	<ul style="list-style-type: none"> <li>§ Accomplished teachers have a rich understanding of the subject(s) they teach, and they appreciate how knowledge in their subject is linked to other disciplines and applied to real-world settings.</li> <li>§ Accomplished teachers know to make subject matter understandable to students, and they are able to modify their instruction when difficulties arise.</li> <li>§ Accomplished teachers demonstrate critical and analytic capacities in their teaching, and they develop those capacities in their students.</li> </ul>
3. Teachers are responsible for meaning and monitoring student learning	<ul style="list-style-type: none"> <li>§ Accomplished teachers capture and sustain the interest of their students and use their time effectively.</li> <li>§ Accomplished teachers are able to use a variety of effective instructional techniques, and they use the techniques appropriately.</li> <li>§ Accomplished teachers can use multiple methods to assess the progress of students, and the teachers effectively communicate this progress to parents.</li> </ul>
4. Teachers think systematically about their practice and learn from experience.	<ul style="list-style-type: none"> <li>§ Accomplished teachers are models for intellectual curiosity and they display virtues (honesty, fairness, and respect for diversity) that they seek to inspire in their students.</li> <li>§ Accomplished teachers use their understanding of students, learning, and instruction to make principled judgments about sound practice and they are lifelong learners.</li> <li>§ Accomplished teachers critically examine their practice, and they seek continual professional growth.</li> </ul>
5. Teachers are members of learning communities.	<ul style="list-style-type: none"> <li>§ Accomplished teachers contribute to the effectiveness of the school, and they work collaboratively with their colleagues.</li> <li>§ Accomplished teachers evaluate school progress, and they use community resources.</li> <li>§ Accomplished teachers work collaboratively with parents in school activities.</li> </ul>

### **PPAXIS™ Exam Assess Teacher Knowledge :**

Increasingly , teachers are being asked to pass competency tests that measure their readiness for working with learners. The most frequently used test is the PPAXIS™ Series (praxis means putting theory into practice ),which is required in thirty- five states (Educational Testing Service ,1999).

An important part of the PPAXIS™ Series is the principles of Learning and Teaching (PLT)tests, which are specifically designed for teachers seeking licensure in kindergarten through grade six ,fifth through ninth grades ,and seventh through twelfth grades. The PPAXIS™ exams are closely aligned with the INTASC standards previously discussed ,and this book addresses many of the topics covered on the tests. Consistent with the INTASC principles and NBPTS propositions ,the PPAXIS™ exam is designed to measure teachers' professional knowledge .Many of the items on the exam are based on case studies ,which PPAXIS™ calls case histories(Eggen & Kauchak, 2006) .

### **Research and the Teachers' Role in Learning :**

A large body of research underscores the importance of the teacher in helping students learn (Good & Prophy,2003; Schuell,1996).Findings from this research consistently indicate that the teacher is the most important educational factor affecting student learning and development . Educators have not always been optimistic about the ability of research to guide classroom practice .Before the 1970s both research and teachers themselves were given little credit for contributing to student learning .This permission was caused by a number of factors ,including faulty research designs and inefficient research procedures (Gage & Giaconia,1981; Rosenshine ,1979).One of the oldest traditions in research on teaching focused on teacher characteristics :the implicit assumption that teachers are “born” and not “made”.(This idea is no longer popular today ).This research examined teacher characteristics ,such as warmth and humor, and tried to determine whether the presence or absence of these characteristics influenced students' learning .However ,the researchers often failed to establish whether these characteristics, typically measured on paper –and –pencil tests, produced any differences in actual teaching behaviours ,let alone differences in student achievement. As we would expect this approach proved unproductive and was ultimately abandoned.

Another line of research originating in the 1960s and continuing into 1970s focused on the relationship between home –and school –related factors and student learning (Coleman et al .,1966 , Jencks et al .,1972).Largely refinements of earlier work ,these studies searched for factors that correlated with student achievement. Results suggested that the most important variables impacting school learning were factors outside the control of the classroom teachers and even school environments ,such as parental income and educational background .Needless to say , both researchers and teachers were discouraged by the results .The data seemed to suggest that the most important variables in learning were beyond educators’ control .In addition ,these results led to sharply reduced national and state funding for educational research .With reduced economic support ,research efforts became even more difficult .

Teachers are expected to play new roles as part of the systematic reform efforts. Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. On the one hand, we need to think about how we can help prepare our students for the very different demands the future will make, and the need to make rapid decisions ,for instance.

### **Teachers Make Different: The Teacher –Effectiveness Research**

It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, the new roles and responsibilities, and current definitions of professional development. Recognition by the entire community of the complex nature of the changes needed is the first step in building the necessary support to ensure that teachers can fulfill their crucial role in systematic reform.

A good teacher education programme, first of all, is coherent. That is, it has an idea about what good teaching is and then it organizes all of its course work, all of the clinical experiences, around that vision. So it's not just a random assortment of courses and experiences for people. The courses are very much connected to practice ,as well as, to theory. They say in fact that : “there's nothing as practical as a good theory, and in fact, there is nothing as theoretical as good practice”. And good teacher education programmes have students in the classroom working constantly with expert master teachers while they're also teaching students for a variety of ideas about how students

learn, about how to assess their learning, about effective teaching strategies that will allow them to build a repertoire.

Two converging lines of research led to a new and more productive paradigm , one focusing on teachers ‘ actions in the classroom .The first was a reanalysis of the data gathered by Coleman and his associates (1966) .This reanalysis focused on individual schools and teachers and found that there were large difference in the effectiveness of both .Some prompted much more student learning than did others (Prophy &Good,1986; Good &, Prophy 1986).

The second emerged when researchers began to observe the teachers whose students learned more than expected for their grade and ability levels ,compared to those whose students scored as expected or below .The researchers found wide variations in the ways the two groups taught ,and description of these patterns –the patterns of teacher skills and strategies that influence student learning –make up the body of knowledge that we now call the teacher effectiveness research .The inescapable conclusion from this research is that teachers make a “profound impact” on student learning (Marzano ,2003).

#### **a .Beyond Effective Teaching :**

The literature on effective teaching made an invaluable contribution to education because it both confirmed the essential role teachers play in student learning and provided “education with knowledge base capable of moving the field beyond testimonials and unsupported claims toward scientific statements based on credible data”( Brophy,1992,p.5).It provides ,however ,only a threshold or a base line for all teachers . This knowledge base is divided into four sections that are thematically conceptualized as follows:

- 1.The knowledge base of second/foreign language teacher education.
- 2.The contexts of second /foreign language teacher education.
- 3.Collaborations in second language teacher education.
- 4.Second / foreign language teacher education in practice.

The “knowledge base” refers to what it is that foreign language teachers need to know and understand to be effective teachers and how that knowledge is incorporated into foreign language teacher education. The knowledge base is a broad theme and encompasses research and perspectives on, for example, knowledge and experiences, beliefs and attitudes, teacher socialization and learning, teacher cognition, teacher

identity, reflective teaching, and values and ethical dispositions. Quite recently, a number of professional organizations have attempted to define the knowledge base through the creation of standards for foreign language teacher education.

“Contexts” also represents a broad theme, which touches on the contexts in which second/foreign language teacher education takes place and second/ foreign language contexts themselves (ESL, EFL, foreign language, immersion, bilingual education) as well as different geographic, social, cultural, political, and institutional contexts. Context is, in a word, key in second / foreign language teacher education.

The third theme, “collaborations, ” speaks to the importance of cooperation and collaborative relationships in the work of second language teacher education. It includes institutional collaboration between schools and colleges of teacher education as well as the collaborative relationships that are formed among second language teachers or teacher educators themselves, including examples of action research that results from collaborative relationships.

Finally, “second/ foreign language teacher education in practice” focuses on how the work of second and foreign language teacher education is accomplished. This theme showcases programme models and underlying philosophies and provides examples of how the other three themes—knowledge base, contexts, and collaborations—are embedded in actual programmes.

### **b. Teaching for Understanding**

The concept of teaching for understanding may seem ironic :no teacher teaches for lack of understanding closely ,we see that it isn't as simple as it appears on the surface .Experts describe understanding as “being able to do a variety of thought-demanding things with a topic –like explaining ,finding evidence and examples , generalizing applying ,analogizing, and representing the topic in a new way”( Perkins & Blythe,1994,pp.5-6).The teaching models and other strategies described in this text are designed to help teachers ensure that their students' learning extends beyond mere memorization ,which is so prevalent in schools today.

Teacher questions provides a foundation for this process .With questions such as :

“Why?” , “How do these compare ?” “How are they alike or different ?”,

“What would happen if ...?” ,and particularly , “How do you know?”.

Questions such as these can do much to promote student understanding .Surprisingly (and disturbingly),teachers ask thought-provoking questions like these less than one percent of the time (Boyer ,1983).

Teaching for understanding requires that teachers possess the different types of knowledge ,which includes understanding the research on teacher effectiveness .Armed with this knowledge effective teachers achieve deep student understanding by :

- Identifying clear learning objectives for students .
- Selecting teaching strategies that most effectively help students reach the objectives
- Providing examples and representations that help students acquire a deep understanding of the topics they study .
- Encouraging students to become actively involved in the learning process
- Guiding students as they construct their understanding of the topics being studied
- Continually monitoring students for evidence of learning .

Although the focus is on learners and learning ,these strategies demonstrate the essential roles that teachers ,as well as teacher knowledge ,lay in guiding this process .

A repertoire of effective teaching strategies is essentials for teachers to promote deep understanding .Teachers must be able to select and use strategies that are most effective for different learning objectives .

### **c. The Need for Instructional Alternatives :**

What is the best way to teach ?The answer of this question have been debated since the beginning of formal education .Discussions have focused on authoritarian versus democratic techniques(Anderson,1959),discovery versus expository approaches (Keislar &Shulman,1966), teacher –versus student centeredness (Dunkin & Biddle, 1974)and direct versus indirect approaches to teaching (Peterson & Walberg, (1979).Thousands of studies have been conducted in an attempt to answer the question in its various forms .The most valid conclusion derived from this research is that there is no single best way to teach .Some learning objectives are better understood using teacher centered approaches ,for example ,whereas students are more likely to understand others with learner –centered approaches .

However, the view that teachers should be able to use different instructional strategies to meet different objectives has become so widely accepted that it's no longer an issue. The acceptance of this view is reflected in both the INTASC principles: "The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving and performance skills," (Interstate New Teacher Assessment and Support Consortium, 1992, p.20) and the NBPTS proposition: "Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed" (National Board for Professional Teaching Standards, 2004, p.3). In addition, a comprehensive review of this topic concluded, "More effective teachers use more effective instructional strategies... Effective teachers have more instructional strategies at their disposal" (Marzano, 2003, p. 78). Although having a repertoire of teaching strategies is essential for effective teaching, knowing when to use the different strategies is also important. Although a number of factors influence the choice of strategy, there are at the heart of the decision-making process: the teacher, the students, and the content which can be illustrated as follows:

### **c. Selecting Teaching Strategies :1. The Role of the Teacher**

Teachers, themselves, are one of the most important factors influencing the question of how to teach. Directing student learning at any level is a personal enterprise. How we teach depends to a large extent on who we are (Kagan, 1992). The learning objectives that we select, the strategies that we use to reach the objectives, and the way that we relate to students all depend on what we bring to the classroom as human beings. Attempts to identify an ideal teacher type have proved fruitless. Hundreds of research studies investigating different types of teachers have indicated that there is no one kind of effective teacher. Energetic, thoughtful, humorous, serious, traditional, and unorthodox teachers have all proven effective in different situations. Much of teachers' effectiveness lies in understanding their own strength and preferences and adopting compatible teaching strategies. Having a repertoire of strategies and models to choose from gives teachers the flexibility to select the most compatible with their personality and teaching styles.

### **2. The Impact of Learners**

Students are a second factor influencing the choice of teaching strategies. They differ in academic ability, background, experience, personality, and motivation. Some

are outgoing ;others are shy .Some are confident and others are uncertain .In addition , students' cultures including the values ,attitudes ,and traditions of a particular group can also have an important influence on learning (Banks, 2002).

Because of these differences ,individual students respond differently to various teaching strategies (Marzano,2003).This effect has been called by some researchers an “aptitude –treatment interaction,” with aptitude reflecting what students bring to a learning situation, and treatment describing our attempts to accommodate these differences (Schunk,2004).In some instances ,practices found effective with one type of student are ineffective with others (Prophy &Good ,1986).

### **3. Content and Learning Objectives**

The topic being taught is a third factor influencing the choice of teaching strategy .For example ,we don't teach factual information in the same way that we teach analytical skills .Teachers' objectives vary even within a class period .In a single lesson ,for example ,a literature teacher discussing “The Raven” might want students to remember the poem's author ;to relate the poem to the author's life ;and to learn the concepts of meter ,rhyme, and imagery .These objectives are different and each requires a different teaching strategy .

Similar situation exists in elementary schools. In teaching reading ,for instance , the teacher will want students to be able to correctly pronounce words ,identify the major theme of a story ,explain cause –and –effect relationships ,and predict the consequences of certain events in the story .Again ,the teacher's objectives are different for each situation .Trying to reach each in the same way is both ineffective and impossible .

#### **A Model Approach to Teaching :**

Both the terms strategies and models are closely related ,but not identical .In fact , strategies :are general approaches to instruction that apply in a variety of content areas and are used to meet a range of learning objectives .For example , questioning , organizing lessons ,providing feedback ,and ending lessons with review and closure are strategies .These strategies are general and apply across instructional settings; regardless of the grade level ,content area, or topic teachers use questioning ,for example ,to help students reach learning objectives .By comparison , models are specific approaches to instruction that have four characteristics :

- They are designed to help students acquire deep understanding of specific forms of content and to develop their critical- thinking abilities.



- They include a series of specific steps that are intended to help students reach the objectives.
- They are grounded in learning theory .
- They are supported by motivation theory .

General strategies are incorporated within each of the models .For instance ,questioning is essential for the success of all models ,as is careful lesson organization ,feedback , and other strategies (Eggen &Kauchak,2006).

To examine teaching models more closely ,It is due to compare the role of teacher using a model .When teachers consider a model ,first they identify what is to be learnt and then select a model to reach that learning objective .The model then determines ,in part ,the actions of the teacher.

Using this analogy ,a teaching model ,then ,is a type of blueprint for teaching . Just as a blueprint provide structure and direction for the engineer, the model provides structure and direction for the teacher. However ,a blue print does not dictate all of the actions of an engineer ,and a model cannot dictate all of actions taken by a teacher. A blue print is not a substitute for basic engineering skills, and a teaching model is not a substitute for basic teaching skills .It cannot take the place of qualities of good teachers must have , such as sensitivity to students and the different types of knowledge .It is instead ,a tool designed to help teachers make their instruction systematic and efficient . Models provide enough flexibility to allow teachers to use their own creativity ,just as engineers use creativity in the act of construction .As with a blue print ,a teaching model is a design for teaching within which teachers use all of the skills and insights at their command .The number of possible learning objectives is so large and divers that it is impossible to discuss them all in depth in one book .Each of the models is based on cognitive learning theory ,and they are designed to reach cognitive objectives.

Thus ,The models are designed to help students reach objectives in the cognitive domain ,which focuses on thinking ,problem-solving ,and intellectual development . Attitudes and values –objectives in the affective domain –are important , however as are those in the psychomotor domain ,which deals with physical abilities . The three domains are interdependent ,and a focus on the cognitive domain doesn't mean that the others should be ignored (Eggen &Kauchak,2006).

## **Commitment and Performance in Teacher Education**

A major concern in school education is the quality and relevance of education being imparted to young learners. Every learner is supposed to acquire mastery level learning in identified competency areas. NCTE has analyzed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school education equal emphasis needs to be given to competencies, commitment and willingness to perform. A curriculum framework based upon competencies, commitments and performance has been developed. Competency areas namely, contextual competencies, conceptual, content, transactional, related to other educational activities, developing teaching learning material, evaluation, management, working with parents and working with community and other agencies, have been identified as critical to teacher preparation at elementary stage.

Acquisition of competencies alone will not be sufficient until and unless the teacher is fully committed. Teacher commitment areas identified include commitment to the learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional actions and commitment to basic values.

Along with competency and commitment areas, performance areas have also been identified. These include classroom performance, school level performance, performance in the out-of school educational activities, parents related performance and community related performance. Teacher education institutions could identify details in each of the three major categories. For each competency, commitment and performance area, the existing curriculum needs to be analyzed. Whenever certain unit of curriculum is taken up for transaction, its relationship to commitment and performance has to be examined. Such an approach would provide an opportunity to the training institutions to prepare teachers who are not only competent but also committed and both these aspects are reflected in their performance leading to higher learning attainments by all children.

## **New Paradigm in Teacher Education**

For years, the preparation of teachers was described as teacher *training*; this label reflected the actual process of giving prospective teachers or non certified in-service teachers some subject matter knowledge and some pedagogical tools so that they could transfer information to their students. That is still the case in a majority of developing countries, particularly in Africa, Asia, and Latin America where the

shortage of certified teachers still is found to be a major factor in the kind of teacher education offered.

However, the trend is to use *teacher training* only to refer to specific short-term training that teachers may receive, mostly on the job, to learn a particular skill (for example, a training session or unit on the use of computers) and to refer to the preparation of teachers as *professional development*, as it reflects more effectively the fact that teachers are professionals, their job is a complex process of helping students learn, and thus their preparation is not a one-shot training, but rather a lifelong process of learning and development. Professional development includes formal experiences (such as completing a program of initial teacher preparation, and also attending workshops, institutes, and professional meetings, mentoring, completing research.) and informal experiences (such as reading professional publications, viewing television specials related to an academic discipline, joining study groups with other teachers).

This perspective of teacher education as a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession has been welcomed by educators everywhere. This shift has been so dramatic that many have referred to it as a new image of teacher learning, a new model of teacher education, a revolution in education, and even a new paradigm of professional development.

This new paradigm of teacher education has several characteristics. First of all, it is based on constructivism rather than on a transmission-oriented model. As a consequence, teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation, and reflection. Several research studies have shown that when the constructivist method is used in the preparation of teachers, the results are quite positive: teachers who are engaged, reflective, thoughtful, and effective. A few new studies, however, have been critical of this method, as it appears to be most effective only with middle-class learners, or only when used in very specific contexts and under certain conditions, something that could potentially limit the effectiveness of its use in teacher education.

It is also conceived of as a long-term process, as it acknowledges that teachers learn over time. As a result, connected experiences (rather than one-shot presentations) are thought of as most effective as they allow teachers to relate prior knowledge with

new experiences. Regular follow-up support is perceived as an "indispensable catalyst of the change process" (Schifter, Russell, and Bastable, p. 30).

This approach to teacher education is conceived as a process that takes place in a particular context. Contrary to the traditional staff development opportunities that did not connect the "training" with the actual experiences in the classroom, the most effective professional development is based in schools, connected to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities, and caring communities because teachers are engaged in professional development activities. The most successful teacher development opportunities are "on the job learning" activities such as study groups, action research, and portfolios.

Many identify this process as one that is intimately linked to school reform since professional development is a process of culture building, and not just skill-training, that is affected by the coherence of the school programme. In this case, teachers are empowered as professionals; they should be treated in the same ways as society expects them to treat students. Teachers' professional development that is not supported by school and curriculum reform is not effective.

With this approach to teacher education and professional development, a teacher is considered a reflective practitioner, someone who comes into the profession with a certain knowledge base and who will build new knowledge and experiences based on that prior knowledge. For this reason, the role of professional development is to facilitate teachers' building new pedagogical theory and practice and help teachers improve their expertise in the field.

Professional development is regarded as a collaborative process. Even though there may be some opportunities for isolated work and reflection, most effective professional development happens when there are meaningful interactions, not only among teachers, but also with administrators, parents, and other community members.

### **Twenty-First Century Trends in Teacher Education and Professional Development**

Most countries acknowledge that initial or pre-service teacher education is just the first step in a longer process of professional development, and not the only preparation teachers will receive. A majority of countries are beginning to require the same level of preparation for all teachers, regardless of the level they will teach, and the

worldwide trend is toward requiring a minimum of a bachelor's degree to enter programmes that prepare teachers.

In terms of the content of teacher preparation programmes, different countries vary in their emphasis on particular components of the curriculum or the time devoted to each one. But in general, most include courses and experiences that address subject matter, foundation of education courses, professional studies (such as pedagogy and methods courses), and child development, and a practicum, or student teaching. The tendency in a majority of countries is to emphasize the teaching of content in the initial preparation and to emphasize the pedagogy in the practicum and programmes of induction for new teachers ,as well as, other professional development opportunities.

There are trends to increase the length of teacher preparation programs and to increase the amount of time pre-service teachers spend in practicum sites. Pre-service programmes that provide opportunities for supervised practice teaching throughout the duration of the course are the most effective. There is a wide variation of length for this practical experience of student teachers in the world. In some countries where the practicum is short, teachers are required to have extensive in-service opportunity to practice under serious supervision.

Among more recent developments is a tendency to offer new teachers some support in the form of "induction programmes." Induction programmes are planned and systematic programmes of sustained assistance to beginning teachers. Finally, the trend in "in-service education" is to offer a variety of opportunities for professional development that go beyond the "one-shot" short course or workshop traditionally offered to experienced teachers.

The critical analysis of the context and concerns may help in developing a vision for teacher education in future. In the Palestinian situation basic character of the framework must provide for adequate and inbuilt flexibility for incorporating the regional and local specificities. Total trust in the capabilities of institutions and organizations to develop an indigenous, comparable and area-specific curriculum has to be the guiding principle.

Teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be

meaningfully reflected and their inculcation attempted with care and caution. The theoretical and practical components need to be balanced appropriately. The theory and practice of education has to be enriched with the latest research findings not only in the field of education but also in the allied disciplines and areas. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing life-long learning has to become an essential concern of teacher education. A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners. The basic tenets identified in the national basic education scheme - Head, Heart and Hand need now to be linked to another 'H' - highways. Information highways, websites and internet are going to become terms of common usage in teacher education. For sound mind we need strong hand and a vibrant heart. Areas like the basis for developing competencies and skills will continue to gain greater emphasis in addition to commitments and values in education.

A comprehensive theoretical base is essential for a teacher to assume professional role and develop capacity to conceptualize inputs from other disciplines as well and evolve strategies to utilize them. A true professional is capable of perceiving complexities and uncertainties in the society, has a thorough grasp of the subject, possesses skills to make critical diagnosis, takes decisions and has courage and conviction to implement such decisions.

### **The Need to Reconceptualize the Knowledge-Base of Language Teacher Education:**

The argument made by Freeman and Johnson (1998) in favor of a reconceptualization of the knowledge base for language teacher education appears to rest essentially on two major charges that they make against language teacher education as it is currently practiced. First, they argue that people designing language teacher education programmes typically fail to take into account, at the level of curriculum design, general teacher learning; second, they argue that language teacher education

programmes also typically fail to deal with the social context of schools and schooling. These two charges warrant further examination.

As background to further examination, unlike Freeman and Johnson (1998), who deal with teacher learning and teacher education as largely undifferentiated unitary concepts, a need from the outset to focus specifically on foreign language teacher learning and foreign language teacher education programmes.

In thinking about foreign -language teacher education, pre-service courses are distinguished from those offered to teachers with classroom experience ,in other words, between pre-service and in-service programmes. In fact, there is a need to go further and to differentiate both conceptually and practically between teacher training, teacher education, and teacher development for purposes here. Whereas others (such as Crandall, 2000, p. 36) have pointed to the traditional balance in language teacher education between education and training, a third dimension is added, namely teacher development. Conceptually , training as being concerned with skills (such as being able to write legibly on the blackboard or being able to speak up so that a whole roomful of children can hear everything you say to them). Education is concerned with knowledge (such as being aware of all the different uses to which a blackboard could be put or knowing something about the English article system). Development is concerned with understanding (such as understanding why children, especially teenage children, may find it difficult to perform their best in a foreign language classroom).

Understanding, is referring to something beyond merely having a particular skill or having a certain piece of knowledge. Understanding is whatever helps to use a skill or a knowledge appropriately. Knowing how to get learners to work in groups (a pedagogic skill) and knowing that it could help their linguistic development (pedagogic knowledge) does not in itself mean to make unwise decisions about the use of group work in lessons. Understanding may also be what helps to feel at ease with what is being done with a skill or a knowledge ;Freeman and Johnson (1998).

### **Pre-service Teacher Perceptions About Teaching**

Pre-service teachers' perceptions about teaching have recently attracted the attention of researchers (cf. Almarza, 1996; Joram & Gabriele, 1998; Brown & McGannon, 1998). These researchers, among others, have identified a wide range of benefits in helping pre-service teachers reflect on their beliefs. Their perceptions are considered significant because engagement and success in teaching may be determined

primarily by pre-service teachers' perceptions of "Can I be a good teacher?" "Do I want to be a good teacher?" and "Why?" It has also been frequently asserted that pre-service teacher perceptions are important for at least two further reasons: (a) pre-service teacher opinions and attitudes toward teaching can affect their decisions on how best to modify and use various language teaching techniques and methods in the future (b) certain attitudes and beliefs derived from their perceptions can have a profound impact in turn on their students' affective state (Young, 1998).

It has been claimed that teachers' beliefs in their abilities to instruct students and influence student performance are a very strong indicator of instructional effectiveness (Bandura, 1997). Bandura originally proposed that an individual's beliefs or efficacy expectations are major determinants of activity choice, willingness to expend effort, and persistence (1977). Efficacy beliefs also have been shown to affect teacher activity, effort, and productivity (Ashton & Webb, 1986). Teachers with high efficacy hold positive expectations for student behaviour and achievement; they take personal responsibility for student learning; they use strategies for achieving objectives; and they have a sense of control and confidence in their ability to influence student learning (Ashton, Webb, & Doda, 1982). Studies in different countries (Campbell, 1996; Gorrell, Ares, & Boakari, 1998) have shown that pre-service teachers vary in the degree to which they believe themselves to be efficacious in their teaching. These studies suggested that the teacher efficacy concept is more differentiated in some countries, and is strongly influenced by unique features of the inherent cultures. For example, Lin and Gorrell's (2001) study of Taiwanese pre-service teachers reported that efficacy beliefs are influenced by cultural and/or social backgrounds, as well as by the features of particular programmes, and by the context of pre-service teachers' studies.

As to pre-service teachers' response to the question "Why do I want to teach?" Yong (1995) pointed out in his study of pre-service teachers in Brunei that teaching attracts different people for different reasons. The literature shows that their reasons can be extrinsic and/or intrinsic. According to Dörnyei (2000) teaching is more closely associated with intrinsic motivation, which refers to being motivated and curious to do an activity for its own sake (Harter, 1981; Deci & Ryan, 1985). Dörnyei (2000) suggests that teaching has always been associated with an internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation. In the ESL field, although the literature on the motivation of language teachers



is scarce, existing studies (Pennington, 1995; Doyle & Kim, 1995) have also found that ESL pre-service teachers are intrinsically motivated to teach ESL.

On the other hand, young people may select teaching for extrinsic reasons, such as seeking to gain recognition, win rewards, and surpass others in publicly acknowledged achievement (Deci, Vallerand, Pelletier, & Ryan, 1991). Material benefits, job security, shorter working days, or long school holidays may also influence their decisions to choose a teaching career. For example, Unwin (1990) carried out research amongst final-year undergraduates in the United Kingdom to determine their reasons for choosing teaching. The study showed that the criteria for doing so were related to extrinsic reasons. Some studies have focused on gender as an explanation for pre-service teachers' perception about their sense of efficacy and the reasons to teach. Gender differences in teacher efficacy have been identified as a possible variable accounting for individual differences in teacher practice and student outcomes. Females report higher teacher efficacy than males (Raudenbush, Rowan, & Cheong, 1992), possibly because teaching is viewed as a female occupation (Apple & Jungjk, 1992). It seems females are more satisfied in teaching, they more strongly believe that they can affect students' academic achievement, make changes in students, and facilitate student learning. The previous literature also reveals that males were more likely than females to have extrinsic reasons to teach. For example, it was shown by Johnston, McKeown, and McEwen, (1998) that female pre-service teachers tended to seek intrinsic rewards such as mental stimulation.

### **Pre-Service Teacher Ratings of Teacher Education Program Quality**

Teacher education programmes have tended to be something "planned for" and "done to" pre-service teachers, yet they are the ones who are the most directly affected by the programme. Therefore, what they think, feel, and know about various aspects of their teacher education, and whether their perceptions change as they progress through their pre-service programmes, have already received a lot of attention. For example, Hsieh and Hu (1994) reported on a survey of pre-service teachers in Taiwan to find out what the important teaching competencies were and what their relative order of importance was, in order to guide a teacher education programme. Similarly, Arubayi (1989) surveyed pre-service teachers from three Nigerian universities about four aspects of satisfaction with their teacher education programmes. Brookhart and Loadman (1996) have also explored practising teachers' rating of their initial

preparation in terms of teaching quality, teaching skills and teaching knowledge. The mean ratings were slightly above the adequate. This study also aimed to elicit pre-service teachers' ratings of their teacher education programme in preparing them as teachers.

Traditional quality-control strategies directed at teacher preparation programmes have involved state and/or external accreditation based on compliance with certain programme criteria or standards. Such an input-based approach does not guarantee superior teachers, and there has been no definitive correlation between programme inputs, such as curriculum and faculty, and teacher quality. Recently, however, the National Council for the Accreditation of Teacher Education (NCATE) adopted new performance-based standards that evaluate teacher education programmes on their success in installing strong subject-matter knowledge, understanding of state student achievement standards and pedagogical skills. A competing accrediting body, the Teacher Education Accreditation Council (TEAC), requires its client programmes to undertake an internal evaluation under the assumption that the process itself will improve the programme. As of yet, there are no solid data to confirm the effectiveness of either approach or determine which one is superior. Whatever the promise of such external accreditation strategies, several states' internal accreditation procedures require teacher preparation programmes to demonstrate that high percentages of their students pass teacher licensure examinations and, in a few cases, demonstrate effectiveness in the classroom once they graduate. One state, Georgia, guarantees that teachers who graduate from state institutions will be effective, or the state will provide remedial training. Again, it remains to be seen what kind of impact such outcomes-based accreditation efforts will have. A number of studies have shown that induction programmes are valuable in enhancing the effectiveness and increasing the retention rate of new teachers. Reviews of such programmes indicate that successful programmes contain the following features:

- Use experienced, well-trained teachers as mentors;
- Are based upon well-defined programme standards;
- Are adequately funded ;
- Include a good evaluation process of new teachers ;
- Go beyond the first year of a teacher's career; and

- Are part of a larger effort that includes reduced teaching loads, appropriate class placements, ample opportunity for observation of other teachers and targeted professional development.

### **Preconceptions of Student Teachers:**

A project led by Burgess and Biscoe (1994:19-26) was planned to map students' conceptions of teaching and how they change during their undergraduate studies .The data was gathered by addressing two questions to 122 student teachers at Curtin University in West Australia .The question "What is teaching ?" was posed to first year students .The second question ,asked at the end of their practicum was "how have your idea about teaching changed and what influenced the changes ?".Most of them initially reported that teaching was a straight forward activity based on telling ,transmitting knowledge or informing the students of facts .Later in their training the students' ideas changed considerably .They indicated that teaching was a more complex activity than they had originally thought; which involved many aspects besides the simple transmission of information .

To understand student teachers' feelings of preparedness to teach ,a knowledge of the preconceptions they have when they enter a teacher preparation programme would be valuable .People have knowledge ,attitudes ,and beliefs that are deeply rooted in their own experiences and related knowledge ,attitudes, and beliefs will influence the way they experience ,perceive and interpret events (Kelly, 1955; Perry, 1970) . Educational psychologists have found that novices bring preconceptions to every learning situation , and that these previous beliefs serve as filters and building blocks of new knowledge (Posner,Strike,Hewson&Bertzog,1982)In the case of students in teacher education programmes their naïve conceptions and misunderstandings acquired through earlier experiences play an important role in the acquisition of new knowledge (Eaton, Anderson &Smith,1984; Wittrock,1986).

Education student's knowledge ,attitude and beliefs about teaching are formulated prior to entering a teacher preparation programme .These conceptions are formed by experiences as elementary and secondary school students (lasley, 1991, Lortie, 1975), the influence of stereotyped examples shown in mass media (Andrews , Balfour & Stitch, 1995; Lasly ,1980) and possibly by their own teaching related experiences (Herman, 1985). These conceptions often have narrow perspectives . According to Grossman, (1991),the beliefs obtained in elementary and secondary school years have

at least three limitations .Firstly ,students only have access to teachers' actions, not their thought processes .Students “are not privy to the teacher's private intentions and personal reflections on classroom events. Students rarely participate in selecting goals , making preparations ,or post mortem analysis .Thus they are not pressed to place the teacher's actions in a pedagogically oriented framework”( Grossman,1991,p.349).

The second limitation is the diversity of past classroom experiences .This limitation is that recollections of the same general activity may produce distinctly different understanding of what the activity concerns ,because students have watched different performances.

The third is the tendency of prospective teachers to use themselves as implicit models for the students they will encounter ,as explained by Grossman (1991)in the following passage :

Prospective teachers recall their own academic interests and abilities to inform their judgment of interest level or difficulty of academic tasks they plan to assign to students .In using themselves as models ,teachers often express surprise when their students complain over the difficulty of a task they remember as being relatively easy.(pp.349-350).

Regarding the stereotyped examples of teachers in mass media ,they are usually either overstated or understated (Begin et al ., 1994; Larson , Whitworth, Fraguson & Collins, 1986).Teaching related experiences are limited in most cases , lacking the variety of the regular duties a teacher performs (Kelley&Kelly,1983).

The implicit preconceptions are usually quite stable and often show a remarkable resistance against attempts to change them (Wubbels,1992).One of the important conceptions education students have is the idea about competent teaching that they have witnessed as elementary and secondary school students (Housego, 1990b; Lortie, 1975; Weinstein , 1988).Some prospective teachers believe teaching is a matter of telling (Barnes,1989).Many student-teachers are confident that they will be good teachers themselves after they complete a teacher preparation programme and have had enough practice in teaching Housego,1992a).

Another conception is that teaching continues to be viewed as an attractive occupation among a growing number of students who enter teacher education programmes for various reasons.

These tacit and often simplistic preconceptions are rarely confronted in teacher education programmes (Barnes,1989).Teacher preparation programmes that do not address students' beliefs and attitudes about teaching may not turn out reflective and innovative teachers (Barnes,1989).Too often, in considering what student-teachers need to know , teacher educators have failed to consider what prospective teachers think they already know (Barnes,1989).Furthermore, "field experiences are rarely designed to challenge prospective teachers' underlying beliefs about teaching and learning" (McDiarmid, 1990, p.12).

### **Preparedness to Teach: Teacher Preparation :**

#### **1.Effect of courses:**

The task of teacher education programmes is to provide initial preparation that develops prospective teachers 'inclination and capacity to engage in the sort of intellectual dialogue and principled action required for effective teaching (Barnes,1989).In an attempt to fulfill this task ,typical teacher educators provide students with coursework that has an array of surface knowledge (Barnes,1989).There are a variety of view about these courses.

According to students surveyed by McDarmott,Rothenberg,and Gormley, (1991), general educators and introductory education courses had the least impact on learning to become teachers. These same studies valued methods courses, thinking that they were as important as practica .Research elsewhere has also reached conclusion that foundation courses were considered not very useful by students (Castle, &Dworet, 1987). Zeichner and Gore(1990)found that student-teachers' ideas and beliefs about teaching showed few signs of change during their coursework. While little change did occur ,it usually happened when or after students took methods courses (Bright&Vace,1994); Hodges, 1982; Yon & Passe, 1990; Shakhsheer & Abu Daqqa , 1998). Morine- Dershimer (1989) discovered that student teachers' changes in concepts of teacher planning was clearly connected to concepts dealt within a method course. What methods course instructors said in class changed student-teachers' personal values and ideas ,and influenced their practice (Pape,1992; Al Mutawa,1997).Student-teachers do use the strategies emphasized in university coursework (Browne& Hoover, 1990). Hodges (1982)reported that student teachers began practica with views consonant with those espoused in methods courses and had a desire to implement some of the goals discussed in methods courses .

In changing students teachers' ideas and beliefs about teaching ,the relevance of methods courses is very important (Bloodsworth, 1990) Bruneau, Niles, Slanina & Dunlap, 1993). Evidence suggests that teacher educators have made great efforts to make methods courses more practical (Andrew & Wheeler, 1990) Bradley, 1985; Epperly &Preus, 1989; Gormley, Rothenberg & McDermott, 1991; Michelsen, LaSovage & Duffy, 1983; Smith & Pape, 1990).

There is a popular presumption that knowledge bases “exist and that every faculty ought to attend carefully to the knowledge bases that underlie its teacher education programme”( Tom&Valli,1990,p.389).Teacher preparation programmes adhere to various philosophical and pedagogical positions, but the main aim of coursework in a teacher education programme has usually been to provide student-teachers with a knowledge base considered necessary for them to function effectively in a professional way when they begin teaching in elementary and secondary schools .In this tradition , students have spent a large amount of time in classrooms acquiring conceptions of standard classroom practices and solutions to teaching problems .Often university instructors and students in teacher education programmes have different views about the relevance and practicability of the knowledge introduced in the course (Kelly &Kelly,1983).School teachers also tend to disagree with university instructors, feeling that a disproportionate amount of time has been given to theoretical studies with practical concerns relegated to a minor place (Fulton,1983).

University instructors tend to stress the necessary breadth of knowledge that students are supposed to need for their later practice (McNally etal.,1994).Students in contrast, often tend to stress the practicability of the knowledge they think they will have to master when they start their career in elementary and secondary schools (Amarel&Feinman-Nemsar,1988; Green &Miklos ,1987; Kelly,1989).They think coursework in education classes should cover more of the practical aspects of teaching (Kelly & Kelly, 1983) . From the students' perspective ,having a knowledge base for teaching involves not only theoretical knowledge but also insight into how this knowledge is properly related to practice(Tom&valli,1990).They are anxious to learn the “how-to-do” specifics of teaching (Hodges ,1982).Some student –teachers have stated that there is no point in attending classes that did not speak directly to what to do as teachers (Munby&Russel,1993).

There is not much empirical evidence about the effect that teacher training coursework has on pre-service student teachers (Bennett & Carre, 1993; Grossman,1991; Zeichner &Gore ,1990).Because of their relative brevity and inherent discontinuities ,teacher education programmes seldom serve as strong interventions in the professional growth of teachers (Grossman,1991).The conclusions on the effect of courses suggest that student –teachers’ personal values and beliefs show few signs of change during their professional education (Wubbels,1992; Zeichner , Tabachnick ,& Densmore ,1987). Evidence also exists that student-teachers

...tend to believe that they were not taught essential knowledge ,such as how to manage a classroom ,regardless of whether or not they were exposed to such knowledge .The explanation offered for this phenomena is that ,as students ,prospective teachers do not see the relevance of much that they are taught .Without immediate need for the knowledge ,they do not attend to it closely .( McDiarmid,1990,p12).

Some university supervisors felt that student teachers were reluctant to plan and use innovative and creative instruction despite their recent coursework featuring the latest knowledge ,methods and materials (Pape,1992)/On the other hand ,some students expressed distress with the lack of consistency between what they had been taught in their methods courses and what they saw being done in their classrooms (Smith &Pape, 1990).Research suggests that there is a discrepancy between study that is highly relevant to teaching in schools and what is now generally possessed by practising teachers (Goodlad,1990).

Research suggests that there is little if any relationship between theoretical coursework and student teaching performance ,although attempts have been made to bridge the gap between professional coursework and the practicum (Gerald & Peter,1985).In their critical review of teacher education programmes , Wideen and Holborn (1986) concluded that “campus courses are not held in high esteem by students, teachers, or principals .The most favourably viewed component of teacher education is the practicum ...Teachers report that the teacher training component occurring on campus had little impact on teaching” (p.574).

## **2.Effective Student -Teacher Practice(Practicum) :**

“During field experiences, student -teachers tended to conform to the practices of their co operating teachers” (Griffen,1983).In critically reviewing research papers on

teacher education ,most of researchers as Al Mutawa ,( 1997); conclude that “..the practicum , particularly if extended in length ,has a strong socializing influence on students” and that “the socializing effects of the practicum cancel out the effects of campus input” Wideen & Holborn,(1986, p.574). “When this is coupled with the finding that students entered teaching because they enjoyed their own experience in classrooms, the tendency to retain the status quo in teaching is very strong”( Wideen &Holborne,1986,p574).

By warning students about the reality of the classroom, university instructors may be adding to student teachers’ perceptions that their roles imply imitation (Pape,1992).In addition ,due to the prospective teachers’ own familiarity with the classroom as elementary and secondary school students ,the experience Lortie,(1975) calls the “apprenticeship of observation,” it is difficult for them to consider alternative visions of teaching and learning (Feiman –Nemser &Bushman ,1985).In his analysis of self - efficacy , Bandura (1981)argued that :

...competence in dealing with one’s environment is not a fixed act ...Rather ,it involves a generative capability in which component cognitive , social, and motor skills are organized into integrated courses of action in accordance with certain rules ....Performance of a skill requires continuous improvisation and adjustment to ever changing circumstances ..the initiation and regulation of transaction with the environment are partly governed by judgment of operative capabilities .Self-efficacy is concerned with judgment about how well one can organize and execute courses of action required to deal with prospective situation that contain many ambiguous ,unpredictable ,and often stressful elements .(pp,200-201).

Bandura ,(1986) further explained that the judgment of one’s ability to accomplish a certain level of performance may derive of four sources: enactive sources (one’s own performance accomplishments),vicarious sources,(observing successful models provided by others ),persuasive sources (other people’s verbal persuasion),and emotive sources (emotional or psychological arousal).According to Bandura (1981,1986),the enactive sources are the most important sources in raising or lowering efficacy appraisals.

Student teachers’ feelings of preparedness to teach may also be considered a kind of self-judgment .In preparing student-teachers for teaching ,the use of field



experiences during the courses in pedagogical methods is prevalent throughout the teacher education (Applegate & Laseley,1986). “All education programmes include some of practicum , ranging from two 3-week experiences during a professional year” to one and a half semesters (Wideen & Holborn ,1986,p.562).

Researchers in this area also report findings that corroborate the continued importance of the practicum AlMutawa,(1997); Castle,1991,p.1).Because enactive sources are the main sources of feelings of preparedness ,it seems appropriate to make sure that education students have successful and sufficient field experiences (Housego,1990b).

In each of her four studies of student teachers’ feelings of preparedness to teach , Housego (1990a,1990b,1992a,1992b) discussed practicum as a salient element in the development of these feelings .She noticed that there were greater increases in feelings of preparedness to teach in classroom management than in other aspects because the participants ‘ teacher preparation program’s field experiences emphasized “survival” ( Housego,1990a). She wondered how these feelings might change with more classroom experiences .Applying Bandura’s theory to pre-service teacher education , Housego pointed out that the field experience components provided important enactive input (information gathered from one’s own performance accomplishments) . Accordingly, Housego suggested that an extended practicum “in which student teachers could know pupils better and become more independent and established in the classroom” (p.54) would be beneficial.

Housego (1990b) observed that questions as to the appropriate type of teaching assignment ,the duration of the assignment ,the sensitive supervision of field experience, and the compatibility of student teachers and their supervisors must be addressed .She suggested that a coordinated approach may be sought to provide feedback in the form of three –way supervisory conferences (co operating teacher , faculty advisor, and student –teacher).When the practicum was extended , Housego (1992a,1992b) noted that it was a positive experience for most students .

### **3.Problems of Student -Teachers’ Practice ‘Practicum’:**

Student teachers ,co-operating teachers and university instructors agree on the worth of experiences of practica (Castle ,1991; Kelly & Kelly,1983).But it seems that roles and responsibilities of the three groups are often not clearly explained and there is a lack of mutual understanding (Guyton&McIntyre,1990).There are concerns that the cooperating teacher’s “role as supervisor tends to be poorly defined ,and they are left to

operate without it being clearly established just what criteria are ultimately most effective for use by them in helping ,guiding and evaluating a student's development” (Castle, 1991 , p1).

Wideen and Helborn (1986) point out that “roles, particularly those of the cooperating teacher ,are confused .It appears that amid such confusion ,teachers tend to play a supporting role for students while faculty supervisors take a more critical position”(p574).

Student teachers, co operating teachers , and university supervisors held divergent views on expectations of student teaching (Martin & Wood ,1984). “While differences in perception can be positive in many cases ,it is unlikely that different views held by teachers and the university supervisors work to the best interest of students”( Wideen & Holborn,1986).When university supervisors' expectations for the student teachers were different from those of the cooperating teachers, tensions could arise(Mac Kinnon,1989).

The three parties had different opinions concerning the problems regarding field experiences .The university supervisor and the student teacher viewed the cooperating teacher's lack of modeling and expertise as a serious problem ,and the cooperating teacher saw insufficient help from the university supervisor as a problem (Wideen & Holborn,1986).Yet they agreed on one thing :Lack of communication is a conspicuous and recurring theme .Research suggests that planned ,purposeful discussions with each other about roles ,responsibilities and expectations might alleviate frustrations and confusions among the parties involved (Guyton & MnIntyre, 1990) .In addition , “training in clinical supervision for supervising teachers is received positively ,possibly because it tends to clarify their role”( Wideen & Holborn, 1986,p574).

The practicum may be somewhat frustrating for student teachers in the beginning because “there was a wide gap between idealistic teaching situations in the university classes and the real world of the classroom”( Bessai &Edmonds, 1977,vp.26).Also ,in the classrooms there are a variety of problems ,problems that can be solved with different solutions without being wrong, and problems for which there are few answers .understandably , student-teachers tend to want explicit answers about “how to do it”( Grossman,1991).

Research suggests that field experiences in classrooms tended to contribute to students' development of practical teaching perspectives (Zeichner,1981-82).Most student teachers do value their practicum experiences, considering them among the greatest contributors to an understanding of how to teach (Gormley et al.,1991). "The practicum component of a teacher education programme is often considered the best indicator of future success as a teacher"( Scaldwel ,Emerson & Frame , 1984,p.82).Teachers also rated student -teaching experience highly as the single most beneficial segment of their teacher education programme(Haring &Nelson,1980).

Different national and regional conferences recommended extending the practicum . The trend seems to be toward extending the practicum, providing student teachers with more field experiences (Bloodsworth, 1994; Guyton & McIntyre, 1990; Housego, 1992a; McDermott, 1991).There is "strong support for idea of increasing the amount of field experiences in teacher education" among graduate students ,faculties (Yellin, Bull, Warner, Neuberger & Robinson ,1988,p.8),student teachers ,and practising teachers (Wideen &Holborn,1986). "Faculties of education have been under great pressure to extend the length of the practicum and incorporate many of the features found in other professional internship"( Covert &Clifton , 1983,p.298).

Although there are different opinions that raise doubts about the accuracy of the claim "that by extending the student teaching practicum ,attitudes towards professionalism and teaching as a career would show gains similar to those experienced in technical competency"( Covert &Clifton ,p.305).

The conclusions from a study done by McDermott, Rothenberg and Golrmley (1991) indicate that after the completion of required professional coursework, pre -service teachers grow in confidence as a result of student teaching . Calderhead (1987)found that pre- service teachers' self –perceived roles in the classrooms changed during their practicum, while Jones and Vesilind (1994) discovered that during student teaching the pre service teachers' pedagogical knowledge underwent radical reconstruction ,involving a reorganization of prior knowledge ,theories ,and beliefs . The student teaching experience heavily influences a student's decision as whether to enter the teaching profession or not (Kelly & Kelly, 1983; Scaldwell et al ., 1984).

While student teachers and experienced teachers regard student teaching as the most valuable aspect of preservice preparation (Emmer ,Evertson ,1994), "it is also widely regarded as a problem ,an on –the –job experience that promotes isolation ,practical

expediency ,and dependence on conventional wisdom”( Cochran –smith, 1991, p.104). Among issues raised about the practicum experience ,the question “about the tendency of many student teachers to passively conform to practices of their cooperating teachers” stands out (MacKinnon ,1989,p.2).

Previous research suggests that there is a pressure on student teachers to conform to existing policies and practices in school settings (Housego ,1987).Student teachers mentioned that school pressures were the first factor that made them use conventional teaching methods (Housego ,1987).Cooperating teachers view the role of student teachers as imitative ,not exploratory , believing that student teachers are placed in their classrooms to learn from their experiences ,sometimes unintentionally limiting student teachers’ roles by using supervisors practices which encourages imitation rather than exploration (Tabachnick, Popkwitz &Zeichner ,1979).Student teachers were often involved in a narrow range of classroom activities over which they had little control (Tabachnick et al.,1979).Their interactions with children were brief and usually related to the task at hand (Tabachnick et al ., 1979).Their teaching was routine and mechanical and was equal to moving pupils through predetermined lessons in a given period of time (Tabachnick et al .,1979).

MacDonald (1993) found that prospective teachers believed that “their evaluation would suffer if they did not teach like the cooperating teacher” (p,411). Student teachers often assumed a passive role in their interactions with cooperating teachers and student teaching tended to be a task of pleasing the cooperating teachers to receive a favourable evaluation (Tabachnick et al ,1979).The question , “How would the cooperating teacher evaluate me ?”is not uncommon (Mackinnon ,1989).Among the students in Mackinnon’s (1989) research ,the most frequently mentioned reason for conforming to established practice was that all of them were being evaluated by their cooperating teachers .Thus , their practicum “would be the make or break component of their four –year B.Ed. programme”( Mackinnon,1989).

For students who have different ideas about conducting lessons from their cooperating teachers ,there is the question of how much flexibility would the cooperating teacher allow the student teacher in planning the lesson (Mackinnon,1989). Mackinnon (1989)also found that students’ “conformity was not a matter of passive acceptance of the status quo but was rather a response to their interpretations of the

constraints of being a student teacher”(p.2).In Mackinnon’ (1989)study, all the student teachers,

Some more than others ,were critical of the pedagogy they saw practiced in their classroom. Most have liked to try out some of the approaches advocated in the early childhood classes they took at university ,and they claimed that if they were in their own classroom ,things would be different . But they were not in their own classroom, and they did not try out many new ideas .(p.10).

As “ guests”, “they saw themselves as being obedient to their cooperating teachers”, “holding back in check all the impulses and beliefs which might clash with what they defined as the existing norms of their situations” (Mackinnon, 1989), p.11) They felt they were expected to be teachers and students at the same time :teachers to the children ,but students to the cooperating teacher(Mackinnon,1989). For these student teachers, “conformity was ....a fact of life” Mackinnon,1989,p.14).They “viewed the practicum as an artificial teaching experience in some ways” (Mackinnon,1989 ,p.14).

Mackinnon (1989) pointed out , “student teaching simply did not provide the opportunity for these prospective teachers to try out many of the ideas and skills they had learnt at the university”(p.14).The significance of the practicum to the teaching careers of Mackinnon’s (1989) informants almost “precluded any attempts too do anything other than what the cooperating teacher specified”(p.15).

Hodges(1982) discovered that even student teachers who do not have cooperating teacher often act in ways that do not correspond with views they maintained immediately after taking methods courses . Hodges (1982)discovered that student teachers had the fear of being unsure of “how to teach” . “They knew what to teach and even were familiar with some diagnostic tools, but they did not know what to do with the information they had” (Hodges, 1982,p.29).In Wood’s(1990)words, “they learn from the job—that is ,they learn to function in the system as it is by adapting to it rather than change it to suit them”(p.31).

Copeland (1977) suggests that the major influence on a student teacher’s acquisition of skills is the environment of the school ,where pupils ,curriculum , community ,and other school-related factors affect a student teacher’s performance. The research in this area does not present the school as a positive influence on student teachers’

development (Guyton & McIntyre ,1990).Often the role of cooperating teachers as teacher educators and supervisors and the socializing pressures of the school are negative influences (Grimmett&Ratzlaff,1986).The environment of the school classroom cannot always be viewed as a positive means of promoting a program's orientation (Guyton & McIntyre, 1990) . Richardson –Koehler (1988) concludes the student teachers ,within two weeks ,discounted the influences of their course instructor , attributing the majority of their practices to the cooperating teacher. In a study about research on student teaching , Watts,(1987) maintains that to a large extent the quality of student teaching programmes depends on specific school sites , which are not designed to prepare student teachers and are beyond the control of university.

To make the student teaching experience an educative one , Mackinnon (1989) suggested that “every effort should be made to place student teachers in situations where they will be encouraged to experiment with new techniques and to explore different ways of approaching problems which arise in class”(pp.16-17)and that “the student teaching experience should be as much a part of university –based , university – controlled teacher education as taking a course in early childhood” (p.18).He also suggested that student teachers need a sound foundation in curricular and pedagogical theory and that they be encouraged and assisted to carefully analyze the assumptions which underlie classroom actions and to consider alternative instructional approaches.

According to Mackinnon (1989) ,these might “go a long way toward ensuring that conforming actions as student teachers do not follow them into their own classroom” (p.17). Wideen and Holborn (1986) argue that “a longer period of student teaching combined with specific programme characteristics is apparently needed for significant change” in student teachers’ self-concept ,motivation for teaching , professional attitudes , and anxiety(p.567).

A study by AL-Mekhlafi , ( 2007) concludes that pre service programmes need to focus on discipline in schools ,and suggests that teacher education programmes that provide instruction in discipline can help reduce the stress felt by student teachers . teachers regard pupil discipline as one of the most serious problems in today’s schools (Reed,1989; Jones,1986) concluded that student misbehavior creates frustration for teachers “Little learning takes place in the classroom where the teacher spends more time correcting misbehavior than teaching”( Reed ,1989,p.60).

Reed ,(1989) recommend that “teacher education programmes give more emphasis to and preparation for classroom management and discipline to pre-service teachers”(p.63).

- Many of these new teachers have not been adequately prepared for classroom teaching. They learn "methodology in Isolation from the classroom context, students' perceptions, and the cultural and distinctive learning styles of their potential students." That is, aspects of error correction and classroom management pedagogy are often ignored in methods classes; some new teachers even feel that making lesson plans is beneath them and setting course objectives is too restrictive.
- While these graduates may have a solid foundation, for example, in theories of grammar(s). They have" an astounding lack of grammatical competence. That is, they are unprepared to teach grammar ,pedagogical grammar, to ESL/EFL students.
- Many new ESL/EFL teachers are not ready to be employees in educational systems. They are often unwilling to accept curricula, textbooks, and supervision. Instead, they believe that more traditional approaches are invalid "folk notions about language learning." The results can be a teacher who is not considered a " colleague, " a "team player. "Reid , (1997).

#### **4. Effective Teacher Training and Preparation Programmes:**

What are the competencies that characterize an effective STTP?

In answering this question ,the expectations Reynolds (1992)has for beginning teachers before they enter the first year of teaching might be utilized :

1. Knowledge of the subject matter they will teach;
2. The disposition to find out about their students and school ,and the ethnographic and analytic skills to do so ;
3. Knowledge of strategies, techniques, and tools for creating and sustaining a learning community ,and the skills and abilities to employ these strategies , techniques ,and tools;
4. Knowledge of pedagogy appropriate for the content area they will teach ;and
5. The disposition to reflect on their own actions and students' responses in order to improve their teaching ,and the strategies and tools for doing so.(p.26).

In addition to knowledge and skills , “teachers need certain personality characteristics to execute teaching tasks in a competent manner .Personality characteristics are those interests ,temperaments ,personality traits, and moral and ethical standards that suggest what that teacher is likely to do rather than how well he or she can do at peak performance” (Reynolds,1992,p.5).The character traits Reynolds (1992) synthesizes include enthusiasm, warmth, supportiveness of students, sensitivity ,interest in people , flexibility ,self-confidence, honesty ,intellectual freedom ,equity ,tolerance, due process, respect, trust ,and care .Although indications are that many student teachers are not able to meet the expectations mentioned above(Reynolds ,1992),at least teacher educators can make appropriate efforts to work towards this aim .In developing a better teacher preparation programme, one crucial aspect is to find the most harmonious mix between university input and the field experience (Horowitz,1974).

One problem of many teacher education programmes is that student teacher graduate with their previous ideas about teaching basically unchanged (McDiarmid,1990).In an effort to challenge student teachers’ beliefs , McDiarmid (1990)designed a field experience as the core of a “Exploring Teaching” course .The goal was to force students to identify their assumptions. However ,he was skeptical about the effects of the course ,because “the strength of each individual belief about teaching learning , learners ,subject matter knowledge ,and context is formidable”(p.18).Basically , their initial beliefs about teaching are rarely challenged ,either in coursework or in practicum .

‘most prospective teachers complete their teacher education programmes without having examined the bases for their most fundamental beliefs about the teacher’s role ,pedagogy ,diverse learners, learning ,subject matter ,and the role of context . Teacher education students rarely become aware of assumptions on which they operate .Instead ,they either reconfigure ideas and information they encounter to fit with their initial beliefs or they simply reject or ignore what does not fit” (McDiarmid,1990,p.13).

To foster innovative practices in teaching among student teachers ,some of their preconceptions about competent teaching should be changed .One way of changing students’ previous beliefs is to “overcorrect” for typical practice learned from personal experience (Grossman,1991).Students tend to listen only to the evidence which supports their previous ideas and to ignore contradicting evidence ,when both are



offered (Grossman,1991).Over correction can deal with the tendency of people to use a mixture of supporting and contradicting evidence to confirm their previous ideas and assumptions (Lord ,Ross &Lepper,1979).Overcorrecting ,or

.....going to extremes in teacher education may ensure that when beginning teachers drift back towards the models they have almost inevitably will....they will still retain elements of the approaches or beliefs advocated by teacher educators .( Grossman,1991,p.351).

In reviewing the literature ,several concepts and issues concerning teacher education . concluding that The few studies comparing consecutive and concurrent programmes advocate the advantages of a concurrent programme ,and claim it to be the only adequate programme to train teachers (Al Adgham,2003).Many scholars maintain that preconceptions student teacher have are stable and rarely confronted in teacher preparation programmes (Barnes,1989; Wubbles,1992).Research suggests that educational courses only have a weak effect on students' knowledge ,skills ,and dispositions (Zeichner & Gore, 1990).Teacher educators believe that the practicum is important in developing student teachers skills (Castle,1991; Kelly & Kelly,1983; AlMutawaa , 1979),but they also notice the problems arising in field experiences (Guyton&McIntyre , 1990).

Foreign language teacher education has become a topical issue .The need for qualified personnel has never been greater (Ullmann & Hainsworth, 1991 : 486-496).The difficulty in meeting this need has prompted educators to reflect on the nature of the competencies(FL) teachers ought to posses and the effective ways of developing them .In the mid –seventies a competence-based teacher education programme was initiated to replace the conventional teaching practice programme which was solely based on students' observation and practice teaching .The new programme has the advantage of relying on a number of specific competencies suitable for group or individual teacher preparation in which students' performance is considered the major criterion for success (Issa & Al –Khayat ,1987:70-109).Universities are now paying increasing attention to the quality of teaching .The (FL) teacher education programmes are aimed at assisting student teachers acquire and practice a number of teaching competencies required for their future teaching career (Al Katheery,1987:33-69).

Faculties of Education offer a number of professional courses relating to curriculum, educational psychology and methods of ( TEFL) teaching .The practicum

or teaching practice is the central component, since the student teacher has a chance to apply knowledge and skills gained during the theoretical study through the process of teaching a class of the learners and receiving feedback (Murdock:1994 253-265, Cullen,1994:162-172).Before the practicum the student –teachers could not judge whether their command of (TEFL) would be adequate enough to sustain instruction in (FL) class .Teaching practice plays crucial role in this respect, since that is where they will learn if they can survive in a classroom and function as (TEFL) teachers (Mellgren & Lange. 1988 : 121-129) .

Hence, (FL) teachers are faced with the task of making language learning a vivid experience by allowing learners to develop a wide range of competencies . Relatively , according to expected outcome of the programmes' curriculum for example ,learners are not only expected to reach a certain level of communicative competence in foreign language, but also to be able to organize their learning processes with increasing autonomy while, at the same time ,are encouraged to use the foreign language both to establish and to intensify social interaction .To provide their learners with such a multi –faceted learning environment , teachers have to try on variety of competencies on their part .

Apart from foreign language proficiency ,student teachers depend on a rich inventory of professional knowledge in linguistics , literary studies , psychology , pedagogy , sociology, and philosophy. Further requisite requirements include the ability and the eagerness to cooperate with pupils, parents and colleagues. The ability to advance these competencies continuously by reflecting on their teaching experience against the background of their theoretical knowledge must be considered especially important . Yet, teaching for language proficiency has recently assumed critical importance in the (FL) student teacher preparation and training programmes, with this orientation has become a central part of the responsibilities of the teacher education programme (Murdoch,1994: 253 -265; Cullen,1994:162-172). Therefore ,teacher education in particular should actively be engaged in research geared toward providing a wealth of knowledge contributing to the development of globally competent teachers . As Gitlin,Barlow,Burbank,Kauchak and Stevens(1999)state; what is largely missing from the literature is a sense of how pre- service teachers think about research .Their findings indicate that it may be helpful to investigate with pre-service teachers “what is research”, to provide student teaching placement that support research as a form of

inquiry ,and to utilize action research as a means towards professional development,[teacher as researcher] , and as a bridge to more traditional forms of research. Newell and Cunliffe(2003) argue that some of the most profound changes in attitude and view point take place during a student 's undergraduate years .

This study managed to investigate the effectiveness of the student teacher preparation programmes through measuring the perception of preparedness to perform certain competences necessary for their success in the career .These competencies were as follows :

- § First: To plan and prepare for student learning;
- § Second :To manage classroom environment and performance;
- § Third: To be aware of knowledge of subject matter;
- § Fourth: To present teaching and guide learning;
- § Fifth: To assess and evaluate learning;
- § Sixth: To communicate effectively; and
- § Seventh: To meet professional responsibility.

In sum There are two broad views on what makes a language teacher effective. One focuses on teachers' language and methodological knowledge/skills, the other on teachers' personality. Yet , by integrating both ways a new framework presented which:

- 1.reconciles these views, giving equal weight to all elements
- 2.proposes a way to visualize their interrelations

3.takes into account research findings indicating that teachers' practices are mostly influenced by their *interpretation* of methodologies ( Gabrielatos ,Costas , 2002) According to mere analysis of the elements as follow a new profile of language teacher as follows.

When an expansion of Julian Edge's term 'person-who-teaches' into 'person-who-teaches language'.

Each word points towards an indispensable element in a language teacher's profile. The following table shows the key aspects of each element.

There is some overlap between the elements. For example, teachers' perception/ knowledge of language will influence their teaching; their general level of self – awareness will affect their awareness of their beliefs about language / learning. The key elements of language teacher's Profile is shown in Table :(2.3).

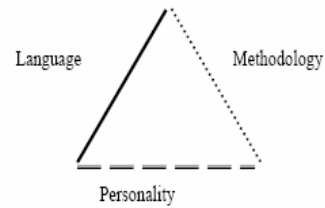
**Table: ( 2.3)**

**The key elements of language teacher's Profile**

<b>Person</b>	<b>Personality</b>	<b>Characteristics:</b> <ul style="list-style-type: none"> <li>§ Self-awareness</li> <li>§ Interpersonal skills</li> <li>§ Ability to observe, think critically,</li> <li>§ use experience</li> <li>§ Sensitivity to context</li> <li>§ Attitude towards change, development, diversity, quality, cooperation, authority</li> <li>§ Perception of learning, teacher/learner roles, development</li> </ul>
<b>Teaches</b>	<b>Methodology Knowledge and skills</b>	<b>Methodology:</b> <p><b>1.Knowledge:</b></p> <ul style="list-style-type: none"> <li>§ Views on methodology</li> <li>§ Available materials</li> <li>§ Own views on learning/teaching</li> </ul> <p><b>2.Skills:</b></p> <ul style="list-style-type: none"> <li>§ Seeing implications of theory</li> <li>§ Planning and teaching</li> <li>§ Balancing support and challenge</li> </ul> <p>Action research</p>
<b>language</b>	<b>Language Knowledge and use</b>	<ul style="list-style-type: none"> <li>§ <b>1.Knowledge:</b></li> <li>§ Views on language</li> <li>§ Awareness of own views on Language</li> <li>§ <b>2.Skills:</b></li> <li>§ Own language use</li> <li>§ Ability to see the implications of language analysis, draw conclusions from own contact with language</li> <li>§ Sensitivity to learners' language level</li> </ul>

**Interrelations**

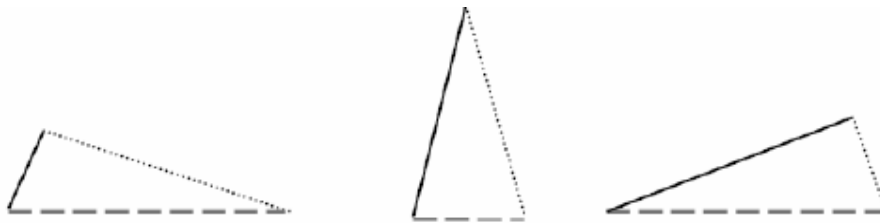
This framework depicts a teacher's effectiveness as the area of a triangle, with each side representing the degree of development of an element .The larger the area, the higher the effectiveness (figure 2.1).



**Teacher's highest effectiveness Figure(2.1)**

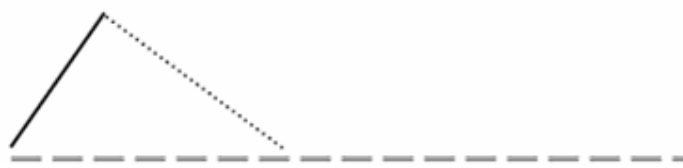
Apart from comparing different triangles, it is also helpful to compare the sides of individual triangles, that is, examine the *relative degree of development* of each element.

1. All elements are *equally* developed. They are utilized to their full capacity and combined to maximum effect (Fig. 2. 1).
2. One element is far *less* developed. The less developed element limits the effect of the others (Fig. 8). This representation can also explain why teachers using different methodologies show comparable success: combinations of different levels of development can produce equal triangles.



**The relative degree of development .Figure(2.2)**

3. One element is far *more* developed. The more developed element cannot be fully utilized (Fig. 9).



**Extremist development of one element of preparation. Figure (2.3)**

An equilateral triangle will have the largest area of any triangle of the same perimeter. This can be seen as a metaphor for the benefits of well-balanced development. It is essential that all three elements are above a 'threshold of acceptability'. True, such cut-off points are arbitrary, but such thresholds are already used in education and in determining entrance to professions. Limited/faulty language knowledge will communicate inaccuracies. Inappropriate methodology will make

learning too time-consuming and may discourage learners. An uninterested or offensive teacher will offer little support and few opportunities, and may de-motivate learners. Considering the reservations that the triangle framework is a crude representation of the complex interrelations that makeup the profile of a language teacher. It is proposed as a point of departure, a way to visualize the interaction of the basic elements contributing to a language teacher's effectiveness. This profile is similar to S.K. Lee,(2006) Framework for Initial Teacher Education Programmes as in figure (2.4):

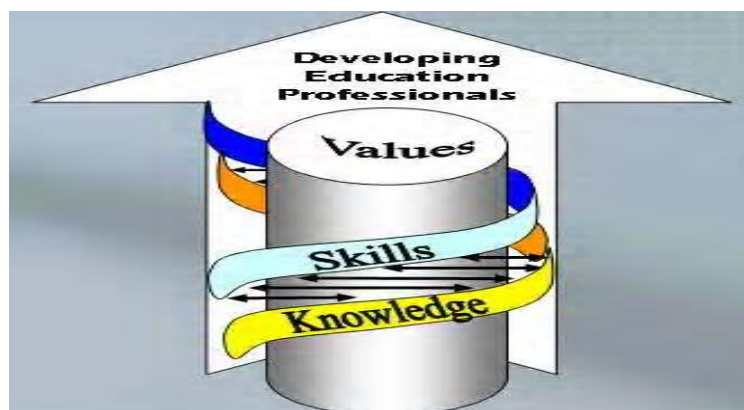


Figure (2.4)

#### Framework for Initial Teacher Education Programme

This frame work aims at enhancing innovation , independent learning, critical thinking, commitment and service among teachers. According to the figure (2.4) the needed components for an effective teacher programme are (Knowledge ,Skills ,and Attitudes). These components consists of desired attributes according to the following table:

Table:(2.4)

#### The components of ‘Initial Teacher Programme’

Skill	Knowledge	Values
§ Pedagogical Skills	§ Educational	§ Care and concern for all pupils
§ Interpersonal Skills	Foundation &	§ Respect for diversity
§ Reflective Skills	Policies	§ Commitment and dedication to the profession
§ Personal Skills	§ Content	§ Collaboration, sharing and team spirit
§ Administrative & Management Skills	§ Curriculum	§ Desire for continuous learning, excellence & innovation
	§ Pupil	§ Belief that all pupils can learn
	§ Pedagogy	
	§ Self	

Comparatively ,the tool of the study aimed at examining the preparedness in certain competencies which international standards approved according to the literature .

These competencies if applied in action plans and according to specified criteria and asserted indicators they can evidently support schools with the competent effective teachers .

In sum ,the competencies that teachers need to be competent inclusive teachers :

- § Ability to problem solve ,to be able to informally assess the skills a student needs(rather than relying solely on standardized curriculum).
- § Ability to take advantage of children’s individual interests and use their internal motivation for developing needed skills .
- § Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- § Ability to make appropriate expectations for ‘each’ student ,regardless of the student’s capabilities .If teachers can do this ,it allows all students to be included in a class and school.
- § Ability to determine how to modify assignments for students ;how to design classroom activities with so many levels that all students have a part .This teaching skill can apply not just at the elementary or secondary level ,but at the college level as well .It will mean more activity –based teaching rather than seat-based teaching .
- § Ability to learn how to value all kinds of skills that students bring to a class ,not just the academic skills. In doing this ,teachers will make it explicit that in their classrooms they value all skills ,even if that is not a clear value of a whole school.
- § Ability to prove daily success for all students .Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work .

Other competencies that will help student teachers in an inclusive environment include:

- § A realization that every child in the class is their responsibility .Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.
- § Knowing a variety of instructional strategies and how to use them effectively . This includes the ability to adapt materials and rewrite objectives for a child’s needs.

- § Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach .
- § Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with r have someone else fix.
- § Flexibility and a high tolerance for ambiguity(INTASC Core Standard Competencies).

There is also significant controversy regarding the characteristics of an effective teacher preparation programme, particularly whether five- or four-year preparation programmes are better, whether alternative routes to certification provide adequate preparation and how much field experience is optimal in a teacher preparation programme. What does the research show?

- § There is no definitive research that justifies a sweeping conclusion that five- year programmes are superior to four-year programmes. Indeed, the differences among the various four- and five-year programs make generalizations impossible.
- § It also is impossible to make sweeping conclusions about alternative routes to certification because the quality of alternative programmes is so variable. Moreover, there are no conclusive studies comparing alternative and traditional programmes. Internal studies commissioned by some alternative programmes which, because they are internal, are not completely reliable indicate their students compare favorably to traditionally prepared students in terms of classroom effectiveness and retention in the profession.
- § There is, however, a growing consensus among experts that a solid alternative preparation program with good candidate screening, supervision of beginning teachers and collateral coursework can be as effective as other programs. Moreover, alternative programs often enroll a high percentage of minority students, and many train their graduates specifically to teach in hard-to-staff schools. In the absence of conclusive research, it does appear, however, from studies of teacher preparation programmes that programmes – whether four-year, five-year or alternative – which include solid field experience under good supervision produce teachers who tend to stay in the profession longer and are more effective in the classroom than teachers whose preparation lacks a strong experiential component. A 1996 survey of teachers by the National Center for Education Information (NCEI) indicated that teachers themselves found their own teaching experience and the influence of other teachers



to be a far more significant factor in their development than formal teacher preparation.

Research shows that beyond verbal skills, subject matter knowledge and academic ability, teachers' professional knowledge and experience also make an important difference in student learning. Many other characteristics also matter for good teaching—enthusiasm, flexibility, perseverance, concern for children—and many specific teaching practices make a difference for learning (Good & Brophy, 1995). The evidence suggests, in fact, that the strongest guarantee of teacher effectiveness is a combination of *all* these elements. (Darling-Hammond, 2000a; Wilson, Floden, & Ferrini-Mundy, 2001). It is this combination that most licensure processes seek to encourage, through requirements for courses, tests, student teaching and the demonstration of specific proficiencies.

Much of the research debate about what factors matter is due to the fact that few large-scale databases allow a comprehensive set of high-quality measures to be examined at once. Estimates of the relationships between particular teacher characteristics and student learning vary from study to study, depending on what factors are examined and when and where the study was conducted. Moreover, many variables that reflect teacher quality are highly correlated with one another. For example, teachers' education levels typically are correlated with age, experience and general academic ability. Similarly, licensure status is often correlated with academic skills, content background, education training and experience.

Studies linking teacher scores on tests of academic ability to student achievement (Coleman, et al., 1966; Ferguson & Ladd, 1996; Hanushek, 1992, 1996) have led some analysts to suggest that general academic or verbal ability are the primary measurable predictors of teacher quality. However, these studies typically have lacked other measures of teachers' preparation (Murnane, 1983). When studies have looked directly at teachers' knowledge of both subject matter and how to teach, they have found that knowing how to teach also has strong effects on student achievement. Indeed, such studies show that knowledge of teaching is as important as knowledge of content (Begle, 1979; Monk, 1994; Wenglinsky, 2000).

For example, based on national survey data for 2,829 students, Monk (1994) found, not surprisingly, that teachers' content preparation, as measured by coursework in the subject field, was often positively related to student achievement in math and

science. But courses in such subjects as methods of teaching math or science also had a positive effect on student learning at each grade level in both fields. For math, in fact, these teaching-method courses sometimes had “more powerful effects than additional preparation in the content area” (p. 142). Monk concluded that “a good grasp of one’s subject area is a necessary but not a sufficient condition for effective teaching” (p. 142). Wenglinsky (2002) looked at how math and science achievement levels of more than 7,000 8th graders on the 1996 National Assessment of Educational Progress (NAEP) were related to measures of teaching quality, teacher characteristics and student social class background. He found that student achievement was influenced by both teacher content background (such as a major or minor in math or math education) *and* teacher education or professional development coursework, particularly in how to work with diverse student populations (including limited-English-proficient students and students with special needs).

Measures of teaching practices, which had the strongest effects on achievement, were related to teachers’ training: Students performed better when teachers provided hands-on learning opportunities and focused on higher-order thinking skills. These practices were, in turn, related to training they had received in developing thinking skills, developing laboratory skills and having students work with real-world problems. The cumulative effect of the combined teacher quality measures, in fact, outweighed the effect of socioeconomic background on student achievement.

### **Redesigning Language Teacher Education Programmes:**

What is our developing understanding of teacher learning? We may have certain understandings about the nature of language teacher learning, but as Freeman and Johnson (1998) point out, there is little research in our journals on teacher preparation to directly support or contradict many of those understandings. Although we agree with Freeman and Johnson that there is an established body of research on general teacher learning, we also believe, with such scholars as Crandall (2000), that more research on second language teacher learning—research such as that in Freeman and Richards (1996) and Johnston and Irujo (2001)—is urgently needed. Similarly, however, it would be deeply damaging to any such research program if it were based on an idea that we find constantly alluded to throughout the Freeman and Johnson article, the contention that the only context that really matters for language teacher learning is that of the actual second-language classroom. We also believe that it would be deeply

damaging if the research program failed to reflect, as we suggested at the outset of this chapter, the potentially very different modes of learning that might be optimal for language teachers at different stages of their careers. Next, we need to find ways for our developing understanding of language teacher learning to inform our design and conduct of second language teacher education programs. Our understanding cannot, as we have just seen, be informed at present by much research on language teacher learning. The lack of direct research on language teacher learning certainly presents us with an immediate and very practical problem. How can we presume to start altering the overall design of language teacher education programs when only a handful of studies on language teacher learning have been done? This suggests that more and better bridges must be built between learning a body of knowledge and using that body of knowledge in teaching language in the classroom.

Yet will research show this to be true of all language teacher education? The heterogeneity of the second language teacher learners we deal with is surely a central question. For example, the need for integration in the presentation of the knowledge base in teacher education programs might be essential for novice teachers but less so for experienced ones.

Distinguishing earlier between training, education, and development, we argued that although all include some focus on skills, knowledge, and understanding, they can be distinguished because they emphasize these three kinds of knowledge to different degrees. Novice teachers may require more teacher training than experienced ones because they are likely to need relatively more learning of concrete teaching skills. At the same time but to a lesser degree, they need to begin to form a base of knowledge and to acquire enough understanding to begin to construct a framework within which they can make informed decisions about the use of their newly acquired (or learned) skills or new knowledge. However, for them the integrated presentation of knowledge and skills within a coherent framework of understanding may be essential. They may not yet know why they will eventually find it helpful to know about phonetics or morphology or second language acquisition. They may need guidance in understanding why certain kinds of knowledge are needed or when certain skills and bits of knowledge should be exercised in their classrooms. Such questions can only be answered in an integrated presentation of the knowledge base. Research may show that

it is beginning teachers without a well-developed framework of understanding who may need the most integrated presentation of the knowledge base.

In sum, the new knowledge base outlined for us by Freeman and Johnson (1998) appears to be rather sparsely specified. It appears that a new addition is an account of what it is that second language teacher learners already know about language learning and teaching at various stages of their learning but that the precise outlines of this knowledge are still to be specified in an important but just beginning research program. It also appears that something important has been left out of this new knowledge base, namely, the second language learner. We have pointed out the dangers of omitting the area of FLA research altogether and suggested that this area should be included in language teacher education programs in such a way that teacher learners are not viewed as simply consumers of the results of this research but rather as partners in an ongoing research effort aimed at identifying the knowledge and needs of second language learners at the local level in language classrooms.

#### **Developing Teacher Education Schemes:**

All programmes of teacher education will be shaped to some extent by the context in which they take place, and this will inevitably draw on ideas which have been placed within another 'type'. Although, none of these four basic types of teacher education, is likely to exist in reality in a 'pure' form. Beginning by first setting out some current views on the teacher and teacher-to-be as they participate in a teacher education programme and indicate how these views are reflected in the kind of experiences which are offered to them.

#### **Views on the teacher, teacher-to-be and teacher education:**

Central to any programme of teacher education will be a view, held by the programme organisers, of the capacities of the participants (the teachers or teachers-to-be) who are involved. There are likely, for example, to be certain assumptions about what the participants know already, are capable of understanding, and capable of applying in practice. It is these assumptions, then, which will shape the way the programme is put together and the experiences which are offered to participants. In this respect, one can identify at least four main views on teachers and teachers to be. They are termed: a. 'teacher as operative', b. 'teacher as technician', c. 'teacher as craftsperson', and d. 'teacher as decision-maker'. Littlejohn, Andrew (1994:254).

### **Type A: Teacher as Operative:**

'Teacher as operative' is probably the most widespread approach taken to teacher education. The main assumption operating within such approaches is that teachers or teachers-to-be know little or nothing, and unless they are given specific instructions on what to do, they are likely to make a mess of things. "Teacher as operative" programmes, then, emphasise the learning of *scripts*, in which the teacher is told what to do at every point in the lesson. The approach is found in short training courses offered by many language schools who recruit otherwise unqualified and inexperienced teachers to teach and, to a lesser extent, in many course books, where precise and detailed guidance is frequently given in accompanying teacher's manuals. The basic proposition behind "Teacher as operative" programmes, then, is that classroom activity must, as far as possible, be made *teacher proof* and that the teacher must be equipped with basic "survival routines" for teaching Littlejohn , Andrew(1994:254).

### **Type B: Teacher as Technician**

A second line of approach, "Teacher as technician" bears some similarities to "Teacher as operative" in that in both cases the notion of routines for teaching predominate. "Teacher as technician", however, requires the teacher or teacher-to-be to apply a set of broader principles to classroom work. These principles are generally presented as fairly inflexible and the teacher is expected to apply them with exactitude. Common examples might be: "Nothing should be said [by the learners] until it is heard, nothing should be written until it is read" "The mother tongue should never to used in the classroom" "Translation causes interference. Students should be encouraged to think in the foreign language" Similarly, precise indications may be given in how learner errors are to be avoided, how drills should be handled, how new vocabulary should be presented and so on. In the heyday of Audiolingualism and the Direct Method, "Teacher as technician" was probably the most common approach taken to teacher education but, still today, one finds elements of this approach in many teacher education programmes. In addition, some chains of language schools which adopt a particular method may approach teacher education in this way. The Berlitz schools are a good example of this, as are the various 'designer' methodologies such as The Silent Way, Suggestopaedia, Community Language Learning and so on Littlejohn , (1994:255).

### **Type C: Teacher as Craftsperson**

Whilst “teacher as operative” and “teacher as technician” emphasise following specified rules or routines, “teacher as craftsperson” places more importance on a fuller understanding of the basis of those routines. In practice, it may be that a “craftsperson” approach to teacher education actually endorses the same kind of routines that are specified in the “operative” and “technician” approaches. The qualitative difference, however, is in the emphasis placed on the participants understanding *why* certain principles are applied. Thus, craftsperson approaches to teacher education involve participants in reading, discussing and absorbing the “received wisdom” on the practice of language teaching. Writings of language teaching “experts”, particularly those who represent the established, conventional ways that “good” language teaching utilises - and the knowledge held by the teacher educator will be emphasised. The teacher in this sense is viewed as an “apprentice” who is learning the ways that “master teachers” think, learning to see things through the eyes of the profession, and learning to utilise the vocabulary and concepts of the profession. Of the three approaches already discussed, it is probably this approach to teacher education which is at the moment currently gaining momentum Littlejohn, (1994:256).

### **Type D: Teacher as Decision-Maker**

The three approaches can be seen as essentially ‘top down’ approaches to teacher education. In all cases, knowledge about what to do and judgements about what are the *correct* things to do in the classroom, come down to the teacher from some form of authority - either the authority of the employing institution or the authority of “expert” knowledge. The teacher is expected to absorb and accept this - or else risk failing the course and unemployment. In contrast to this, “teacher as decision-maker” approaches to teacher education, emphasise an analysis of the participants *own* understanding of what happens in the classroom and why these things happen. Rather than being viewed as a *consumer* of expert knowledge, the teacher is viewed as potentially a *producer* of knowledge and is therefore encouraged to reflect on, discuss and investigate what happens in classrooms and what is involved in the process of language teaching and learning. “Expert knowledge” may indeed be drawn on - through readings, papers, workshops, talks by a teacher educator and so on - but the status of this knowledge is viewed differently. *All* knowledge and ideas about language teaching/learning is viewed ‘critically’ (not in the sense of ‘negatively’ but in the sense

of 'with careful thought'). Its worth is judged in terms of how far it relates to the teacher or teacher-to-be's own experience (either as a student or as teacher), how far it helps to illuminate that experience and how far it helps in unravelling the puzzles and issues which confront the participants themselves. "Teacher as decision-maker" approaches may thus indeed involve exposure to and the learning of "survival techniques" and exposure to and learning about "expert knowledge", but these techniques and knowledge are themselves made the focus of debate. The main aim, then, is that the teacher's ability to make decisions in the course of teaching is enhanced and that the teacher is thereby able to develop professionally and achieve a deeper, personal understanding of the complex relationship involved in teaching and learning (Little john, 1994:258).

In the conduct of "teacher as decision-maker" type programmes, participants become involved in quite different sets of activities. Whilst the other three approaches may all be labelled "content-driven" - that is they emphasise particular knowledge or ideas being passed to the participants - a "teacher as decision-maker" type programme is likely to place equal weight on the content of the programme *and* the process involved. Both will be seen as opportunities for learning.

"Thus, whereas a teacher educator involved in the first three approaches might be concerned with finding ways to get participants to learn how to do certain things or learn about certain things, a teacher educator in a "teacher as decision-maker" approach will additionally be concerned with finding ways in which the participants own knowledge, own views and own understanding and own ability to make judgements can be brought to the surface. Particular sections of a "teacher as decision-maker" programme outline are likely then to have a considerable number of 'blank spaces' - increasing substantially over time - in which the programme can be made personally relevant to the participants, centre on their own experiences and questions, and in which the programme itself can accordingly be re-negotiated Little john,(1994:258)".

### **Choosing Effective Teacher Education Scheme:**

It is an appealing notion to consider each of these four approaches as true alternatives to teacher education. Additionally, one may suggest that there is a gradient here - a scale of the maturing professional, who may start off as "an operative", move on to technical competence, achieve a broader understanding of general principles before developing his or her own personal understanding. However, that both of these suggestions are entirely mistaken for a number of reasons.

Firstly, the key point to recognise in each of the approaches, particularly in the first three approaches, is that they are based *not* on the nature of the actual participants involved but on the programme organisers' *assumptions* about the participants. A subtle but important difference. Each approach thus has the potential for being self-fulfilling. An approach which treats teachers as "operatives" is likely to produce "operatives"; an approach which treats teachers as "technicians" is likely to produce "technicians" and so on.

Secondly, a view of the teacher necessarily involves a view of teaching, and to reduce teaching to (at worst) the unthinking application of routines or to the following of indications given by outside 'experts' seems to run counter to what we now know about the process of language learning and believe to be important. In recent years, work in language learning has emphasised the development of the learners' autonomy, the variety of strategies utilised by learners, their varying goals, motivations, and learning preferences, and the 'uniqueness' of each classroom event. Given this, the demands placed on teachers do not involve the blind application of routines nor the application of 'received wisdom' on what is deemed 'good teaching'. Rather, the teacher is required to *make judgements* on a moment by moment basis of what is the most appropriate thing to do in the classroom. 'Learner autonomy', in this sense, must be paralleled by the fostering of 'teacher autonomy'.

It is perhaps important to explain 'teacher autonomy'. as 'learner autonomy' is not intended to signify that learners are left entirely alone, unsupported in their efforts, 'teacher autonomy' suggests that there is an *informed* basis for their decisions. It does not mean that teachers simply do what they wish to do. An *informed* basis for classroom decisions means that teachers know *why they* are doing what they are doing, in the context of *their* particular class - and can, if necessary, be called to account for this Little John Andrew,(1994:259).

There is, however, a third important reason as to why the four approaches outlined earlier cannot be considered as merely 'alternatives'. It is a fact, that over time, most teachers mature, gain experience and develop a 'feel' for what to do. Such a process is an implicit part of *any* form of learning. Language learners, we now know, pass through various stages in the development of their abilities in the foreign language. As they gain more experience and exposure to the language, their ability to produce, comprehend, respond, and make decisions on what is the appropriate thing to say,



develops. So, too, is it with teaching. Any teacher, reflecting on how he/she taught his/her first lesson, would almost certainly say they would not do exactly the same thing again. Intervening experience will have created a more *informed* basis for decisions. We can, then, talk of a process of ‘inter-teaching’: teachers develop in their abilities, capacities and knowledge with time. This natural process seems to me to be the most important and *central* argument in favour of approaching teacher education as the development of the ability to make appropriate decisions. Whereas the first three types of teacher education are outlined essentially ‘static’ in their approach (that is, they emphasise a particular way of doing things), a ‘teacher as decision-maker’ approach emphasises the changing nature of teacher experience and judgement. It focuses on *refining and supporting* a natural process in gaining teaching experience, and in developing the capacity for teacher autonomy Little John Andrew, (1994:260).

**What might a ‘teacher as decision-maker’ approach to teacher education look like?**

In the search for a clear specification of what a teacher education programme will focus on, most approaches emphasise a setting out of areas of content. ‘Handling reading texts’, ‘Language acquisition theory’, ‘Grammar’ and so on, are all examples frequently found. In a ‘teacher as decision-maker’ approach, however, such specifications of content are unlikely to be relevant to any significant degree. Similarly, what participants actually *do* in the teacher education programme is unlikely to follow any detailed prespecified plans. A ‘teacher as decision-maker’ approach will instead focus on a *negotiated* rather than prespecified statement of content and methodology. If the aim is to produce teachers who are decision-makers, then the first place to begin will necessarily be in relation to their own education.

Such a negotiated approach, however, poses significant problems. In the context of most teaching institutions, there is a very clear need to ensure that teachers who come from teacher preparation programmes have experienced similar processes and emerge similarly prepared for the task ahead. There is a need, therefore, for quality control. Secondly, an entirely negotiated basis for working is unlikely to be either readily understandable or readily acceptable to the majority of participants. Both of these facts, then, suggest that a ‘teacher as decision-maker’ approach will need to have a *structure*. The challenge is to find a structure which, whilst ensuring a sense of standardisation and a sense of direction, is open-ended enough to allow individual

teachers or individual groups of teachers to explore things in their own way and reflect on discuss, share and evaluate their own experiences and ideas. This structure will need to ensure that participants can be exposed to outside, 'expert' and new ideas but in ways which encourage participants to interact with that knowledge critically Little john Andrew, (1994:260).

The challenge is a significant one but in recent years, working with a variety of structures seem to be leading in the general direction of 'teacher as decision-maker'. In particular it would focus on two different sets of devices which have been utilised and which could form the basis for further work in this area. The first is a *thematic approach* to reflecting on decisions, and the second is the utilisation of a *task-based* methodology. As will become clear, each of these sets of devices overlaps with the other.

### **A .Thematic Approach**

Any approach to teacher education is likely to need some form of structure which gives the programme a sense of organisation, direction and standardisation. This structure however needs to be sufficiently broad to enable participants to develop their own ideas. One structure, therefore, is the notion of *views*. *Views* is defined as ways of thinking about different aspects of language learning. The focus principally is on 5 main ingredients: views of the teacher, views of the language teaching, views of the learner, views of language learning, and views of the language.

With these reference points, discussions, readings, demonstrations, and descriptions of techniques can continually refer back to a set of categories which help to organise the participants developing knowledge and experience. The main approach thus becomes one of asking questions and stimulating the production of participants' own questions as new ideas are introduced. For example, the presentation of a new teaching technique might stimulate questions such as:

What picture of the teacher is implicit? What is the teacher expected to do here? What role does the learner have in all this? What is the learner expected to do? What does the learner contribute? What assumptions are made about how languages can be learnt? How is language being used here? What is language according to this technique? Little john, (1994:264)

Whilst the notion of *views* is a powerful one, there may also be a need for a sense of structure to the introduction of ideas. Thus, the *process of teaching* the notion of *views*

may, for example, be such things as planning, implementing, adapting, testing, checking, encouraging - broad categories of activity with which teachers typically find themselves involved.

### **B. A Task-based methodology**

Whilst the grid has helped to map out the broad areas which participants may be focusing on, there is also the methodological problem of how this may be activated in practice. The solution has been to draw on the notion of the 'whole task' which focuses on the 'aspects of teaching' listed above, and which require participants to work together to produce some kind of product and which allows participants of varying lengths of experience to all contribute. An initial task, with which the production of a poster which sets out the questions/issues/problems which a group of participants have. These posters are then exchanged between groups and the receiving group tries to identify 'answers' or 'comment'. A little imagination in this area can produce a considerable range of such 'open-ended' tasks. Some examples might be:

- § Produce a list of 10 key pieces of advice to a beginning teacher. Put them in order of importance.
- § Organise a cut up unit of material into teaching sequence. Justify your ordering.
- § Produce a syllabus plan for a specified group
- § Describe what a teacher might do in a specified classroom situation.
- § Brainstorm all the possible reasons that may lie behind a particular learner's described behaviour
- § Produce a course plan for a series of teacher education seminars.
- § Demonstrate or observe a particular classroom episode. What roles for teachers and learners are involved?

and so on Littlejohn, Andrew (November 1994).

A key feature to this approach, however, is that the decisions over what gets done in the teacher education programme is gradually negotiated between the participants themselves and the teacher educator (the term 'teacher educator', it will be apparent, gradually becoming inappropriate). Responsibility for identifying, organising and implementing these 'whole' tasks thus gradually passes to the participants, often with sub-groups of participants working on different areas, but reporting back to the group as a whole. At each point, however, reference is made back to the notion of *views* as a means of 'digging deeper' into the ideas which come up.

### **C. Developing a scheme for teacher education**

In the preceding sections some ideas have been set out on how teacher education programmes can be organized and have argued strongly for an approach which focuses on developing the participants' ability to make decisions, rather than absorbing 'outside' knowledge. It also has shown what such approach may look like in practice and have given examples from related experience in teacher education.

In principle, that it should be perfectly possible to design various 'packages' or 'modules' of open-ended tasks which could be used by autonomous teacher groups (ideally working initially with an organizer of some kind) and which could link into a standardized framework. As indicated above, the kind of framework that could be adopted, the use of themes, and tasks focusing on aspects of teaching, seem to offer 'organizing principles' for a programme of teacher education which would be flexible enough to permit autonomy for individual teachers and teacher groups. The precise nature of how this could be developed in detail, extensive piloting of some kind is required. There are at least three main aspects in this. These relate to the issues of

1. What teacher education modules could broadly focus on (content),
2. How teacher education session could be organized (methodology), and
3. The role of 'expert' knowledge..
  - a. What teacher education modules could focus on: data collection on issues of concern to teachers. Littlejohn ,Andrew (November 1994).There are various devices which could be utilized in trying to gather data on the key issues or aspects of teaching which concern teachers and which could then act as starting points for 'core' modules. These would need to be open-ended, as the more conventional, closed questionnaire or interview type of data gathering techniques always run the risk of imposing the researchers own view. The kinds of tasks which described earlier ,would certainly, produce useful data, as would mini-projects undertaken by teachers to investigate colleague's reactions and practice in relation to areas of concern to the teachers themselves.
  - b. How teacher education session could be organized: pilot projects on open-ended tasks. As indicated, many of the tasks which could be used for data collection should also can be utilizable as teacher education tasks in their own right. Indeed, the data gathered could form the content for certain tasks. Data collection, however, is likely to

suggest numerous other tasks and these could be drawn up within an agreed framework such as the *'views and aspects'*. These tasks would themselves need to be piloted and evaluated by those involved. In addition, a framework would also need to show how responsibility and decisions about the programme itself can be gradually passed over to the participants involved.

c. What teacher education modules could focus on and how teacher education sessions could be organized: the role of 'expert knowledge'. There is a definite role for 'expert knowledge' in teacher education. It can be little point, for example, in depriving teachers of the ideas of 'outside' authorities or requiring them to 'reinvent the wheel' every time they encounter a practical problem. The key question, however, is how such 'expert', 'outside' knowledge can be integrated into a teacher education programme in such a way that the participants interact with that knowledge critically. Thus, a framework of open-ended tasks related to readings, descriptions of practice, demonstrations by teacher educators, is likely to be the most fruitful approach. These tasks will similarly need to be piloted and evaluated by those involved. 'Expert knowledge' (in the form of articles, descriptions of techniques, and videos.) could additionally be made available as a reference (with indexing of some kind) for the participants Littlejohn, (November 1994).

### **Challenges and Problems of Teacher Education:**

Since the time teacher education emerged as an identifiable activity, there have been few periods when it was not being critiqued, studied, rethought, reformed, and, often, excoriated. Rather, the phrase the "problem of teacher education" is intended to draw attention to teacher education as a problem in three senses—the problem or challenge every nation faces in providing well-prepared and effective teachers for its children; teacher education as a research problem, which involves a larger set of educational issues, questions, and conditions that define an important concern of the scholarly community; and teacher education as a problematic and contested enterprise, troubled by enduring and value-laden questions about the purposes and goals of education in a democratic society. It suggests that during the last 50 years, as a society and an educational community, "problem of teacher education" have been conceptualized and defined in three quite different ways: as a training problem, a learning problem, and a policy problem:

## 1. Teacher Education as a Training Problem:

During the period from roughly the late 1950s to the early 1980s, teacher education was defined primarily as a training problem. The essence of this approach was conceptualizing teacher education as a formal educational process intended to ensure that the behaviors of prospective teachers matched those of “effective” teachers. Thus, teacher educators were charged with training teacher candidates to display those behaviors that had been empirically certified through research on effective teaching. Underlying this way of defining teacher education was a technical view of teaching, a behavioral view of learning, and an understanding of science as the solution to educational problems. . In a symposium on teacher education that helped to shape this emerging view, B. O. Smith (1971) made this clear: “Generally speaking . . . teacher education attempts to answer the question of how the behavior of an individual in preparation for teaching can be made to conform to acceptable patterns” (p. 2). What was “acceptable” had to do with research. When teacher education was constructed as a training problem, the point of research on teacher education was the identification or the invention of transportable teacher training procedures that produced the desired behaviors in prospective teachers. This effort in teacher education built on and paralleled the process-product research on teaching that was dominant during the time. With process product research, the goal was to develop “the scientific basis of the art of teaching” (Gage, 1978) by identifying and specifying teacher behaviors that were correlated with pupil learning and applying them as treatments to classroom situations (Gage, 1963). The version of this that became prominent in research on teacher education was treating the independent variables of process-product research on teaching (i.e., observable teacher behaviors, such as question-asking strategies or clearly stated objectives, which were presumed correlated with student achievement) as the dependent variables in research on teacher preparation. Teacher-training procedures (e.g., microteaching, training prospective teachers to use interaction analysis or behavior modification, lecture, demonstration, and/or clusters of these procedures with and without different kinds of feedback) were the independent variables. The training approach to teacher education was not without its critics. Some questioned the training approach at its very core by critiquing the effectiveness research on which it was based. They argued that the empirical research base for specific and generally applicable teaching behaviors was thin and that the competency-based, teacher-training programs

that arose in the late 1960s and early 1970s did not have a greater amount of empirical support than other teacher education programs. Other critics argued that a more critical research stance was needed that made the existing social arrangements of schooling problematic and challenged taken-for-granted assumptions about definitions of professional competence. Still others raised methodological objections, pointing to obstacles to establishing causal relationships between particular aspects of teacher preparation and teacher performance given the many intervening variables and the months- or even years-long time lag. The most damaging critique, however, was that although the training research showed that prospective teachers could indeed be trained to do almost anything, the focus was on “empty techniques” (Lanier, 1982) rather than knowledge or decision making, and thus, the approach was a theoretical and even anti-intellectual.

## **2. Teacher Education as a Learning Problem:**

During the period from roughly the early 1980s through the early 2000s, teacher education was defined primarily as a learning problem. This approach assumed that excellent teachers were professionals who were knowledgeable about subject matter and pedagogy and who made decisions, constructed responsive curriculum, and knew how to continue learning throughout the professional lifespan. The goal of teacher preparation programs was to design the social, organizational, and intellectual contexts wherein prospective teachers could develop the knowledge, skills, and dispositions needed to function as decision makers. Feiman-Nemser (1983) and others argued at the time that teacher education was not equivalent to formal teacher preparation programs. Rather, learning to teach also had to do with the beliefs, knowledge, and experiences prospective teachers brought with them into preparation programs; the ways their knowledge changed and was translated into classroom practice over time; the ways teachers interpreted their fieldwork and course experiences in light of their own school experiences; and how they developed professionally as teachers by observing and talking with others. Based on the premise that teacher education was a learning problem, the point of research on teacher education was to build and explore the professional knowledge base, codifying not only how and what teachers should know about subject matter and pedagogy but also how they thought and how they learned in pre-service programs and schools and the multiple conditions and contexts that shaped their learning. Not surprisingly, multiple research questions, methods, and approaches

to interpretation and analysis developed during this time rather than adherence to a single, dominant paradigm. Although some studies continued to focus on teachers' behavior, many examined teachers' attitudes, beliefs, knowledge structures, predispositions, perceptions, and understandings as well as the contexts that supported and/or constrained these. In addition, teacher education research came to include more critical approaches, and a whole program of research emerged that explored how teachers learned to teach for diversity. During this time, there were also new investigators involved in teacher education research, including teacher educators who studied their own practices. The learning approach to teacher education was extensively critiqued, especially in the years from the mid-1990s to the early 2000s. During this time, teacher preparation was often characterized by skeptics as substandard, attracting mediocre to poor prospective teachers who were out of touch with the public interest and too focused on progressive and constructivist perspectives. At the same time, reformers within the teacher education community called for higher standards as well as consistency across preparation, licensure, and accreditation and better recruitment and retention strategies. Characterized by some as nothing more than "touchy feely" self-awareness (Schrag, 1999), teacher education's emphasis on beliefs and attitudes was particularly hard hit by external critics, especially beliefs related to culture and diversity. Research on teacher education was also sharply criticized during this time from both within and outside the field for its weak methods and lack of generalizability. No doubt, the most damning critique of teacher education as a learning problem was that it focused on teachers' knowledge, skills, and beliefs without adequate attention to pupils' learning. That is, when teacher education was defined as a learning problem, neither practitioners nor researchers concentrated on establishing the links between and among what teachers knew and believed, how they developed professional practice in the context of different schools and classrooms, and what their pupils learned that could be demonstrated on tests and other measures.

### **3. Teacher Education as a Policy Problem:**

In many of the major debates since the mid- to late 1990s, teacher education has been defined as a policy problem. Here, the goal is to identify which of the broad parameters of teacher education policy that can be controlled by institutional, state, or federal policy makers is most likely to have a positive effect. The point is to use empirical evidence to guide policy makers in their investment of finite human and fiscal



resources in various aspects of the preparation and professional development of K-12 teachers. Many policy-related studies of teacher preparation were conducted before the end of the 1990s. However, prior to that time, they were generally not part of the discourse of the professional community responsible for teacher education. In fact, as Kennedy (1996) has pointed out, in the past, policy research on teacher education was most familiar to skeptics and critics of teacher education, including economists and policy analysts, and least familiar to teacher educators themselves. This situation has changed considerably, and the most visible current debates about teacher education have concentrated to a great extent on policy. Constructing teacher education as a policy problem means identifying both institution level policies (such as entrance and course requirements or 4- and 5-year program structures) and state or larger scale policies and practices (such as state teacher tests, allowable entry routes, licensure regulations) that are presumably warranted by empirical evidence demonstrating positive effects on desired outcomes. At the local level, for example, practitioners are striving to develop evidence about the effect of teacher candidates' performance on pupils' learning. At state and larger levels, policy makers are seeking empirical studies, preferably experimental studies or correlational studies with sophisticated statistical analyses that indicate which aspects of teacher preparation do and do not have a systematic and positive effect on pupils' learning, particularly scores on standardized tests. The research designs that are considered by some to be best suited to studying teacher education as a policy problem are production function studies of educational resources and other multiple regression analyses that aim to establish correlations between resources and indicators of teacher effectiveness. On the other hand, some researchers take a broader approach to the study of teacher education as a policy problem, including a variety of accepted research methods and a range of indicators of effectiveness. Although it now seems self-evident that certain policy decisions regarding teacher education ought to be informed by empirical evidence, the policy approach has also been sharply critiqued. Some have pointed out that in the absence of clear and consistent evidence, many policy makers either ignore research or focus on only the evidence that supports their a priori positions. Others argue that the aspects of teacher education studied from a policy perspective are "crude quantifiable indicators" (Kennedy, 1999, p. 89) that cannot make meaningful distinctions among the varied features of teacher preparation programs. Still others have noted that studies of teacher

education as a policy problem generally do not account for the contexts and cultures of schools or for how these support or constrain teachers' abilities to use knowledge and resources. Finally, it is clear that when teacher education is constructed as a policy problem, pupil achievement scores are considered the most important educational outcome. A number of teacher education researchers and practitioners have argued that although test scores are one indicator of teachers' effectiveness, other outcomes, such as pupils' social and emotional growth, their preparedness to live in a democratic society, and teachers' retention in hard-to-staff schools, are also important.

#### **4. The Problem of Teacher Education: A Contemporary Perspective:**

In the first 4 years of the 21st century, we have seen the intensification of the policy focus. There is no question that the No Child Left Behind Act (2002) and its agenda to provide "highly qualified teachers" depend on a view of teacher education as a policy problem. Increasingly,

it is assumed that the right policies can simultaneously solve the problems of teacher retention, teacher quality, and pupil achievement. The "right" policies are supposedly those based on empirical evidence about the value teacher preparation adds to pupils' scores on tests and on cost-benefit analyses of how to invest finite human and fiscal resources. Also underlying the policy focus is the assumption that the overarching goal of education—and teacher education—is to produce the nation's workforce and maintain its position in the global economy. Folded into the current policy approach is also a return to the training view of teacher education. The argument is that subject matter, which can be assessed on a standardized teacher test, is what teachers need to know to teach well. Whatever else there is to know such as the techniques, classroom strategies, and best practices which can be picked up on the job or in summer courses or school-based training sessions for teachers. Increasingly, then, the focus in discussions of teacher education is on training and testing to insure that all teachers have basic subject matter knowledge and the technical skills to bring pupils' test scores to minimum thresholds. There are many more concerns about the current policy approach to teacher education than can be included in a short editorial. First, teacher education is a political problem, not just a policy problem. Policies regarding teacher preparation do not come about as the result of simple common sense or expediency alone, nor are they disconnected from values and ideology, from existing systems of power and privilege, or from assumptions about what is mainstream and what is

marginal. Second, teaching has technical aspects to be sure, and teachers can be trained to perform these. But teaching is also and, more importantly, an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge. Finally, the purpose of education in a democratic society is not simply assimilating all schoolchildren into the mainstream or preparing the nation's workforce to preserve the place of the United States as the dominant power in a global society. Our democratic society depends on the preparation of a thoughtful citizenry (Gutman, 1999). How to prepare teachers to foster democratic values and skills must be acknowledged as a major part of the "problem of teacher education" in order to maintain a healthy democracy. Accordingly, in Palestine, a major part of teacher education that it is aborted from the global challenge or even preparation of thoughtful citizenry who are able to foster national values and prepared to the future.

#### **The Constraints and Challenges that Prevent Effectiveness of STTPs in Palestine:**

Nonetheless, Teacher education programmes in Palestine are facing many challenges such as:

1. The need of a sort of unified philosophy which could perceptualize the image of the teacher needed to fulfill national and strategic objectives.
2. The need of a supervisory council of higher education which aims at assessing the programmes offered and adjustment with needs ,efficacy, and work market with total assurance of quality requirements.
3. These programmes are in need of qualitative development .Most of the graduates are qualified as teachers but rather inefficiently trained and evenly in competent.
4. The need for one national comprehensive teacher education training programme. There are several programmes which are different ,varied ,and eventually they are almost not capable of preparing the quality teacher for the profession .In addition ,not only the opportunity for good training within pre-service is limited but also the chances for professional development is obscure.
5. Faculties of education, collages, and universities are the main responsible source in preparing and training teachers in all levels, yet differently. The training occurs in a university environment far from the real field school experience and the curriculum .Even more, most university ELT staff either had

never worked as teachers in real school or had never the experience of real school experience even through the practicum. Others are supposed to train pre-service on new techniques and education technology, but unexpectedly, theoretical content overlaps the practical specification of the courses.

6. Ministry of Education and Higher Education (MOEHE) has carried out a professional development plan for novice and in service teachers in terms that all teachers are subject to different varied specialized training ,in a case that it compensates the shortage and upgrade teacher quality.
7. The MOEHE has no direct relation with the programmes in terms of the numbers of accepted students or graduates .In fact, this exhibits lack of co-operation, and no kind of planning neither among the universities nor with the ministry .For instance ,in 2005,There were 15000 graduates (unemployed teacher )and there were competing to fill 1800 professions only .furthermore , there were 2300 EFL teachers to fill around 280-380 professions .
8. The results of the teacher application test in both the MOE and UNRWA were under average or rather below the level.
9. There is no adjustment between the great number of graduates and the recruitments professions in almost all the specialists.
10. 10952 students were accepted in faculties of education (55% in the Open University )(3.5% in the higher studies in addition to (104,118 in educational technology in the year 2004-2005.( MOEHE,2007)
11. The high capacity of acceptance of the faculties of education.
12. The need of evaluation of all the programmes in terms of content, skills and training.
13. The need of gradual change-over from conventional programmes of teacher education to integrated courses to ensure greater professionalism.
14. The need of increased duration of teacher education programmes to accommodate for proper assimilation of emerging professional inputs.
15. The need of stage-specific theoretical and practical components, transactional strategies and evaluation.
16. The need of inspection over the evaluation system of student teachers during the practicum since almost all the supervisors are part –time tutors ,who are not part of the STTP implementation plan which deserves review and assurance

that the needed methodology offered in campus is approved practically in the internship with schools in the field experience during the practicum .

17. Most of the grades during the practicum are assumed to range in high levels.

Yet, the same prospected teachers are facing problems of low achievement in the applicants' exam held for novice teachers.

18. Major problems are related to the practicum according to literature, including topics such as monitor teachers, school environment, and supervision. As concluded from literature, monitors should be chosen according to professionalism and competence not only in teaching but also in monitoring and coaching .As for school environment, it is realized through the literature the complicated contextual factors that affect schools as well classes in addition to the choice limits of these schools which proves that most of these schools are inconvenient inclusion ethos. The supervision is affected with the school administration mostly, yet what was astonishingly perplexing about the results of the tool of the study that the highest ratio of supervision visits was (three times) and the second ratio was (no visit).This proves the lack of serious supervision and coaching as well as it reflects the reasons behind the poor teacher practice development.

19. The need of plans and programmes of teacher education to respond to the expected role performance of teacher according to challenges and changes.

20. The need of flexible and pragmatic approach to plans and programmes of teacher education.

The need of proper planning and orientation of education of teacher educators.

### **General Approaches to the Evaluation of Programmes that Prepare Teachers of**

#### **English:**

Programme evaluation [the systematic collection of information about the effectiveness of the various components of an educational programme] is an area that periodically flashes into prominence in discussions of language teaching and learning. From the much discussed attempts of the 1960's and 1970's to evaluate the effectiveness of different language teaching methods to the sharp debate about particular programmes, evaluation has typically been recognized as crucial area of second /foreign language education (Alderson & Bretta, 1992:14).

The need for systematic evaluation of STTPs is recognized ;however ,for a variety of reasons the issues surrounding evaluation of such programs have been less publicized ,less controversial .One might speculate that this is the result of a tendency in our field to pay less attention to the teacher's contribution to classroom learning than to other elements :methodology ,syllabus ,or programme model, to name a few .Or perhaps the problem is that evaluation of STTP takes place constantly ,at least on an informal basis ,as part of the day- to- day ,and year –to-year ,work of educational institutions. It is often done on an constant basis ,without much concern for how the efforts of one institution compare with those of others .Baring in mind ,the view that any evaluation ,systematic or not ,must be unique .Yet ,it is precisely the uniqueness of any evaluation project that many specialists are now seeking to tap (Cronbach et al.,1980)by encouraging the dissemination of case histories in program evaluation , there are quite clearly ,commonalities in ways in which programs respond to the demand for periodic evaluation .These typically include some combination of internal and external review.

Programme evaluation is by definition multidimensional .In many cases, an examination of some sort will be used to compare students existing a program with those completing similar programs. Examinations ,together with other quantitative (such as employment rate of graduates ,percentage of graduates still in the field after a certain number of years ,percentage of graduates participating in professional organizations and other activities);and qualitative measures (such as employer satisfaction with graduates )are often used in conjunction with formal internal and external program reviews in order to evaluate a program .

All systematic programme evaluation have two different aims: one internal and one external .The former has to do with the use of data on student learning (outcomes) as a means for validating existing academic programs and for indicating needed or desirable curricular change .It is a means by which the fit between programme goals and the activities that make up a program can be measured.

The external aim of student outcomes assessment is to demonstrate the accountability of an institution and of the programs within an institution to the larger public .Hence, increased interest in the evaluation of STTP as EFL is the result of two different external pressures: one that reflects a general demand affecting higher education in general, the other reflecting development within the discipline itself:

1.The demand that institution of higher education be held accountable for the quality of the education that they provide. Currently ,there has been frequent criticism of higher education (including STTP s).Different educational papers and conferences criticized the quality of higher education ;others target what they claim is failure of higher education to hold itself accountable and to demonstrate the quality of their programmes .The result has been increased pressure on higher education generally and professional preparation programmes in particular to demonstrate the competence of students existing such programs .Virtually every university has enacted solely in carrying out administrative policies that apply to STTP and in –service teachers.

2.The evaluation of professional standards .The need for systematic program evaluation is a by–product of the professionalization of English language teaching during the last few decades. (The TESOL organization’s Guidelines for certification and preparation of teachers of English to speakers of other languages in the United States, 1992).

Even in the absence of systematic programme evaluation, assessment takes place on a regular basis within the context of individual courses: Testing and grading in any course are basic forms of student assessment .While, part of the larger activity of program evaluation, assessment must be broader in nature .It must aim at the collection, analysis and interpretation of measures of student learning and performance at the level of major programmes. The data collected must serve in gauging the effectiveness of each academic programme and of an entire department .As briefly stated by Boyer and Ewell (1988), student outcomes assessment is an attempt to measure student learning as it relates to and informs an academic or professional programme, rather than as narrow measure of individual students themselves .

Hence, evaluation for the theoretical component may include assessment of session work, term-papers, participation in seminars, discussion groups, etc. besides semester examinations which can be oral, written, practical and objective type. The written tests have to be reliable, valid and representative of the totality of experiences. Different tools and techniques of evaluation can be used for assessing the pupils’ growth. Visits to and participation in activities of Evaluation for the theoretical component may include assessment of session work, term-papers, participation in seminars, and discussion groups. besides semester examinations which can be oral,

written, practical and objective type. The written tests have to be reliable, valid and representative of the totality of experiences. Different tools and techniques of evaluation can be used for assessing the pupils' growth. Practicum, peer observation, micro teaching, and participation in activities will make a part of training towards understanding the dynamics of working with children and educating them. The evaluation of this component will be in the form of a cumulative record of the performance of the prospective teachers. External evaluation of practical activities will defeat the purpose as the practical work is, by and large, activity-based. It is essentially session work, day-to-day internal assessment, feed back and monitoring. A record of some of the activities is all that may be suggested for purposes of evaluation in this regard.

### **Assessment Tools Being used to Ensure that STTP Candidates Receive Sound Preparation:**

Public criticism and new demands of educational reform has put pressure on teacher education programmes to prepare and train their student –teachers better .Any process to strengthen STTP must include careful study of student teaching since it is usually the final education course taken by students and the most influential field experience in a teacher education programme (Kingen,1984).Many teacher education programmes use student teaching as the primary exit evaluation of student -teacher competencies(Ashburn & Fisher ,1984).Yet ,factors such as questionable measurement instruments and untrained or inefficient evaluators prevent effective evaluation .So in order to ensure that STTP candidates receive sound preparation ,it is essential to discuss the purpose of student teacher evaluation ,criteria ,measurement tools ,evaluators and elements of success.

#### **1. Purpose of Student, evaluation is used to prove to national programme approval agencies that Teacher Evaluation**

There are numerous reasons for evaluating student teachers during their practice – teaching experience in a school setting .Programmes usually state the purposes as screening students for entry into teaching profession and informing student teachers about skills that need to be strengthened .Often student teachers are doing what institution said they would during the field experience .Evaluating students for programme improvement is another purpose Ashburn & Fisher,1984).For example ,a teacher education programme may require student teachers to demonstrate the ability to



plan instructional units .If evaluation shows that most student teachers have problems in planning ,then an adjustment can be made in the programme.

## **2. Evaluation Criteria:**

Disagreement occurs among programmes about what knowledge, skills, and attitudes are necessary in an effective student teacher (Ashburn & Fisher, 1984). Research on teacher effectiveness has included attempts to identify “good” teacher characteristics .The belief that effective teachers possess universal traits is so strong that characteristics such as voice quality and sense of humour have become permanent items on student teacher evaluation scales .But no research has shown effective teachers to have specific characteristics in all teaching situations (Fant, et al, 1985).

Research also has been done to relate effectiveness to degree of pupil learning. Weirisma and Gibney (1985) argue that the research base in this area is inadequate to support pupil learning as the sole basis for determining student teacher competence. They also contend and challenge that teaching is a profession like medicine and law; thus, practioners cannot guarantee results.

Competency based education (CBE) programme that emerged in the 1970s consider student teaching performance to be demonstration of competencies accumulated during the teacher education programme .Thus ,student teachers are observed in the classroom and evaluated on the basis of competencies such as subject matter presentation , planning skills, and classroom management .While there is a lack of evidence that one set of teacher competencies leads to more pupil learning than other (Moore & Markham, 1983) ,competencies assessed by programmes overlap considerably .Institutions that use the same evaluation criteria often have different priorities (McIntyre & Norris ,1980).For example ,one teacher education programme may consider classroom management the most important area to be evaluated while another may place the highest priority on personal characteristics and personality .

## **2. Evaluation Tools:**

Teacher education programmes tend to develop their own evaluation forms to determine student teacher effectiveness .Two instruments used frequently in student teacher evaluation research have been adopted by some CBTE programmes (Defino,1983).The performance Assessment Instrument TPAI lists competency indicators and sets of descriptors .The evaluator decides how well the student teacher’s performance meets the competency described .The Classroom Observation Keyed for

Research (COKER) instrument requires the evaluator to record specific behaviour demonstrated by the student teacher. Research shows these instruments to be reliable, for instance, whether the instruments measure what they are supposed to, remains questionable, however (Defino, 1983).

Research indicates that student teaching grades usually are high regardless of the evaluation instrument used. Inflated grades may be because of improved field experiences before student teaching (Defino, 1983). In addition, many incompetent or marginal students elect or counseled out of teacher education programmes. The high grades reflect an evaluation of the student teachers' potential rather than a measure of demonstrated skills. Other reasons, however, stem from the evaluators who judge student teaching.

In the STTP in the Gaza universities, Specific criteria is related to each programme according to the goals of the programme. There are different and independent programmes with almost scarce correlation or not any. Colleges of teacher education used rating scales, daily logs and mainly the three universities rely upon a uniform observation format of rating scales, prepared in Arabic and employed for all divisions of the faculty of education. This format is prepared to assess student teachers' level of professional teaching competencies. This format is prepared in two types; one to be filled by the evaluator supervisor and the other is filled in the school by the cooperating teacher or the school principal. What is perceived about this format that it has no relevance to the linguistic competency, methodological competency, and language level. Conversely, these formats convey the priorities according to the goals of each individual teacher education programme.

### **3.Evaluators:**

The effectiveness of the evaluation process is based on the person assessing (Ashburn and Fisher, 1984). A faculty supervisor from the teacher education programme and a "cooperating" teacher in whose classroom the student teacher is assigned serve as evaluators of student teaching. Research on the interaction of student teacher, cooperating teacher, and faculty supervisor indicates the cooperating teacher has the predominant influence on the student. Student teachers often adopt the classroom management style and attitudes of their cooperating teachers (McIntyre, 1984). Thus, it is not surprising that cooperating teachers tend to give positive evaluations to these students.

Cooperating teachers avoid “unsatisfactory” and “below satisfactory” ratings when using typical evaluation forms with rating ranging from strongly agree or highly positive assessment to a strongly disagree or highly negative assessment .The teachers seem to concentrate on one skill that a student teacher demonstrates effectively and then generalize to all skills .For example ,a student teacher highly competent in instructional procedures might have an inadequate knowledge base in the subject being taught .The cooperating teacher still would rank the student highly in all areas because of the strong ,positive impression made when interacting with pupils .

Faculty supervisors also have difficulties when evaluating student teachers since the supervisors “serve as coaches as well as judges. Very often we find ourselves judging the coaching” (Ashburn,1984).Evaluation reports containing supervisor and cooperating teacher comments become part of the student teacher’s permanent record and can affect employment opportunities .Comparisons between superior and average student teachers cannot be made when reading the reports because of grade inflation .

The lack of consistent procedures and criteria among cooperating teachers further hinders the evaluation process and can cause the student teaching experience to have a negative impact on teacher education programme goals (Ervay,1982).Teacher education programmes must rely on public schools to find the cooperating teachers ,and public school personnel usually select cooperating teachers based only on teaching experience (Morris and others,1985).

#### **4.Elements of Success:**

Many evaluation tools used throughout the teacher education programmes have adequate reliability (Defino,1983).Validity ,however ,often has not been established . Training cooperating teachers to use evaluation instruments reduces judgment errors , however ,and increases the tool’s validity (Phelps and others ,1986) .

These Higher education institutions should focus on the competencies of teaching throughout the whole period of initial training .The progressive development of these competencies should be monitored regularly during initial training .Their attainment at a level appropriate to newly qualified teachers should be objective of every student taking a course of initial training . Competency training is the latest flowering of a long –established tradition in teacher education which has attempted to develop a “technical rationalist” approach to training. Typically ,such approaches attempt to combine utilitarianism(focusing learning on what is “useful”)with rationalist

or even scientific principles .Such models of training are certainly not new ;neither is an interest in them confined with policy makers. Bell and Lancaster’s monitorial system , popular at the beginning of the nineteenth century, had something in common with modern competency approach ,for it too was based on the idea of defining the components of classroom organization, discipline and teaching which could then be passed on to largely uneducated and unpaid monitors (Kingen,1984).Later in the nineteenth century , similar rationalist principles underlay the building of the model classrooms attached to colleges , where observers could watch from galleries .In the more recent past , “scientific” approaches to training achieved considerable popularity in the 1970s in Britain with the development of interaction analysis (Flanders,1970,Wragg,1991),micro teaching and some interest in the American competency movement .What all three approaches had in common was the attempt to use the findings from research into effective teaching as basis for training .The hope was that through the systematic use of observation schedules or videos ,students could be trained in those skills of teaching that “process product” research had supposedly demonstrated were associated with high pupil achievement .In the 1980s , disenchantment with the possibility of using such research to isolate what Flanders (1970)had called the “laws of teaching” meant that these training models for a time fell out of favour too. What is different about contemporary approaches to competency training is that ,rather than being based on research into effective teaching , competencies are ideally at least ,derived from an analysis of the job itself .

#### **Summary:**

IN this section ,the researcher attempts to shed the light on the theoretical framework of the presented study .At the beginning ,the researcher described the historical and academic context of the teacher education programmes ,particularly in the Gaza universities. It was essential to refer to the teacher knowledge and professional standards .In addition ,other studies referred to the perceptions and beliefs of pre-service teachers which could help when dealing with interpreting the data . Moreover the framework discussed new paradigm in teacher education with an explanation of teacher schemes and challenges and problems of teacher education .Finally ,general approaches to the evaluation of programmes that prepare teachers of English .

# Chapter II

## Section “B”

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**Literature Review**

**Introduction :**

This section aimed at reviewing previous studies related to the current study. Through investigation ,the researcher found that these studies deal with comparative background ,teacher knowledge ,professional development, standards of accreditation, teacher training, teacher quality teacher roles ,teacher development, prospective teachers’ preparedness, evaluation, organizational structure, teacher’s effectiveness, and approaches of teacher preparation .

**A . Palestinian, and Regional Studies:**

**Abu Daqqa, & Labeeb’s . (March 2007) study :Accreditation and quality assurance assessment of teacher preparation programs :National and International Experiences .**

A comparative study of different international accreditation systems correlated to the national Palestinian system in teacher preparation aiming at reaching quality assures standards . The study tries to compare different experiences and experiments related to developing teacher education programmes in matters of : international experiences in education quality assurance and the accreditation standards of educational programmes,the external standards of the British Quality Assurance Agency, the UNDP experience in the Evaluation of educational programmes in the Arab world, the UAE University in the development of the educational programmes in alignment with the accreditation criteria assigned by the NCATE National Council for Accreditation of Teacher Education, and suggestions to participate in developing the national educational teacher preparation programmes in Palestine. The study concludes some points to be applied in Palestine such as :independent quality assurance institutions to control the quality of these programmes,to enhance the educational programmes in the regional universities in general and the Palestinian ones in particular keeping the cultural identity in the meantime, the importance of constant accrediting of these programmes by special associations in order to assure the quality of the programmes graduates. Thus it is essential to spread this sort of culture in Palestine, and to allocate a special committee to review the literature and studies about the education quality in general in order to reach a comprehensive plan to specify the identity of the

graduates in terms of specializations ,life capabilities, and needed technology for sustained welfare in Palestine.

**AL-Mekhlafi's, (February,2007) study: Competencies in UAE Universities: The Development of Prospective EFL Teachers' Specialist Language Competencies in UAE Universities.**

This study investigates prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology Network (AUSTN) in the UAE. The study seeks answers to questions related to the prospective teachers' perception on the acquisition of: 1) necessary language competencies; 2) cultural, literary competencies; 3) linguistic competencies and; 4) whether or not the TEFL program has provided them with adequate coursework in the above areas. One hundred and 43 (143) prospective teachers were selected to fill out a questionnaire. The findings of the study show that the participants scored reasonably high in 'basic level competencies', but they scored low in 'high level competencies'. The study also shows that the participants did not acquire adequate coursework in language skills, culture and literature, and linguistics. The findings suggest that there is a need for rigorous revision of pre-service TEFL programs in the region in order to cater to the needs of prospective teachers so that they might perform their jobs more effectively and meet the changing and challenging needs of the 21st century.

**Kanan, & Baker's(2006) study:**

**Student satisfaction with an educational administration preparation program: A comparative perspective- Palestine.**

The purpose of this research is to examine the perceptions of graduates from an educational administration program in terms of its effectiveness and impact on their lives and careers. The perceptions of 23 graduates of a Master's degree program in educational administration in a developing university were examined in terms of personal satisfaction, content, and impact. A qualitative analysis approach was used to interpret the data generated by a four-part questionnaire distributed to the first three graduating cohorts in educational administration.

Personal satisfaction was shown to be more related to interpersonal interaction than academic content of the program of study. The findings also showed that criticism of

educational administration preparation programs in newly emerging systems is similar to the criticism levied at similar programs in the west four decades ago. The findings are discussed within their relevance to the construction of a global theory of educational administration preparation programs .Although the circumstances under which this study was conducted (popular uprising, military violence, etc.) posed limitations on the rigor of its design (e.g. sample size, return rate of questionnaires), it, none the less, offers a significant contribution to the construction of administrative training theory. This study bears significant ramifications and limitations to the construction of the theory of preparing educational administrators in newly emerging systems.

**Hamdan's,(2006) study: The Effectiveness of Basic Stage Student Teacher Programme in the Faculty of Education at Aqsa University ,in Promoting the EFL Language Skills Among the Students .**

The research aimed at identifying the language skills owned by basic stage students ,and the programme contribution in developing these skills .To find out the range of difference of the programme contribution in developing language skills among the basic students due to gender ,academic level .And the relationship between student' marks in the language skills test and their accumulative average .The researcher used the descriptive analytical method .The test was applied on (180) male & female students . Appropriate statistical treatment was used .The research revealed that :The language skills percentage was (60.68%).There were differences of statistical significance between first and fourth grade students ,in favour of fourth to grade ones. There were differences of statistical significance between student's marks means in the language skills test and their accumulative average .An increase in accumulative average leads accordingly to an increase in the test marks .The research recommended the necessity for enrichment if students' language skills to qualified for teaching . Similar researches were suggested .

**Hammoud 's,(2005 ) study: Global Trends in the Preparation of Teachers .**

This study starts from the basic role played by education in the preparation of human capital, especially in an era of scientific and technological revolution, and rapid development, and intensifying competition in world markets, and the increasing need for expertise and scientific and technical skills. The most discussed global trends in the preparation of teachers, taking into account the many factors that affect the effectiveness of this preparation, such as : apprenticeship teaching profession, and



establish a system for licensing to practice this profession, and to take appropriate actions to attract excellent elements, and to choose the teachers, and teacher training for all stages in higher education institutions, The development of content preparation programs, the modernization of teaching methods and evaluation methods, and interest in the activities of the Education and supervisors, and the preparation of teachers and train teachers, etc. .. Focusing on the use of information technology and modern communication imposed radical changes in processes of learning and teaching. Then highlight the global trends in teacher training during continuous service, which has become an urgent need to cope with rapid developments. It concludes invite Arab States interesting aspects in the development of quality education, including teachers attention and training, and benefit from the experiences and achievements of other countries commensurate with the circumstances and convictions.

**Abu Rumman's ,(2005) study: Teachers' Envision for their Needs in the Area of Preparation in Jordan.**

This study starts from the fundamental questions, including one on whether the teachers refuse to actually change, and the other including whether and training programs without interest. And that point of view, teachers and instructors from Jordan Badia and the rural and urban areas within the various levels of education. Adopt an analysis of the form of 53 questions and was distributed to those teachers, and covered 13 questions, including social and educational characteristics of teachers, spread with remaining 40 questions on four areas of study focused on the analysis of trends teachers know about their assessment, and included : the material they study, prepare them educational, to prepare them for work and training, in fact, the school authorities and the social, cultural, education and openness to the community and world and the future. The findings from the study results that most teachers Jordan capable of educating students in the article that examined but he felt the need for training in modern methods of teaching, and many of them are eager to build a positive relationship with students and is not satisfied with the level of training of teachers.

**Abu Rejeili's ,(2005) study: Evaluation of Teacher Education Programmes.**

This paper examines the various teacher education programs principles, relying on a definition based on the specific intention that it includes, on the one hand, the education policy adopted, on the other hand a list of objectives, contents and methods and means of assessment and the various resources available. Systematic reviews the

evaluation process dependent on the global model CIPP. The topics covered most common in the evaluation of teacher education programs. It suggests types of tools to evaluate and would give new dimensions to the original evaluation process. Then move on the synthesis of the most prominent results of the evaluation of such programs across the globe. Sealed make recommendations for the development of effective evaluation of teacher education programs, starting with the analytical evaluation of those programs, through diversification of methods and tools, and the involvement of social players from outside the institution to assess the effectiveness of the curriculum, and coordination between teacher training institutions in the country .. Diligence and the end to secure feedback on the results of the evaluation of students ready and sensitive way individual. Questions received.

**Amrani's,(2005) study: Moroccan higher education reform and quality requirements.**

This study presents the developments in higher education in Morocco in terms of quality since the start repaired beginning of the year 1997, based on a "National Charter for Education and Training" (1999) and the new Law on Higher Education (2000). The study of the measures taken to improve the quality of public education on the one hand and higher education on the other hand, due to organic link between them, and because of the universality of reform. It explains mechanism adopted to improve the quality of higher education in the government, and explain the mechanisms of the licensing and control of higher education sector, in order to preserve the quality. Their quality control mechanisms in higher education in the government of Internal Oversight and external oversight. Tracking internal oversight powers and authorities within the university hierarchy. While external oversight is through the National Committee for the Coordination of Higher Education which oversees higher education generally, as well as grants for adoption. The higher education sector is concerned its Committee for the Coordination of higher education sector, in regard to licensing and accreditation and setting quality standards and a code of professional ethics and others. Study explains the composition of this committee and how they work, including ensuring the smooth operation of institutions that are faltering. The study follow-on scientific research and development and control mechanisms within the quality control, and explain the reasons for that. Study shows the difficulties that accompanied the application of the reform, including the integration of people of higher education reform, rehabilitation

workers, and independence of the university, and mental health "reform" for the new reform, and comprehensiveness.

**Safi's ,(2004 ) study: Requirements of preparation of University Student in rapid Changeable World: “Proposed Future Education”.**

The study aimed at highlighting the educational challenges that justify our need for the preparation of university student in a very quick changeable world ,and the characteristics of the future university student ,and the requirements of the preparation of such university student. The researcher used the descriptive method because of its importance for these kinds of study .To achieve the aims of the study ,the researcher depended on the literature relating to the subject :books ,studies, researches ,and papers. The study reached to conclusion that there are educational challenges that justify the preparation of future university student ,and these include :revolution of science and technology ,globalization (cultural and quality ,and economical dimensions) information society ,knowledge society ,total quality ,and unpredictable future. As for the characteristics of future university student ,the study asserted five –dimensions personality :knowledge and technological abilities ,values and attitudes ,skills ,future perspectives ,and cultural immunity. In the end ,the study asserted our need for future education .

**AbdelHaleem's (2004) study: Provision of Teacher Preparation in Egypt.**

The study investigates the complexity of multi faceted teacher preparation programs. Preparing teachers is directly correlated with the goals of the pre- university educational system. it is also correlated with the undergraduate system in the university which offers Academic ,cultural and educational contents. As a result ,the outcomes are based on the quality of university tutors and lecturers .So it is essential to assure well qualified and quality university staffing according to rigor standards ,recruitment criteria , higher studies, and professional development programs .The paper referred to Ministry of Education documents to investigate the regulations and schemes of teacher preparation and to examine qualitatively the system of teaching . Considering the teacher preparation the benchmark of developing the whole learning system the paper investigated the conditions of the teacher preparation ,the co-current and consecutive approaches , challenges and problems of practical student teaching, as well as the professional development and in-service training .

**Al Adgham's,(2003) study: Developing the Arabic language teacher education programme in provision of concurrent frontiers and challenges of changes.**

The study investigates the characteristics of the Arabic language teacher education programmes and describes the need for whole over development of the programme .The study highlights the need to ensure high quality teachers of the national language and the language of Holy Quran .The research did not ignore the need to emphasizes the learning of other languages ,in fact he recommends learning more than one foreign language in terms of correlation with the challenges of the globalization and needs of the modernization. In addition he presented different new roles needed to be assured to cope with the education reform .Thus he presented a provision to develop the teacher education programmes in terms of goals, standards , content , competencies ,training ,and outcome .Within the specifications of the future teacher he emphasized the role of interview in acceptance of student teachers in the university programmes and also in the recruitment procedures. He made precious conclusion and recommendation to enhance the role of the practicum as being the backbone of the teaching practice .

**Dirani's (2001,9-10 November ) study:**

**The Competencies Necessary for Education in the 21<sup>st</sup> Century :Goals of primary stage- teacher preparation**

The purpose of the study is to consider the skills and competencies necessary for education in the twenty-first century and specifically targets teachers at the primary stage. Therefore, they begin a glance on the evolution of the modern concept of teacher who makes apprenticeship jobs and lifting, which, to move into a definition of what indentureship, and then provide an analysis of the reality of prep programs in Lebanon at the technical institutes and universities. Proceeding from the fact that junior in Lebanon seems anarchy and lacks depth of the objectives urging preparation, believes that there must be identification of professional primary school teacher before diving in preparation. This limitation was based on three areas : knowledge and education, professional skills, personal skills and then study a broad lines of prep programs define the objectives of public and private based on the identification of professional, and to address the preparatory approach with emphasis on the need to close linkage between academic education and teaching field, to arrive at the composition stable and respected

teacher of primary school. And that sealed teacher linked to the development of the individual and society, even accompanied the twenty-first century.

**Bo-Zeineldin's,(2001) study: Procedures and techniques of assessing the performance of teachers .**

The study starts from the premise that improving the performance of vocational teacher leads to improve the quality of educational attainment among educated judgment, and for the benefit of all parties concerned in the process of learning and teaching any student, teacher, administrative, school and surroundings. The study addresses the importance of creating a system to evaluate the teacher, with the aim of assessing its needs for training and professional development support to advance the process of learning and teaching. The basis at what this system, then the development goals and principles that could be adopted and followed the steps and tools used for application. The study based on global literature in this area to assess the needs of teacher professional development training in order to adopt one of two final evaluation (summative) and the other formative evaluation (formative), note that the goal of using different from each other somewhat, The final evaluation is in the important role in determining the needs of the teacher training if accompanied formative assessment tools and different. Some go to the importance of involving parents in this system, and introduce students to collect and evaluate students for the teacher to teacher scientific measurement collection. From here the study suggests an integrated system that takes into account the number of years of experience with the teacher, the tools rely sightings row, the list of checks, self-evaluation, a list of topics, the quality of work and other file.

**Zahalqa's (2000) study: External Efficiency of the Arab Teacher Preparation Colleges and Institutions ,in Terms of External Efficiency of their Graduates.**

The aim of this study was to identify the level of external efficiency in Beit Pearl College and Arab teacher education college in Haifa .The study applied a questionnaire instrument to measure competencies and skills .The reliability of the instrument was .87 The results presented that there were general perception that the general level of external efficiency to the student teachers was good according to the sample of the study .Yet there was significant difference related to the supervisors and teachers .The four competencies :planning ,implementation ,evaluation and personal characteristics .None of these competencies scored excellent according to the five scale

measure ,but middle of the scale of grading . So it can be concluded that the graduates' competencies were medium or in other words –humble or fair .

**Asqoul,'s (1999) study: The impact of training student teachers', at the Islamic University , on some teaching skills in changing attitudes towards the teaching profession .**

The aim of this study was to determine the influence of training students in the Islamic University College of Education on some teaching skills in attitudes towards the teaching profession and the study sample was(100 ) students (50) males and (50 ) females. The student survey was limited to students from the third level at the faculty of Education registered to receive practicum ,in the second semester of the academic year (1996-1997).

The study found a lack of strong trends towards the teaching profession in the sample and the positive impact that the training programme on the sample was on favour to the female student teachers .The study recommended more attention to practicum through the training of the students teacher on teaching skills increase total motivation of teachers about the teaching profession and to stay away from stereotypes and traditional conditions undergone by the teacher preparation .

**Hammouda's,(1999) study: Specific Teaching Competencies of Secondary EFL Teachers in Gaza Strip Governorates .**

This study aimed at identifying the specific competencies that TEFL secondary teachers in Gaza governorates need to have .The population was all the teachers in Gaza governorates (203)teachers (male and female)the researcher depended on questionnaire as an instrument in collecting basic data .It consisted of (101) items distributed in five domains as follows :

1. competency in English language as a content knowledge.(24)items.
2. pedagogical competency (11)items.
3. cultural competency(11)items.
4. teaching strategies competency (35)items.
5. linguistic evaluation competency (15)items.

The study also depended on a checklist as a tool contained 39 items .The results of the study concluded that teachers have competency in only five competencies out of thirty eight as a total ,the ratio percentage reached only (13.1%) .The main result depended on

the checklist showed that most competencies are under level in a percentage reached (86.9%) So the level of competency among the teachers did not exceed (18,8%).

**Sabri & Abu Daqqa ,’s. (1998) study: Evaluative Study of the Student Teacher Practical Training Programs in the Palestinian Universities and Colleges of Education .**

The aim of the study was to evaluate student teacher practical training programs in the Palestinian universities and colleges in order to diagnose the existing problems and try to find solutions .The sample of the study consisted of 948 registered student teachers in the colleges of education ,both west Bank and the Gaza in the academic year of 1997-1998.The descriptive analytical scientific methodology was used .The results presented that there were several positives in the training programs, and some negatives such as the existence of some theoretical courses that shows no real application .There was a statistical difference in respondents answers in relation to the college they belong to .The most three important courses for student teachers were general teaching methods, then the specialized course in teaching methods and specialized course in teaching methods and the teaching aids course .

**Al Mutawa, & Al Dabbous’s(1997) study: Evaluation of Student Teacher’s Performance in TEFL Practicum at Kuwait University .**

This study investigated the process used in evaluating student teachers of English as a foreign language (TEFL) during the practicum period ,in effort to assess and improve the supervision process .Subject were 34 student teachers from Kuwait University practice –teachers in intermediate and secondary schools .The students’ evaluation was conducted over three one month period for guidance , development and assessment . They were observed for evidence of 36 competencies in five categories : personal qualities ,language linguistics knowledge ,and interpersonal competence and classroom implementations . Student gender ,number of students ,student -teacher’s educational status (under graduate or graduate) and teaching load were also considered . Results indicate that all categories of competence were significantly correlated with each other. It was also found that students’ progress was achieved largely at the end of the first period and only marginally at the end of the third period, suggesting some crystallization of competencies through the student teaching process . Recommendations are made for further research .

### **Ghanima's,(1996) study: Policies and Programmes of Arab Teacher Education**

The study aimed at investigating the relation between the effective teaching and teaching strategies in a classroom context in order to minimize the educational loss .In order to raise the economical value of education directed by the public complaints of higher education institutions and the work force institutions about the below- standards graduates .Thus ,it leads to reflect the human sources as a capital .

This study also aimed to review conceptualization related to teaching and learning in general and effective teaching in particular ,to identify the factors which affect the effective teaching ,and to enhance a new strategic prospective in order to achieve a possible effective teaching in classroom .

The findings of the study suggested:

To start a whole reform of innovation which emphasizes the cultural heritage and the individuals within present and future perspectives. These are all integrated with learning in which education affects the whole community and not only the individuals . Thus it is essential to overcome the controversy between different approaches and refer to outcome based education in order to manage education economically. When transferring the psychological concepts and conventions into learning situations ,the student teacher is obliged to compare the concept which he adapts with other different ones and justify evidence, in consideration to personal characteristics ,practical background ,and classroom discipline in terms of preparation, abilities, attitudes, motivation , and the communicative interaction with students. Taking care of all these factors ,the student teacher can decide the suitable teaching strategies for effective teaching .

### **Shouq and Sa'eed's,(1995) study: Teacher Education in the Twenty-First Century.**

This is a comparative study in which different teacher education programmes were subject to investigation of :objectives ,structure of each college ,study plans , strength and shortcomings and suggestions for development .The study was limited to : Objectives and phases of preparation .Also it is limited with the Arab world .The sample consisted of these colleges of education as follows:

Ein Shams College of education –Egypt ,King Saoud University ,Saoudi Arabia Kingdom ,Jordanian University , Jordanian Hashemite Kingdom ,Sana'a University , Yemen Republic ,Faculty of Arts and Education ,Qar Younis ,Libian Republic ,



College of education , Najah National University ,Palestinian National Authority , and College of education ,Basrah University , Republic of Iraq .

As an instrument to evaluate these programmes in terms of these criteria such as objectives ,educational preparation ,cultural preparation, and pedagogical programmes , educational means of communication and programme evaluation.

The findings of the study concluded that :The educational preparation was not as much as necessary in most of the programmes ,especially within the field training ,and the theoretical aspect overlapped the practical characteristics in the educational preparation in almost all the programmes.

The study concludes that the objectives of these programmes should include the Islamic values in order to enhance the effectiveness of education among students, the practical training should not in any case be below 30% of the total limit of the educational component of the programme, and the programmes should be subject to continuous comparative evaluative studies in order to keep up to date with the requirements of the society and the developmental concurrent changes in teacher education preparation programmes .

#### **Habib and Tarish's (1995) study: Student -Teacher Practical Training Efficiency .**

The study investigated the student -teacher practical training efficiency during the second semester in the Kuwait University It aimed at evaluating the student teacher programme to identify the strength , and shortcomings of the programme . The sample reached (127) male and female educators related to the student teacher programme , and supervisors and school principals, were chosen randomly .Data collected through a questionnaire included 23 questions two of which were open questions .

The study resulted out these findings :

- Obstacles:
  1. The few number of lessons performed by student teachers after long period of observation
  2. The students are used to the host teacher and they do not accept the trainee in the same extent .
  3. The student teachers have on campus courses in the meantime of the practical field training .
  4. The unpunctually visits of supervisors and the irregular evaluation during the training duration.

5. The lack of aptitude and the passive perspectives toward teaching profession among student teachers .Thus ,there is no incentive to acquire teaching skills but their aim is limited to raise their average grades .
6. The training course is delayed from the beginning of the second semester in the hosting schools which the training process and hamper the supervision visits .
7. The student teachers are not dedicated with the school regulation and timing.

**Madkour's,(1988) study: Evaluation of Educational Preparation of Arabic Language Major in Perspective of Objectives:**

The study investigated Arabic Major teacher preparation .The title of the study is : Evaluation of Educational Preparation of Arabic Language Major in Perspective of Objectives ,in the faculty of education in King Saud University in Saudi Arabia .The purpose of the study mainly to specify clear comprehensive objectives for the teacher education programme especially for the Arabic language for both intermediate and secondary levels .Also to recognize the reflection of these objectives on other components of the programme .The study aimed at identifying the intra - integration within the programme and the integration of the major three subdivisions :the Lingual , the cultural ,and the educational .The findings related on the specification of the effectiveness of the programme as a whole .Then a new inspection of according to the results of what should the programmes be .The population included all the students of the Arabic major in the faculty off education in the King Saude University in the first ad the second semesters of the scholastic year 1988-1989,and the number were 26 student teachers (male) in addition to 10 of specialists in Arabic Language and literature .The tools of the study included specifying the objectives which lay beyond the programme , thus a questionnaire of two sections one .for students and the other for the teaching staff was prepared .the research applied the evaluation research method according to objective criteria .Main results were :1.to state comprehensive wholistic objectives for the teacher programme and evaluating the programme outcomes according to the achievement of these objectives. The finding showed that :a)these objectives were achieved in medium level .b)the programme need to have inner coherence and integration between the three subdivisions And within each subdivision c) this programme lacks the effectiveness and the educational effect .2.in perspective of the previous results the researcher set a new provision of what the programme should

be for preparing teachers in the faculty of education in terms of the systematic concept, and then the researcher achieves the objectives of the research set so far.

**Mattar's,(1979) study: Comparative Study in foreign languages teacher education programmes for preparatory and secondary schools in Egypt and in other countries .**

The study examines the various teacher education programs principles, relying on a definition based on the specific intention that it includes, on the one hand, the education policy adopted, on the other hand a list of objectives, contents and methods and means of assessment and the various resources available. The study investigates the components of the language teacher education programmes and the efficiency related to all these components in terms of the three types of preparation :the educational ,the cultural and the content subject matter in addition to the practicum .The study instrumented two questionnaire in order to collect data in perspective of prospective teachers and the supervisors and principals of schools .The findings of the study concluded different challenges related in particular to the content curriculum of the programmes in comparison to other programmes in other countries .The study recommended integration among the components of the programme as well as increasing the time of teaching practice and choosing qualified supervisors and reliable evaluation .

**Shirbeeny's,(1977)study: Evaluating ELT student- teachers in some teaching skills in A.R.E.**

The study emphasizes the public stress in terms of the needs of high quality English language teachers and the consequences related in identifying basic skills the teacher education programmes need to train teacher to master in pre –service as well enhance the long life learning skills in terms of in-service professional training .The study referred to the relation of the teaching skills in choosing the teaching material ,in dealing with the curriculum ,in teaching techniques and in evaluation. In addition it referred to the different roles of the teacher as well as the different trends towards teaching .The researcher applied a Checklist as an instrument in which she measure the frequently recurrent occurrence of each skill and the need to be well trained .Thus she emphasizes the role of micro-teaching and sets some factors to implementation prior to the practicum.

## **B. Foreign Studies:**

### **Salmani-Nodoushan's , (University of Zanjan, Iran) . (2006) study: Language Teaching: State of the Art.**

In its lifetime, the profession of language teaching has undergone many changes. Early attempts at language teaching almost entirely lacked a theoretical base. In the 20th century, however, two sets of language teaching methods emerged; the first set borrowed theories from psychology, linguistics, and sociolinguistics whereas the second set were based on individual philosophies of method developers. Late in the twentieth century, an attempt on the part of some pedagogists to evaluate the different methods of language teaching resulted in the validity of language teaching methods being called into question. As a result, the question of how the profession of language pedagogy should be approached called into attention such notions as teacher plausibility, autonomy, and reflectivity as well as learner plausibility and autonomy. The result of such an expanded perspective was the introduction of effective and reflective teaching ideologies of the seventies and eighties. In 1994, an attempt at finding an alternative to methods instead of an alternative method culminated in the introduction of the post method era. The present paper tries to provide the reader with a brief account of these trends.

### **Moussu's,( August 2006) study: Native and Non Native English –Speaking English as a Second Language Teachers :Student Attitudes ,Teacher Self-Perceptions, and Intensive English Administrator Beliefs and Practices.**

The number of learners of English as an international means of communication increases hand in hand with the number of nonnative English-speaking teachers (NNESTs) of English as a Second Language (ESL) and the number of Native English-Speaking ESL teachers (NESTs). At the same time, scholars have estimated non-native English speakers to account for 40% to 70% of the North-American student teacher population. However, few studies investigated the working conditions of NESTs and NNESTs at Intensive English Programs (IEP) and the different factors that affect their successes and challenges. This research project thus investigates 1040 ESL students' attitudes towards NESTs and NNESTs, the variables (students' first languages, gender, class subject, level, and expected grade, as well as teachers' native languages) that influenced students' responses, and the effects of time on students' attitudes, with questionnaires completed both at the beginning and at the end of the fall 2005 semester.

Online questionnaires also solicited 18 NNESTs and 78 NESTs' self-perceptions about proficiency and teaching skills, as well as 21 IEP administrators' beliefs about, and experiences with NNESTs and NESTs. Results showed that overall, students' attitudes were more positive towards NESTs than towards NNESTs, although students taught by NNESTs held a significantly more positive attitude towards NNESTs in general than students taught by NESTs. Positive attitude towards NESTs and NNESTs increased significantly with time and exposure. Results also showed that students and teachers' first languages, among others, strongly influenced students' responses. Finally, administrators also recognized NNESTs' strengths as well as their poor self-confidence. While they did not use nativeness as hiring criteria, they emphasized the importance of linguistics preparation and international awareness, as well as teaching experience.

#### **James et al's (2006) study: Preparation ,Recruitment, and Retention of Teachers .**

The purpose of this study is to identify issues that summarize research findings and best practices related to the preparation ,recruitment ,and retention of quality teachers .It was designed to help policymakers make decisions about how best to prepare teachers ,recruit outstanding candidates to teaching ,and retain them in the teaching profession .The phrase "quality teachers" has been used in this study in place of the more traditional "qualified teachers". Whereas qualified teachers meet various licensure and certification requirements ,quality teachers are those who positively influence student learning .

Policy implications: High standards of quality for teacher preparation programmes are the key to preparing high quality teachers for school. Although teacher shortages require implementation of a variety of recruiting strategies ,it is essential that all teacher preparation programmes contain high entry standards ,a combination of subject matter preparation and pedagogical training ,and long term, supervised clinical practicum.

Additionally ,more research is needed on efforts to combine subject matter and pedagogical preparation by having teachers in various university departments work together to enhance teacher development. Quality teacher preparation is not sole responsibility of Colleges of Education ;faculty in a variety of departments throughout the university must be involved .

**Tushyeh's ,( 2005) study: The Role of EFL Teacher Training at West Bank Universities.**

This paper examines the role of the English departments at the Palestinian Universities in the preparation and the qualification of teachers of English as a foreign language. The researcher first discusses the objectives of the English departments at these universities. He then scrutinizes the programs of the English departments at the following Palestinian universities: An-Najah National University, Bir Zeit University, and the Women's College for Arts, Jerusalem, Bethlehem University Hebron University, and Gaza Islamic University highlighting points of similarity and contrast in these programs and evaluating these programs by focusing on positive as well as negative aspects of these programs. In this connection, the researcher clarifies the important role of the Education departments at Palestinian universities.

The researcher also discusses different problems facing the English departments at the Palestinian universities which limit their effectiveness in the preparation and qualification of teachers of English. Finally, the researcher offers some suggestions and recommendations for improving the present programs of the English departments at the Palestinian universities in the preparation and qualification of teachers of English as a foreign language.

**Denzie , Martin , William, Cramblet , Leslie's (2005) study: Personality in Teacher Education .**

Teacher education programs might consider the extent to which their own curriculum provides pre-service teachers with some foundational knowledge in personality psychology. It seems reasonable to consider that a course in educational psychology might be the course in which future teachers are presented an introduction to personality theory .In this study ,the main question addressed by quantifying the overlap of terminology and concepts between top selling undergraduate personality psychology text books and top selling undergraduates educational psychology textbooks .Results indicate that among personality terms ,55%did not appear in the indexes of any of the educational psychology text books examined and conceptually , the average percentage of conceptual coverage in the educational psychology texts was 5.08%.

**Moir's, (2005) study:1st Year Teacher Attitudes Toward Teaching: Phases of First Year Teaching.**

First year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Over the course of the last two years, Ellen Moir, Director of the Santa Cruz Consortium New Teacher Project and Director of Student Teaching at UC Santa Cruz, has been working with six colleagues to support the efforts of new teachers. In their day-to-day interactions with new teachers, they have noted a number of phases in the development of new teachers during their first year. While not every new teacher goes through this exact sequence, Ms. Moir believes these phases are very useful in helping everyone involved administrators, other support personnel, and teacher education faculty in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here's a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.

**Pryor et al's,(December 15, 2004)Study: Iranian and U.S. Pre-service Teachers' Philosophical Approaches to Teaching: Enhancing Intercultural Understandings .**

This study investigated philosophical approaches to teaching held by pre-service teachers in Iran and the US. The study's participants were 30 pre-service teachers from Iran, a predominantly Muslim country, and 30 American pre-service teachers. Data were collected using the 105-item Philosophy of Education Scale (POES, Author A, 2003) composed of five philosophical approaches and seven teaching dimensions. Scores indicated Iranian-US pre-service teachers differed in their beliefs about the Executive (behaviorist) teaching approach; similarities were found in the Citizen Teacher (social- responsibility) approach. As researchers, we purport the results to have implications for enhancing conversations about cultural values and applications in educational settings.

This study offers initial insight into the cultural rationale of why these pre-service teachers may hold certain philosophical beliefs and suggests that these explanations center on cultural perceptions of an individual's role in society, the role and influence of religion, and social expectations of the implementation of values. There are several limitations of this preliminary study: sample size, lack of qualitative

explanations from the pre-service teachers, and lack of understanding of the field experiences that may influence these teachers as they try out their newly developed skills. Research is needed to replicate this study with larger samples in which socially diverse sub-samples might offer additional explanations of the foundations of philosophical approaches to teaching.

**Hamdan's,(2004) study: Problems of Educational Supervision Among Student Teachers at Al Aqsa University in Gaza .**

This study aimed at identifying the problems of educational supervision among student teachers at Al Aqsa University in Gaza in their view points of different specializations .Also seeking this relation with some variables as :qualifications , gender, specialization, and area of residence .

The researcher adopted the descriptive analytical method .The study sample consisted of (120) student teachers .It included (97)B.A students as well as (23) of the general Diploma holders .They were distributed among varied specializations .The researcher used the tool of the study which was a questionnaire of (51)items .These items were distributed among four domains :the collage ,the supervisor ,training school ,and the student /teacher .Suitable statistics were used.

Results of the study indicated that the training school domain occupied the first rank , then the supervisor, the college ,then the student teacher. It also revealed that there were no statistically significant difference in the student teachers view points in the problems of educational supervision due to the variable of qualification, gender, specialization and the area of residence .their problems and suggestions were registered .The study recommended :the necessity of paying more attention to the practical aspect in teacher's preparation stressing the importance of Micro teaching ,reducing the number of student teachers supervised by the educational supervisor ,accepting criticism and instructions, as well as keeping good human relations ,choosing the best supervisors , aids should be available and conducting meetings and seminars for student teachers.

**Darling-Hammond, Stanford University's (2004) study:**

**Performance-Based Teacher Assessment for High Performance Teaching and Learning: The California Experience**

The purpose of this study is to investigate the commonalities, tensions and dynamics both within and across the California *Teacher Performance Assessment CA*



TPA and the *Performance Assessment for California Teachers* PACT TPA assessment systems using research-based evidence gathered during their implementations. The five studies use a variety of methodologies, both quantitative and qualitative, represent differing perspectives from a range of educational stakeholders, and together form a conceptual and practical contribution to our understanding of the complexities of teacher performance assessment. An advisory group within the PACT consortium developed a handbook of tasks, scoring rubrics, and implementation system in 2002. The PACT system was released in Winter Quarter of 2003 for a pilot test at all participating campuses. The pilot test was completed in June, 2003, with approximately 500 participating student teachers. PACT submissions were scored in summer, 2003, and results of subsequent validity and reliability analyses will be submitted to the California Commission on Teacher Credentialing CCTC with a request to certify PACT as an approved teaching performance assessment to meet the requirements.

**Hoban's(2004) study:**

**Seeking Quality in Teacher Education Design: A Four-Dimensional Approach.**

The purpose of this paper is to discuss the nature of teaching and to highlight ways to think about a conceptual framework to promote quality in a teacher education program. It will not take a narrow viewpoint and declare what is the best way of educating teachers--this is nonsensical, because programs vary according to the goals, course content, beliefs of the teacher educators, students and teachers, as well as the social-cultural contexts of schools involved. This paper, therefore, does not propose a particular conceptual framework but, rather, proposes how to think about a conceptual framework to guide teacher education design. An assumption in so doing is that quality is based upon the existence of a coherent conceptual framework that helps students to make connections and to understand the complex nature of teaching.

This paper examines the nature of teaching and challenges the common mechanistic approach to teacher education design. If teaching is a complex profession, then a more integrated and dynamic approach to designing teacher education programs is needed. It proposes a four-dimensional approach for thinking about a conceptual framework to guide teacher education design. The four dimensions include: (a) links across the university-based curriculum; (b) links between schools and university experiences; (c) socio-cultural links between participants; and (d) personal links that shape the identity of teacher educators. It is argued that a conceptual framework based

upon the consideration of these four dimensions is likely to ensure quality in a teacher education program.

**Kern's. (2004) study: Evaluation of a Standard –Based Teacher Preparation Programme .**

The EECE faculty at the College of New Jersey and administration of a school of education in the mid –Atlantic region formally adopted a standard –based , conceptual framework that reflects the values articulated by the faculty and the outcomes for students as they prepare for and develop in their professions. Faculty and administrators agreed to use the framework as the basis for examining professional programs, academic courses ,and professional experiences, as well as for governing interactions with one another as colleagues .This paper describes the conceptual framework ,its goals ,research used to evaluate the framework and the outcomes attained . Professional portfolios were one indicator of performance used in these courses .The case study method of qualitative evaluation was used in this investigation . The goal was to represent the work of teacher candidates using multiple sources of data. The study took place over several years and involved the work of three investigators and eight student cohorts .Each investigator produced a descriptive case study of the cohorts with which he or she worked.

These case studies were collected and compared ,and a collective case was created . The study showed that the framework concept was introduced successfully to sophomores .Students demonstrated through their journal entries and observations of cooperating teachers that they recognized exemplary models of excellence in practice . They were able to analyze lessons that used appropriate planning and teaching according to the instruments developed to assess the framework .They recognized good classroom management techniques and were able to identify theories that supported the implementation of these practices .Reliable assessment instruments measure the way in which coursework and practical field experiences affect student performance with respect to the professional standards articulated by the school of education's framework, professional organizations ,and state and national mandates .The outcome data gathered from this study were used to assess the content validity of developmental instruments .

**Darling-Hammond's, (September 17, 2003) study: Wanted: A National Teacher Supply Policy for Education :The Right Way to Meet The "Highly Qualified Teacher" Challenge.**

Teacher quality is now the focus of unprecedented policy analysis. To achieve its goals, the No Child Left Behind Act (NCLB) requires a “highly qualified teacher” in all classrooms. The concern with teacher quality has been driven by a growing recognition, fueled by accumulating research evidence, of how critical teachers are to student learning. To acquire and retain high-quality teachers in our Nation’s classrooms will require substantial policy change at many levels. There exists longstanding precedent and strong justification for Washington to create a major education manpower program. Qualified teachers are a critical national resource that requires federal investment and cross-state coordination as well as other state and local action. NCLB provides a standard for equitable access to teacher quality that is both reasonable and feasible. Achieving this goal will require a new vision of the teacher labor market and the framing of a national teacher supply policy. States and local districts have vital roles to play in ensuring a supply of highly qualified teachers; however, they must be supported by appropriate national programs. These programs should be modeled on U.S. medical manpower efforts, which have long supplied doctors to high- need communities and eased shortages in specific health fields. Teacher supply policy should attract well-prepared teachers to districts that sorely need them while relieving shortages in fields like special education, math and the physical sciences. Unfortunately, highly successful state and local program to meet the demand for qualified teachers are the exception rather than the rule. They stand out amid widespread use of under-prepared teachers and untrained aides, mainly for disadvantaged children in schools that suffer from poor working conditions, inadequate pay and high teacher turnover. The federal government has a critical role to play in enhancing the supply of qualified teachers targeted to high-need fields and locations, improving retention of qualified teachers, especially in hard-to-staff schools, and in creating a national labor market by removing interstate barriers to mobility.

**Darling-Hammond, et al's, (2003) study: Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness.**

Recent debates about the utility of teacher education have raised questions about whether certified teachers are, in general, more effective than those who have not met the testing and training requirements for certification, and whether some candidates with strong liberal arts backgrounds might be at least as effective as teacher education graduates. This study examines these questions with a large student-level data set from Houston, Texas that links student characteristics and achievement with data about their teachers' certification status, experience, and degree levels from 1995-2002. The data set also allows an examination of whether Teach for America (TFA) candidates – recruits from selective universities who receive a few weeks of training before they begin teaching – are as effective as similarly experienced certified teachers. In a series of regression analyses looking at 4th and 5th grade student achievement gains on six different reading and mathematics tests over a six-year period, we find that certified teachers consistently produce significantly stronger student achievement gains than do uncertified teachers.

Alternatively certified teachers are also generally less effective than certified teachers. These findings hold for TFA recruits as well as others. Controlling for teacher experience, degrees, and student characteristics, uncertified TFA recruits are less effective than certified teachers, and perform about as well as other uncertified teachers. TFA recruits who become certified after 2 or 3 years do about as well as other certified teachers in supporting student achievement gains; however, nearly all of them leave within three years. Teachers' effectiveness appears strongly related to the preparation they have received for teaching. We discuss policy implications for districts' efforts to develop a more effective teaching force.

**Hayes's,(2002) study :Assessment of a Field Based Teacher Education Programme: Implications for Practice .**

In response to national reports ,such as The Nation at Risk ,Which were critical of American public education ,teacher education programs have been under pressure to reform how they educate prospective teachers (The National Commission on Teaching and American Future ,1996).Teacher education were quick to realize that reforming even reinventing teacher preparation programs would be essential to addressing these criticism and returning public confidence in the teaching profession (Goodlad , 1994).Professionals organizations ,such as Holmes Group and John Goodlads Inter National Network of Educational Renewal INNER)proposed substantive changes in

pre-service teacher education programs. These organizations recommended a number of changes that teacher education programs needed to adopt. This study describes the results of a survey given to participants in an intensive field-based teacher education program and included university faculty, students, mentor teachers, and school principals. The teacher education program described here had recently changed to a field-based program and was interested in determining if the participants felt the program was meeting its stated goals. The results of the survey indicate a high level of agreement from all participating groups that the program was meeting its stated goals. There were, however, a few aspects of the program that participants indicated were not being implemented effectively; these include communication between university faculty and students and university faculty support for students' efforts in the field. While the participants in the program felt that the goals were being met, these issues indicate the difficulty of making all aspects of field-based program operate effectively.

#### **Zhong's(2002) study: Teacher Professionalism and Professional Development in China.**

This paper addresses the question arguing that the traditional knowledge skill mode of professional development is not adequate in the new era and that the development of awareness of the multifaceted nature of language and the multidisciplinary feature of language teaching should be added as a component of the goal of teacher education. The first part conceptualizes the operation of TEFL as a component of education in China. The second part analyses the categories of the variables. The third part explores the concept of teacher roles and makes the point that teacher's authoritative role should be enhanced rather than diminished in learner-centered and task-based teaching and learning. The fourth part proposes a 3-R approach to promoting in-service professional development of EFL teachers in China, namely, reflecting to be aware of variables and their relations, reading to communicate with specialists of the foundation disciplines and researching to innovate in the classroom.

#### **Yu-Lu et al's (2002) study: Students' and Cooperating Teachers' Perceptions of the Secondary Teacher Education Program .**

The Students' and Cooperating Teachers' Perceptions of the Secondary Teacher Education Program research study, one of the evaluation components of the

Mathematics English Technology Education Resources (METER) project, investigated the students' and cooperating teachers' perceptions of the Secondary Teacher Education Program redesign at the University of Illinois at Urbana-Champaign. METER was a part of the Illinois Professional Learners' Partnership (IPLP), a federally funded 5-year program designed to improve the quality of teacher education programs. This study was related to four of the nine key focus areas of IPLP: teaching a diverse student population, content area knowledge, clinical experience, and integration of technology. The study showed that the students and cooperating teachers' perceptions of the Secondary Teacher Education Program were inconsistent across content areas. There were evidences that the program responded to student needs. Students perceived program improvement in some areas. In other areas, the reverse was perceived. A longitudinal study that tracks the students who participated in the study will help us understand better the effectiveness of this program in preparing teachers for high-need schools.

**Williams et al's (2001) study: Student Teachers Perceptions Of A Teacher Training Program:**

The purpose of this study is to determine whether the teacher education program offered to student teachers in our teacher preparation institution in Ellensburg, Washington is adequate. This study provides insights into possible changes in programmatic improvements, such as team collaboration in course presentation, so that student teachers are better prepared for the many tasks they are expected to perform. Several weaknesses were listed .To prepare teachers for tomorrow's classrooms, it was concluded that we should cultivate productive and efficient student teachers that have realistic expectations of what teachers can and are expected to accomplish. Thus, in determining the readiness of pre-service teacher candidates what appears more useful than state standardized tests, is some internal assessment mechanisms that would provide teacher preparation programme administrators information about the effectiveness of their programmes. The logic is that effective teacher preparation programs produce effective teachers.

The sampling included a cluster of student teachers form Seattle and Federal Way Centers. In all, 33 student teachers in spring quarter 1999, participated in responding to the survey instrument. The survey instrument was adapted from an instrument designed by the University of Eastern Michigan. The student teachers were

asked to rate 24 items according to the adequacy of program preparation received from the university and its contribution to their teaching ability. The result of this study provides insights into possible changes in programmatic improvements, such as team collaboration in course presentation, so that student teachers are better prepared for the many tasks they are expected to perform. Also, encouraging more involved early field experiences in the public school is a paramount issue for student teachers. We were surprised that the fact that, the result did not show a lot of strengths in the program. Several weaknesses were listed.

**Korthagen's. (2001) study: Linking Practice and Theory :The Pedagogy of Realistic Teacher Education.**

This study first looks at the problem of changing teachers or education in general and the causes of this problem. It then describes the basic principles of the "realistic approach to teacher education", which takes recent insights about teachers' functioning into account, especially the idea that much of a teacher's behavior is guided by non-rational and unconscious processes within the teacher. It also summarizes research findings concerning effects of the realistic approach. It also discusses experiences which are implementing the realistic approach in a variety of other institutions for teacher education. In conclusion, both in its approach of teacher education and in its psychological foundations, the realistic approach presents a perspective that is not so much at odds with more traditional approaches, but a new synthesis of many helpful theories and practices, developed in the past. However, by stating this conclusion in this way, the danger may be that the practical consequences for teacher educators of the realistic approach remain somewhat concealed. Experiences that we now have with working with teacher education staff in many different institutions in a variety of countries show that they often have to pass through an intensive change process to become able to work in a realistic way.

Most teacher educators are used to and happy with one particular view of teacher development, either a behavioristic, a cognitive psychological or yet another view. Over the years they have developed their personal way of working and feel comfortable with it.

**Bricker's (2001) study: Early Intervention Pre-service Preparation Programme Evaluation and Reflection .Master's Personnel Prep Programme.**

This final report discusses the activities and outcomes of the early intervention interdisciplinary pre-service programme at University of Oregon . This master's degree programme used both measurement of and reflection about pre-service efforts to address important questions regarding programme effectiveness and identify important programme characteristics related to positive student outcomes .Students in the programme completed a common core of foundation and early intervention courses , participated in a variety of early intervention practical experiences ,and attended a weekly practica-methods seminar .A competency –based approach was used to organize the course work content ,plan practica activities ,and direct ,monitor ,and evaluate students activities ,The general goal of this competency –based personnel preparation programme was to prepare students from a variety of backgrounds to provide quality intervention services to infants and young children at risk ,or who have disabilities and their families .Programme evaluation data indicate students and supervisors recognized growth in knowledge and skills across competency areas . The report describes the programme ,reviews the specific evaluation tools used to measure programme effectiveness, and shares the evaluation results across a 5-year period .In addition ,the report highlights programme components that were considered to be critical in relationship to positive student outcomes.

**Avalos's (2001) study: Teachers for the Twenty -First Century. Teacher Education: Reflections, Debates, Challenges and Innovations .**

The study aimed at examining the process of teacher education change and its difficulties, to report on innovations and consider the effect on teacher education of policies concerning teacher accountability and quality control, also to deal with the role of teacher education in relation to marginalized populations, as well as with its inclusion in the global world . What kind of teacher education do we want? The findings in this study allow to see and reflect on how teacher education transcends national boundaries, even though they have a particularity in each context.

The opportunity to recognize conflicting views on how to improve the quality of teacher education as found in national policies on the one hand, and in the thinking of researchers and practitioners on the other. Rather, they assume that teachers, like other professionals, will be competent and effective on the basis of their capacity to think, judge and act in different situations and with different people in forms that are consistent with the educational needs of those people and of their social contexts.



**Williams's (2000) study: Assessment :Lessons Learnt From a Year Long Undergraduate Teacher Education Pilot Program.**

This study sought to determine whether the overall intent internship which integrates teaching practice with the study of the professional core course yields benefits as perceived by participating pre-service students and their mentor teachers . The pilot program was one year field experience ,intended for use with cohort group of pre-service teachers. It was designed for undergraduate and certification –only students who are preparing to teach grade K through 12..The study indicates that teacher preparation institutions need to align their program to what actually happening in public schools. Clear requirements and expectations must be agreed upon with fewer changes as the program progresses.The study provided insight into possible changes in programmatic design, such as working with classroom teachers so that the interns are better prepared for the challenges of the public school classroom .A clear requirement and expectation must be agreed upon with less changes as the program progresses. According to the cooperating teachers The Professional Partnership Program (PPP) proved effective in that prospective teachers viewed themselves as able to teach existing lessons using the Essential Academic Requirements (EARLs).

**Darling Hammond's –Stanford University (2000) study:**

**Teacher Quality and Student Achievement: A Review of State Policy Evidence**

This study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states .Using data from a 50 state survey of policies state case study analysis the 1993 -1994 Schools and Staffing Survey (SASS) and The National Assessment of Educational Progress(NAEP).The finding of both qualitative and quantitative analyses suggest that policy investment in quality of teachers may be related to improvement in student performance .Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics ,both before and after controlling for the student poverty and language status .State policy survey and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states .This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers

bring to their work .The implications for state efforts to enhance quality and equity in public education discussed .

**Humphrey& others’ (2000) study: Preparing and Supporting New Teachers: A Literature Review.**

This document, reviews what is known about a series of efforts to improve the teacher workforce. It begins with a discussion of teacher preparation, then reviews initial certification and alternative certification policies, and then turns to induction support for new teachers. In each section, it describes the extent and nature of relevant reform initiatives, as well it describes their defining characteristics, and reviews what is known about their impacts. It also discusses major methodological issues and raises questions for further research. Finally, policy-makers’ recent attention to teacher quality issues is beginning to change the way they conceptualize teacher development. Increasingly, policy-makers are breaking down the barriers between teacher preparation and licensing, induction, and professional development and advanced certification. In particular, policy-makers are beginning to view licensing as just a step along a continuum rather than an end point or the completion of higher education’s responsibility for teacher quality. As this conception of licensing and certification matures, we are likely to see a variety of new policies aimed at elevating the status of the teaching profession. Refinement of such policy changes requires a much richer research base on licensing and certification than currently exists. In particular, large-scale longitudinal studies of teacher development systems are needed if policy-makers are to understand the impact of their actions on teaching and learning.

**Autumn’s(1998) study: English Language Training Program Self –Review: A Tool for Program Improvement ,ELT :Technical Assistance for English Language Training Projects.**

The English language training (ELT ) program self-review document provides a framework for systematic and consistent self-evaluation of local ELT programs ,using specific quality indicators .The document is divided into eight sections ,each defining a major component or area of responsibility for effective ELT operation: program planning; professional development; curriculum development; assessment for student placement; assessment for monitoring progress; accountability for student outcomes; classroom instruction; student support services ;and community involvement and

collaboration. The fifteen quality indicators used describe critical elements typically found in exemplary programs ;each program component includes one or more quality indicators ,as appropriate to the implementation of that component .Each quality indicator is followed by four sets of scoring criteria that provide benchmarks for performance. Sample measures accompanying each of the indicators provide examples of evidence of the extent to which the indicator is being achieved or practices .An introductory section offers suggestions for conducting a successful self- review .

### **Gaies's.(1992) study: An Approach to the Evaluation of ELT Preparation Programs.**

The study aimed at evaluation of training programs for teachers of English as a Second Language consists of: (1) characterization of general approaches; (2) review of reasons for interest in program evaluation; and (3) description of a University of Northern Iowa (UNI) evaluation project that uses a portfolio approach extending 3 years beyond program completion. At UNI, assessment of teacher trainees occurs at four points in the trainee's career: at declaration of undergraduate ESL major; at approximately the second semester of the junior year; during the last undergraduate semester; and 1-3 years after graduation. The principal method used is evaluation of a collection of trainee products that individually and collectively portray trainee attainment. Guidance in portfolio construction is provided. Experience with this method of student outcomes assessment suggests these educational and administrative advantages: it uses student knowledge base, skills, values, and attitudes as a focal point for program evaluation; promotes a developmental view of teacher preparation and growth; encourages formative program evaluation; encourages a developmental view of teacher preparation; engages trainees as active agents in curriculum evaluation and development; builds habits of inquiry about student learning; and reveals the interaction between top-down and bottom-up processes of curriculum renewal.

### **Housego's, (1990a, 1990b, 1992a, 1992b) studies: Student Teachers' Feelings of Preparedness to Teach.**

At the University of British Columbia, Housego has focused her research on how well education students feel prepared to teach during various stages of their training programs (Housego, 1990a, 1990b, 1992a, 1992b) . *Feelings* of teaching efficacy or preparedness to teach are conceptions that student teachers have indicated about how well-prepared they are to perform a set of tasks central to teaching and

applicable across grade levels and subject matter fields. The theory underlying Housego's work on student teachers' self-efficacy is Bandura's reciprocal determinism (Bandura,1978). Housego designed the "Student Teachers, Feelings of Preparedness for Teaching" (PREP) scale to investigate these feelings (1990a) . The PREP scale measures the degree to which student teachers feel prepared to perform a set of tasks central to teaching and applicable across grade levels and subject matter fields. It has 50 items. Each item is stated so as to complete the sentence, "I feel prepared to..." and is accompanied by a 7-point Likert scale, from "almost completely unprepared (1) " to "almost completely prepared (7) " . The higher the total score is, the more prepared to teach the student teacher feels. The PREP scale measures several dimensions of student teachers' feelings of preparedness to teach, such as lesson planning, communicating with pupils, and classroom management. The results of Housego's research are summarized, Housego's findings are divided into 3 levels: theory/practice, program group , and subgroup . The theory/practice level distinguishes students' theoretical and conceptual knowledge acquired in class and the application of this knowledge during the practicum. The program group level refers to the results Housego obtained from comparing different program groups, for example, old and new programs, elementary and secondary programs. The subgroup level refers to the results she obtained from comparing different subgroups within program groups. These represent groups in the secondary program differentiated according to teaching subjects--mathematics, English, art, and physical education. At the elementary level, subgroups were formed according to teaching.

#### **Knoll's. (1973) study:**

##### **Do Pre-Student Teaching Experiences Change Attitudes Toward Teaching?**

This study details the main activities that pre-student teachers were scheduled to engage in while in the Exploratory Field Experience Program at the University of Iowa. Its primary purpose was to investigate the effect of an undergraduate exploratory field experience (pre-student teaching) course on the attitudes held by prospective teachers. The study focused in part on the relationship between attitude change of the pre-student teachers and the following eight demographic and descriptive variables: sex, elementary vs. secondary levels, major curricular areas, university classification, grade point averages, grades received in the introduction to teaching course, and grade levels of the pre-student teaching experience. The samples of the study included 162

elementary and 286 secondary pre-student teachers for a total of 448 students enrolled in the Exploratory Field Experience Course. The attitudes were reflected in responses to statements in the Minnesota Teacher Attitude Inventory (MTAI) administered at the beginning and end of both semesters of the course. Results indicated that students entered the program with a positive attitude towards interpersonal relationships with children and teaching as a career and left the program with an even stronger positive attitude in these areas.

### **C. General Comment on the Previous Studies:**

- The study is significant from five perspectives:

- § First, it mainly focused on the competencies which constitute the bedrock of any TEFL program and which are absolutely essential for the EFL teaching profession, have not been thoroughly investigated.
- § Second, the study is one of the few studies in the region that addresses TEFL programme outcomes in relation to the development of candidates' specialist competencies that are very essential especially in places where English is a foreign language and at this time where technological advancement and international communication are at the peak and the English language is a central player in this milieu.
- § Third, this study provides a description and an investigation of the current student- teachers' training programmes STTP in Gaza universities. It aims at evaluating the student-teacher training programmes offering to ensure the quality of teacher education.
- § Fourth, this study provides reflection and feed back from the candidates themselves and their perceptions of preparedness according to the efficacy of the preparation programme and the tool helps identifies the weaknesses as well the strength according to the competencies needed for effective teaching practice .
- § Fifth, This study may share several points with these studies yet it is descriptive of the STTP in Gaza Universities aiming at development of the programmes .

It is clear that all the previous studies have several points in common such as :

They approximately, followed the descriptive analytical or experimental approach of research in order to achieve (Mekhlafi, February,2007, Kanan, 2006, Nahass, 2002, Sabri , ,& Abu Daqqa , 1998, Al Mutawa, 1997) -Most of them were similar in using

questionnaire in order to achieve their goals,( Habib, 1995, Mattar,1979, Shirbeeny, 1977, Al Mutawa, N,1997).They dealt with preparation programmes acceptance , training and types of roles expected of teacher as well as learner(Al Adgham,R,2003, Al Mahdy,2004, Abu Rejeili,2005, Hamdan,2006).Through out the review of these studies ,a number of remarks may be concluded about the construction, goals and methods :

- § The studies in English ,about current programmes in the Arab region or even nationally are too limited(Al Mekhlafi from (AUSTN) UAE 2006,Al Mutawa , from Kuwait University 1997) .
- § These previous studies have dealt with topics such as the problems, constraints and challenges faced by student teachers programmes, (Hamdan's, 2006, Tushyeh's,2005,James et al's (2006),Al Mutawa, & AlDabbous's, (1997), Asqoul's ,(1999)).
- § These previous studies have dealt with topics such as the changes of beliefs and perceptions, change of their linguistic competence and classroom behaviour ; during teaching practice(Kanan,2006,Al Mekhlafi,2007,Hamdan's,2004, Doug S,2007, Tercanlioglu,2005, Henry S. Williams,2001, Gorsuch Greta,2001, Housego, (1990a, 1990b, 1992a, 1992b)).
- § The methods employed in such studies were based on cross-sectional and cross-sequential approaches . They, approximately ,followed the descriptive and experimental approach of research in order to achieve their purpose(Housego, (1990a, 1990b, 1992a, 1992b)).
- § Most studies aimed at identifying competencies ,language skills ,teachers' beliefs or perception or ranking needs. For instance, language proficiency has indeed constituted the bedrock of the professional confidence of EFL teachers . Language competence has been rated as the most essential characteristic of a good teacher language(Lange,1990).Empirical study such as Berry's(1990) who conducted a study of two groups of English teachers teaching at the secondary level in Poland .He wished to discern which of three components (methodology, theory of language teaching ,or language improvement)they needed most. Language improvement was ranked as the most important for both groups ,and methodology was second ,while the two groups ranked theory a poor third(Autumn,1998, Hammond,2000,1998,

- § Different studies were concerned to ensure the competencies of education necessary for a high quality teacher of the student teacher training programme AlMekhlafi,2007,AlMutawa,1997.Hammond,2000.
- § The research base for assertions on the relationship between a strong liberal arts background and excellence in teaching performance has been thin, although more rigorous evidence is beginning to emerge Abu Rumman,2005, Han Eun hee,2007, Salmani-Nodoushan,2006, Henry S. Williams, Osman Alawiye2001.
- § Nevertheless, belief in the value of a strong liberal arts education for all teachers has been strong enough to lead to widespread change in state teacher education policies since the mid-1980s
- § Research about the proper balance between content and pedagogy in the preparation of teachers, arguing that the distinction was artificial and actually detrimental to the improvement of teaching.
- § approach to teacher education based on the idea of Professional Development Schools
- § With respect to the issue of how important teacher quality is to student success, Rivkin, Hanushek, and Kain (1998) used Texas data to demonstrate that the influence of teachers on student achievement is far greater than any other variable. Their findings duplicate the research of Sanders and Rivers (1996) using Tennessee data.
- § The research connection has been made between more (1) college-level content courses, (2) certification in the discipline taught, and (3) effective teaching Monk, 1994; Goldhaber & Brewer, 1999; Rowan, Chiang, & Miller, 1997
- § Furthermore, a link has been made between the reading proficiency levels of teachers and the learning levels of their students (Ferguson & Ladd, 1996; Ferguson, 1998). To the Task Force, the math and reading research results are clear indicators that the standards for admission to teacher education must be strengthened.
- § Prior experience and beliefs have a profound impact on the kind of teacher a candidate becomes (Bullough cites Griffiths & Tann, 1997; Pajares, 1992; and Johnston, 1992, among others
- § The nested contexts within which beginners learn to be teachers are important contributors to their success and satisfaction; these contexts are caught up in

a postmodern world that Hargreaves (1994) describes as characterized by “accelerating change, intense compression of time and space, cultural diversity, technological complexity

- § There is a humanistic quality to these research strands that is captured by the frequent use of terms such as “reflection” and “personal beliefs.” As Ducharme and Ducharme (1996) note
- § A common, clear vision of good teaching that is apparent in all coursework and clinical experiences.
- § Research directions for improving teacher preparation in the 1990s have focused on questions, issues, and methods that yield little guidance for the design of evaluations that are concerned with outcomes and accountability. Evaluatively speaking, the teacher education sector has regulated itself for the past 35 years through the accreditation process(Richards,2003,Eisan Salha , Abdullah Yousef,2006 )
- § The focus in the studies is on student teachers and classroom teachers/mentors. The role of university faculty in the Professional Development Schools PDS relationship is not a theme(Geert T.M. ten Dam & Sarah Blom,2006,. Linda Darling-Hammond,2004
- § Studies of collaborative, problem-focused reflection as a method of teacher education(Avalos,2001, Housego, (1990a, 1990b, 1992a, 1992b) Linda Darling Hammond,2002.
- § Research concerning discrepancies in perspective between participating college faculty and school-based personnel as an indicator of the theory-practice gap Humphrey& others,2000,.James ,M. Cooper and Amy Alvarado,2006, Twiselton, 2006.
- § Participants completed surveys to elicit their perceptions about effects of the innovations on the student teachers. Like other studies, this one concludes that time, trust, and incentives are key variables in establishing a successful PDS. Their data also suggested that grassroots initiation of the PDS (rather than imposition by policy or bureaucracy) was an important factor that facilitated successful implementation in this case( Abdolmehdi Riazi and Mohammad Javad Riasati.2006,Darling Hammond 2000,Reynolds 1998.



# Chapter III

## Methodology

## **Chapter III**

### **Methodology**

#### **Introduction :**

This study aims at identifying the effectiveness of the Student-Teachers' Training Programs (STTP) .It investigates prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) in the ELT colleges of education in Gaza universities (Islamic University, Azhar University and Aqsa University).

Discussions in this chapter are divided into eight major areas: (a) type of research design, (b) population and sampling procedures ,(c) instrumentation, (d) validity of the instrument ,(e) reliability of the instrument ,(f) statistical analysis .

#### **Type of Research Design:**

The descriptive analytical methodological framework was employed in this investigation to describe and analyze the data .The questionnaire design allowed the researcher an opportunity to collect data from members of a population with respect to one or more variables. Furthermore ,the questionnaire design provided the researcher the opportunity to assess the attitudes ,perceptions ,opinions, and motivations of individuals regarding a certain phenomenon or object (Kerlinger,1986).As Kerlinger notes ,survey methodology includes a variety of procedures .Survey research can be conducted by use of personal interviews as well as by mailed questionnaires . The use of the survey design provides the most efficient and practical means of studying the perceived effects of specific behaviours. More often than not survey research tends to utilize more than one kind of method in order to increase the reliability and validity of data collected.

Survey design, like other kinds of research paradigms ,have their methodological weaknesses .One of the key weaknesses in the survey design is that the information generated often lacks sufficient depth. Consequently, the description obtained from this methodology tends to be circumscribed to its temporal location and this lacks the strength that accompany protracted observations (Kerlinger,1986).

Yet ,there are several advantages to the use of survey that tend to outweigh its disadvantages .These advantages ,according to Seelltiz, & Cook(1986) enable the researcher to :

1. Collect detailed factual information that describes existing phenomena about a population.
2. Identify problems or justify current conditions and practices that are occurring within a population .
3. Make the comparisons and evaluations of a population.
4. Determine what others are doing with similar problems or situations and thus benefit from their experience in making future plans and decisions.(42-48).

In summary ,as Kerlinger notes ,the methodology of survey ,similar to the one employed in this study ,can be conceived of as an inquiry into the patterning of behaviour and a search for regularity of certain phenomena.

#### **The Population :**

The study is confined to student teachers (Registered Students in English Major –Education)of the fourth level and registered in the second semester of the scholastic year 2006-2007 in the ELT colleges of education in the three universities as shown in the table below:

**Table :(3.1) .  
The Population of the Study**

College of Education in :	Male students Grads.	Female students Grads.	Total
Islamic University	34	93	127
Aqsa University	35	125	160
Azhar University	27	111	138
<b>Total</b>	<b>96</b>	<b>329</b>	<b>425</b>

The population included both male and female students who were similar in terms of their cultural and educational background .All of them were majoring in English Major–Education .Their ages ranged from 21-24years old .The students were enrolled in the academic year 2006-2007in the fourth university level and accomplished the practicum. Moreover ,they received almost the same amount of education ,and more specifically, they have been exposed to the same amount of instruction in English language and teaching practice ,no matter that they are representing three individual programmes. Moreover, most of the population were among student teachers who were

expected to be graduated at the end of the second semester 2006-2007 as shown in the following table:

**Sampling Procedure:**

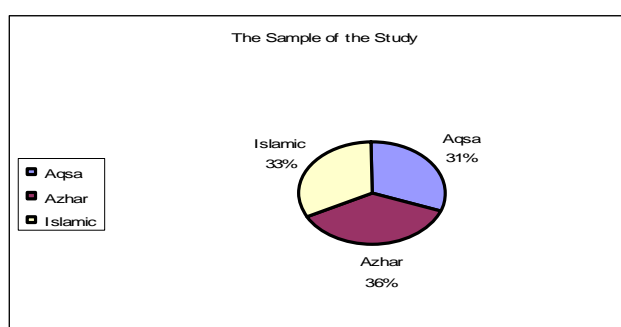
The simple random sampling procedure was used in this study .All students majoring in English –Education had equal chance of participating in the study .First all of the student majoring in English –Education ,who are in the fourth university level , and have already accomplished their teaching practice in the practicum .Once they were identified ,the survey was distributed randomly almost to all the enrolled students 200 questionnaires were distributed in each university ,yet due to some students they did not participate only 202 were drawn to participate in the study which can be illustrated in the following table ,showing the numbers of males and females and the percentage of the sample according to the total population of enrolled student teachers in each universities .

**Table :(3.2)**

**The Sample According to the Questionnaires Collected**

College of Education in	Male Students		Female Students		Total	Population	%
	Grads.	%	Grads.	%			
Islamic University	9	26.4%	57	61.2%	66	127	52%
Aqsa University	20	57. %	43	34.4%	63	160	39. %
Azhar University	17	74 %	56	49.5%	73	138	53. %
<b>Total</b>	<b>46</b>	<b>51. %</b>	<b>156</b>	<b>47.1%</b>	<b>202</b>	<b>425</b>	<b>47.52%</b>

The distribution of the final sample according to the university variable. The percentage of each university related to the total population is represented in the following figure (3.1)



**Figure :(3.1)**

**Distribution of Sample According to University Variable**

The distribution of the sample of the study according to the gender variable is shown in table (3.3).

**Table(3.3)  
Distribution of Sample According to the Gender Variable**

Gender	Frequency	Percent
male	46	22.77
female	156	77.23
Total	202	100

The distribution of the sample of the study according to the school of practicum training variable is shown in table (3.4)as follows:

**Table :(3.4)  
Distribution of Sample According to the School of Practicum Training Variable**

Type of School	Frequency	Percent
low basic school/elementary	106	52.48
high basic school preparatory	64	31.68
secondary school	32	15.84
Total	202	100

The distribution of the sample of the study according to the supervisor's number of visit variable is presented in the table (3.5 )in which a scale of ten visits was made to present the correlated frequency and percentage .

**Table:( 3.5)  
Distribution of Sample According to the Percentage of Supervisor Number of Visits Variable**

Number of visits	Frequency	Percent
0	37	18.32
1	19	9.41
2	17	8.42
3	48	23.76
4	20	9.90
5	23	11.39
6	18	8.91
7	3	1.49
8	7	3.47
9	1	0.50
10	9	4.46
Total	202	100

The above table (3.5) shows the frequency of visits according to the different programmes . It was clear that the highest percent was 23.76% related to three visits which is more reasonable .Yet ,the second was 18.32% related to no visit which is questionable and requires adequate assessment of the achievement in the practicum .The third is related to five visits with ratio percentage 11.39% .The researcher found that there was a need to specify the percentage related to each programme as well as to gender. These results can be more illustrated in details to present the frequency related to the number of visits variable according to each programme as well according to the gender variable and the university .This table(3.6) can show the weakness points as well as the strength .

**Table (3.6)**  
**Distribution of Sample According to the Supervisor Number of Visits Variable**

Number of visits	IUG Female	IUG Male	Azhar Female	Azhaz Male	Aqsa Female	Aqsa Male	Frequency Total	Ranking
0	3	-	9	2	18	5	37	2nd
1	8	2	2	2	3	2	19	5th
2	6	1	1	-	7	2	17	7th
3	12	2	11	3	10	10	48	1st
4	10	-	8	1	-	1	20	4th
5	9	1	9	2	2	-	23	3rd
6	6	3	7	1	1	-	18	6th
7	-	-	3	-	-	-	3	10th
8	2	-	3	2	-	-	7	9th
9	-	-	-	1	-	-	1	11th
10	1	-	3	3	2	-	9	8th
<b>Total</b>	<b>57</b>	<b>9</b>	<b>56</b>	<b>17</b>	<b>43</b>	<b>20</b>	<b>202</b>	

#### **The Tool of the Study :**

A questionnaire was designed by the researcher based on extensive reading of related literature. After discussing educational literature and previous studies on the problem of the study and an opinion poll sample of graduates ,new teachers, university professors, educators, and supervisors through personal interviews with the informal nature .

The questionnaire underwent different stage process ,such as:

1. the related literature was reviewed
2. Identify key areas covered by the questionnaire

3. a first draft was created and wording of the paragraphs that fall under each area was assigned..
4. Preparing primary questionnaire ,which includes (103)items and four open questions .(refer to index no :1 The primary questionnaire );
5. The questionnaires was handed to 12 experts of educational specialists at the Islamic University ,Aqsa University ,Azhar University ,Qattan Centre for Educational Research and Development –Gaza ,and others worked in the Ministry of Education and Higher Education .(refer to Index no2.:The names of referees )
6. Measurement and evaluation to ensure face and content validity . Based on their comments and notes .The names of referee panel is presented in appendix 3.
7. Moreover ,a final draft was created and piloted on 50 prospected teachers of the three programmes.
8. There was amend of wording some items The final drafting had (83 ) items only and four open question administered to 202 prospected teachers.
9. These items are distributed among seven main <sup>1</sup>sections according to likert sliding scale included (5=strongly agree 4=agree 3 strongly disagree 2=disagree 1=not applicable )to determine the level of preparation of student-teachers in teacher education programmes at Gaza universities .
10. The limited degree of the sample ranged between (83-415) .The final questionnaire is shown in appendix no:4.
11. The final questionnaire consisted of three main parts the first was biographic and includes the different variables of the study ,the second ,consisted of (83) items distributed among (7)domains, the third part included four open – questions .

### **The Instrument Validity :**

#### **Content Validity (Expert Referees Judgment):**

The questionnaire has been administered in its initial draft to group of university professors specialized in curriculum and teaching methods , foundation of education ,who worked in the Palestinian universities in the Gaza Strip .The panel of referees were asked to assess the content of each item and as a whole using a scale of 1

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<sup>1</sup> (sections and domains )are used alternatively in the study.

to four (1 meaning related,2 meaning not related ,3 meaning suitable ,and 4 meaning not suitable ),where they interpreted their views and opinions about appropriateness of the questionnaire ,and the affiliation paragraphs to each of the seven areas of identifications ,as well as the clarity of linguistic formulations ,in the light of those views some paragraphs were excluded , some paragraphs were amended ,bringing the number of the whole items of the questionnaire to (83)as distributed in the table No: table (3.7).

**Table (3.7)**  
**The Final Construction of the Questionnaire**

Sections	Items
<b>First: To plan and prepare for student learning</b>	<b>17</b>
<b>Second :To manage classroom environment and performance</b>	<b>7</b>
<b>Third: To be aware of knowledge of subject matter</b>	<b>7</b>
<b>Fourth: To present teaching and guide learning</b>	<b>15</b>
<b>Fifth: To assess and evaluate learning</b>	<b>9</b>
<b>Sixth: To communicate effectively</b>	<b>11</b>
<b>Seventh: To meet professional responsibility</b>	<b>17</b>
<b>Total</b>	<b>83</b>

Once the panel of professors agreed that the questionnaire was valid instrument, the researcher conducted a pilot test of the instrument on (50) prospective teachers. This aimed at checking the clarity of items and relevance of content.

### **Construct Validity**

Construct validity is meant to examine the fit between the conceptual definition and the operational definition of variables. In other words , construct validity discussed how will the instrument be operationalized and qualified .

#### **First: The Internal Consistency Method:**

The Internal Validity of the Tool was examined by implementing the questionnaire on pilot (50) individual out of the sample of the study. This type of validity indicates the correlation of each item degree with the total average of the questionnaire .The researcher used this method to calculate the correlation of the questionnaire .The researcher used Pearson correlation formula to calculate the correlation between the score on each domain of the questionnaire with the total score of the questionnaire and also Pearson correlation formula was used to calculate the



correlation between the score on each item of the questionnaire with the total score of the questionnaire by using the statistical analytical programme (SPSS).The correlation co- efficiency of the questionnaire can be illustrated in the Following tables :

**Table: (3.8)**  
**The correlation coefficient of each item of the first section with the total score of section: one**

Item	Correlation Factor	Significance Level
1.	0.716	0.01
2.	0.679	0.01
3.	0.663	0.01
4.	0.541	0.01
5.	0.614	0.01
6.	0.459	0.01
7.	0.742	0.01
8.	0.625	0.01
9.	0.507	0.01
10.	0.430	0.01
11.	0.681	0.01
12.	0.499	0.01
13.	0.479	0.01
14.	0.703	0.01
15.	0.657	0.01
16.	0.475	0.01
17.	0.717	0.01

**Table : (3.9)**  
**The correlation coefficient of each item of the second section with the total score of section: Two**

Item	Correlation Factor	Significance Level
18.	0.863	0.01
19.	0.821	0.01
20.	0.804	0.01
21.	0.755	0.01
22.	0.826	0.01
23.	0.770	0.01
24.	0.716	0.01

**Table : (3.10)**  
**The correlation coefficient of each item of the third section with the total score of section: Three**

Item	Correlation Factor	Significance Level
25.	0.778	0.01
26.	0.754	0.01
27.	0.706	0.01
28.	0.590	0.01
29.	0.656	0.01
30.	0.611	0.01
31.	0.673	0.01

**Table : (3.11)**  
**The correlation coefficient of each item of the fourth section with the total score of section: Four**

Item	Correlation Factor	Significance Level
32.	0.556	0.01
33.	0.764	0.01
34.	0.774	0.01
35.	0.676	0.01
36.	0.763	0.01
37.	0.739	0.01
38.	0.729	0.01
39.	0.692	0.01
40.	0.821	0.01
41.	0.611	0.01
42.	0.787	0.01
43.	0.403	0.01
44.	0.703	0.01
45.	0.669	0.01
46.	0.542	0.01

**Table : (3.12)**

**The correlation coefficient of each item of  
the fifth section with the total score of section: Five**

<b>Item</b>	<b>Correlation Factor</b>	<b>Significance Level</b>
47.	0.750	0.01
48.	0.798	0.01
49.	0.762	0.01
50.	0.681	0.01
51.	0.579	0.01
52.	0.699	0.01
53.	0.654	0.01
54.	0.787	0.01
55.	0.584	0.01

**Table : (3.13)**

**The correlation coefficient of each item of  
the sixth section with the total score of section: Six**

<b>Item</b>	<b>Correlation Factor</b>	<b>Significance Level</b>
56.	0.799	0.01
57.	0.634	0.01
58.	0.766	0.01
59.	0.725	0.01
60.	0.810	0.01
61.	0.784	0.01
62.	0.785	0.01
63.	0.618	0.01
64.	0.564	0.01
65.	0.619	0.01
66.	0.783	0.01

**Table : (3.14)**  
**The correlation coefficient of each item of**  
**the seventh section with the total score of section: Seven**

Item	Correlation Factor	Significance Level
67.	0.619	0.01
68.	0.680	0.01
69.	0.774	0.01
70.	0.682	0.01
71.	0.414	0.01
72.	0.542	0.01
73.	0.703	0.01
74.	0.626	0.01
75.	0.476	0.01
76.	0.697	0.01
77.	0.592	0.01
78.	0.401	0.01
79.	0.594	0.01
80.	0.610	0.01
81.	0.698	0.01
82.	0.682	0.01
83.	0.687	0.01

C degree as free degree (48) in significance level (0.01)=0.354  
C degree as free degree (48) in significance level (0.05)=0.273

It is concluded from all the previous tables that all the items are statistically significant at significance level=(0.01).This certifies that the questionnaire is highly consistent and valid to be used as a tool for this study .In order to investigate the construct validity of the main domains of the questionnaire ;the researcher calculated the correlation coefficient factor among the score of each domain on one hand ,and the other domains,as well each domain in correlation to the total score of the questionnaire as shown in the table (3.18) below :

**Table No: ( 3.15)**  
**The Correlations Matrix of transactions among each domain of the questionnaire and other sections as well as with the total score of the questionnaire**

	Total	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Total	1							
First	0.943	1						
Second	0.949	0.895	1					
Third	0.929	0.852	0.935	1				
Fourth	0.957	0.886	0.872	0.858	1			
Fifth	0.923	0.821	0.859	0.811	0.918	1		
Sixth	0.923	0.819	0.847	0.833	0.853	0.856	1	
Seventh	0.955	0.880	0.892	0.892	0.886	0.833	0.877	1

C degree on the free degree limit (48)and significance level (0.01)=0.354  
C degree on the free degree limit (48)and significance level (0.05)=0.273

It is clearly concluded from the previous table that all the domains are inter-correlated consistently, as well as , with the total score of the questionnaire in statistical significant correlation at the significance level (0.01).Thus it can be concluded that the questionnaire is highly valid and of high degree of reliability and internal consistency.

**Reliability of the Instrument :**

“Cronbach Alpha is considered the most general form of reliability estimates and it also concerned with homogeneity of items comprising the scale” ( Thorondike,1997).The researcher used Alpha Cronbach and the Split half Formulae An estimation of the questionnaire reliability over the pilot sample was predicted by using Cronbach alpha and split half formulae.

**1.Split Half Reliability :**

The scores of the pilot sample was used to calculate reliability of the questionnaire in terms of Split half method, in a manner the scores were calculated of the first half in each section of the questionnaire as well as the scores of the second half of the degrees and calculated by using the correlation coefficient factor between them. Then longitude were modified using Spearman Brown equation as illustrated in table (3.16 ):

**Table (3.16)**

The table (3.16) shows the correlation between the two halves of each domain of the questionnaire and the whole questionnaire before amendment and the reliability factor after amendment .

Section	Number of items	Correlation before amendment	Reliability factor after amendment
1	17	0.888	0.897
2	7	0.898	0.922
3	7	0.791	0.835
4	15	0.883	0.907
5	9	0.858	0.877
6	11	0.850	0.879
7	17	0.866	0.871
Total	83	0.966	0.969

\*Guttman Scaling was used because the two halves are not equal.

According to the previous table .it can be concluded that the Split half reliability functions after amendment are all above (0.835) and the overall total consistency coefficient(0.969) and this shows that the questionnaire is highly consistent to reassure the researcher To apply the instrument to the sample of the study .

## **2.Cronbach Alpha Method :**

The researcher used another mode of calculating consistency ,in order to calculate the reliability of the questionnaire which obtained a value coefficient Alpha for each domain of the questionnaire as well as ,the whole questionnaire as illustrated in table (3.17)

**Table: (3.17)**  
**Cronbach Alpha Method**

Domain	Number of Items	Cronbach Alpha Coefficient
1	17	0.889
2	7	0.900
3	7	0.824
4	15	0.918
5	9	0.870
6	11	0.905
7	17	0.898
Total	83	0.982

According to the previous table it is concluded that all Cronbach Alpha Coefficient are above (0.824) and the total reliability coefficient (0.982).According to the results ,the questionnaire is highly reliable to be applied on the same sample of the study .

### **3.Instructions of the Questionnaire :**

The instructions of the questionnaire were clearly written in English on an attached paper. The instructions included the purpose of the questionnaire and guiding steps for the student teachers to choose the appropriate answer for every item (see appendix 6). As well ,there was an opportunity to have personal reflection about the programmes through the open –ended questions ,as well these questions also revealed to some extent the level of efficacy and competence in English Language among student teachers.

### **The Statistical Methods Used Within the Study :**

The researcher used applications from the Statistical Package for the Social Sciences (SPSS) to treat the data .The following statistical treatments were used :

- 1.Frequency,means,and percentages.
- 2.One Way ANOVA (1x2)then Scheffe Test to find out means differences.
- 3.In order to calculate the reliability of internal consistency of the questionnaire Pearson correlation coefficient was used .
- 4.In order to find out the reliability coefficient of the questionnaire Pearson Brown correlation coefficient of equal split halves and Guttman unequal split half formula and Cronbach Alpha coefficient .

### **Data Collection Procedure:**

According to the framework of the study ,the researcher needed authentic data related to the three universities (Aqsa ,Azhar ,and Islamic universities).Thus the researcher prepared a “Data Base Collection Form” (appendix no.:5).This form was administered to the three universities and supported the study with authentic statistics ,numbers and information .In order to achieve cooperation with these universities an official authorization letter was administered to all those concerned as in (appendices :no .6 , n.7,and n.8 )

### **Problems and Difficulties in Data Collections:**

Through out the procedures and phases of the study whether during collecting the previous studies ,preparing the tool ,or even during the implementation of the tool the researcher passed through some difficulties which can be displayed as follows :

- 1.The data collecting form was prepared to be administered to each university to collect authentic guaranteed information and statistics about latest statistics .Unexpectedly ,the universities did not deal with the form considerably and filled the part they thought it was related to their responsibilities and other information they claimed was either not compumated ,nor updated or even to secret to obtain ,for instance the names or details about the practicum supervisors .
- 2.The data collection form took more time than was scheduled since more signatures were needed and more employees were envoyed to fill it .
- 3.The panel of professors was chosen deliberately from the three universities .Yet ,most of the returned questionnaires were signed with no comment.
- 4.The possibility to reach all the students registered in the second semester two or three students of each university were appointed to distribute the tool according to the tie table of lectures for the fourth level .They ,had to collect the returned tool according to the students ,which was too hard and almost inconvenient .
- 5.The standard subject matter level of the student teachers were varied and some times they caused real problem .When they received the tool they wondered if they could have it in Arabic ,if not to have an explanation of items and some of them wanted to deal with it collaboratively which demonstrate either lack of potential, self confidence or capability to use and communicate with the target language .

**Summary:**

In this chapter the researcher explored the population of the study ,and its tool that used to answer the questions of the study .In addition, the statistical treatment were presented to deal with the results of the study.



## Chapter IV

## Chapter IV

### Results :Analysis of Data .

#### Introduction:

The purpose of the study was to examine the effectiveness of student teachers training programme according to the perceptions of student teachers in Gaza universities :Aqsa, Azhar ,and Islamic University. To achieve this aim ,the study attempted to answer the questions of the study; through using a questionnaire. This chapter introduces the results of the study tool as statistically treated, in addition to the analysis and discussions of the results in the light of the questions of the study.

#### Examination of Research Questions:

##### The First Question :

#### 1. What are the current STTPs applied in ELT education colleges in Gaza universities?

The faculty of Education in the three universities ,The Islamic University ,Aqsa University and Azhar University offers two kinds of Bachelor of Education teaching certification programmes concurrent programme and a consecutive programme .In the former ,students studying for a Bachelor of Arts or Bachelor of Science degree simultaneously complete the requirements for a Bachelor of Education degree. In the consecutive programme ,after completing a Bachelor of Arts or a Bachelor of Science degree ,students obtain a Bachelor of Education degree at the Faculty of Education in one or two –year programme .Similarly structured programmes exist in almost all the Palestinian universities. Teachers at the pre-primary and primary levels of education are trained .The consecutive model is more often adopted for teacher education for general upper secondary education in accordance with the concurrent model.

Teacher education usually includes a general and a professional component. The general component is the part given over to courses covering general education and study of the one or more specific subjects to be taught. The professional component involves courses devoted to the required teaching skills and school teaching placements. This theoretical and practical professional training may be given either at the same time as the general courses (the concurrent model) or after them (the consecutive model). The upper secondary school leaving certificate is the qualification required to undertake training in accordance with the concurrent model as well as, in

some cases, a certificate of aptitude for tertiary education. In the consecutive model, students who have received tertiary education in a particular field at university then move on to post-graduate professional teacher training. In the concurrent model, students decide to become teachers right at the start of their studies, whereas in the consecutive model this decision is taken after a first stage of higher education.

One difference between concurrent and consecutive students is that the consecutive students are often older than the concurrent students. With regard to basic academic competence, the requirements for admission for consecutive and concurrent education are different. In a consecutive programme (B.A or B.Sc. ,then B.Ed.)it is expected that a candidate have at least a B.A or B.Sc. or its equivalent to be considered for admission. In a concurrent programme (B.Ed.,and B.A. or B .Sc.) it is assumed that candidates have achieved sufficiently high marks on their high school courses to qualify them to enter the programme.

A second common feature of teacher training programmes in the three universities, is the inclusion of a practicum. The success of field experiences is important to the development of education students' feelings of preparedness to teach (Housego, 1990b).

The practicum is at the fourth level for two semesters degrading from observation and participation in all the school activities. The practicum is practical application of previously studied theory and the collection of data for future theoretical interpretation. These programmes are considered the reliable source of teacher preparation.

The task of teacher education programmes is to provide initial preparation that develops prospective teachers 'inclination and capacity to engage in the sort of intellectual dialogue and principled action required for effective teaching. In an attempt to fulfill this task, it is essential to start with the choice and acceptance in ELT. Each programme has its own regulations yet peculiarities are detected as follows:

- § IUG allocated a percentage limit for acceptance not less than 85% at GSC.
- § Aqsa allocated a percentage limit for acceptance not less than 75%.
- § Azhar hold acceptance interview for all candidates

According to literature other educational institutions Kuwait University for instance and Sharqa UAE, they require acceptance test which results in related remedial courses

essential to start the approach and introductory course work. As well, an interview is and the interviewer is one of the English language native speaker who is a member of the teaching staff in the ELT Department. In addition the student should keep on progress with percentage limit not less than 75 % or else the student teacher will be alerted or even re allocated in another specialization.

typical teacher educators provide students with coursework that has an array of surface knowledge (Barnes, 1989) there are a variety of view about these courses. These courses are related to the major plan with specifications assigned by the university board .

**B.** In order to review similarities and differences among these programmes it is essential to review the numbers of candidates in each programme t(able :(4.1 ):

**Table :(4.1 )  
Registered Students in English Major –Education 2<sup>nd</sup> Semester 2006/2007**

College of Education in	Male students Grads.	Female students Grads.	Total
Islamic University	34	93	127
Aqsa University	35	125	160
Azhar University	27	111	138
<b>Total</b>	<b>96</b>	<b>329</b>	<b>425</b>

Teacher preparation programmes are leading to certification differed for elementary and secondary school candidates. At Azhar university there are three dimensioned preparation .A secondary school candidates who have to cover more literature hours(148) than the subject (Domain) candidates who have to cover (144) hour credits in ELT education major programme. These programmes accept candidates according to the General Secondary Certificate average percentage and the universities may set a certain grade limit for application ,for instance the Islamic University would not accept less than (85%) average percentage . Other programmes would accept (75%) and more. Yet ,only the Azhar University holds acceptance interviews for the student teachers .These candidates have to cover on campus credits as well as practicum in internship with school field experience.

The typical programme for prospective teachers involved a total of credit hours differ according to the university as shown in the following table(4.2) (Total credit hour requirements for ELT education majors).

**Table :(4.2)  
Total Credit Hour Requirements for ELT Education Majors**

ELT College of Education	Total Credit Hours
I.U.G	141
Azhar U G	144
Aqsa U G	126

All programmes have three types of requirements:

1. Cultural preparation(university requirements)
2. Educational preparation(College requirements)
3. Content Subject Matter(Specialization requirements)

The general weight related to each type of preparation is correlated to the individual programme .The Ministry of Education and Higher Education do not interfere with the policy of each programme although it is the Islamic University only which has an independent programme with private philosophy and mission ,no matter it is a member of the Higher Education Council .On the other hand the other two universities are members also in the Higher Education Council, but they are bound to the recruitment policy of the Ministry of Education and Higher Education. However ,an overall review reveals that the MOEHE has no interference or any sort of control over these programmes in terms of type of programme, content subject knowledge and course works ,recruitments and personnel ,number of candidates in correlation to work market, and effective training .Hence, each programme has different percentage of preparation requirements as well as different credit hours as shown in the following table (4.3)

**Table : (4.3)  
Number of credit hours correlated to each part of teacher preparation requirement**

ELT College of Education	Cultural preparation		Educational preparation		Content Subject Matter		Total
	Credit Hours	%	Credit Hours	%	Credit Hours	%	Credit Hours
I.U.G	34	24.11%	35	24.82%	72	51.%	141
Azhar U G	18	12.5%	44	30.55%	82	57. %	144
Aqsa U G	21	16.6%	31	24.6%	74	58.7%	126

However ,reviewing the plans of these programmes reveals that the number of theoretical courses is far too numerous beyond the practical ones .

The tool of the study consisted of open questions ,in relation with the courses studied in these programmes ,which were as follows:

**-What are two of the programme's strength? Why?**

**-What are the most important three courses for student teacher training ?Why?**

The responds to these questions differed in relation to the programme as well to the gender. Yet, by analyzing the data the responds were gathered and classified according to the frequency .The findings reveals that student teachers ranked these courses as strength of preparation programme as shown in the following table(4.4):

**Table (4.4)**

**Strength of the Preparation Programmes**

University	Gender	Grammar	Listening	Speaking	Reading	Writing	Phonetics	Technology	Psychology	Methodology1+2	TEFL	Conversation	Translation	Practicum	Research Methods
I.U.G	M	1	-	-	-	-	1	-	-	2	1	-	-	2	2
I.U.G	F	-	-	-	3	3	4	3	3	12	7	-	-	7	3
Aqsa .U.G	M	2	-	-	-	2	1	-	-	1	2	-	1	4	-
Aqsa .U.G	F	3	6	5	2	2	1	-	-	9	1	1	-	14	-
Azhar .U.G.	M	2	-	-	-	2	3	-	1	3	1	1	1	3	2
Azhar .U.G.	F	2	1	2	1	3	3	3	2	9	2	1	2	15	3
<b>Total</b>		<b>10</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>6</b>	<b>6</b>	<b>36</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>45</b>	<b>10</b>
<b>Ranking</b>		<b>6</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>10</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>13</b>	<b>1</b>	<b>6</b>

M=Male F=Female

The table reflects that the choice of the student teachers depend on different contextual factors related to the different preparation programmes and different plans of preparation. When the student teachers were asked to rank the main three courses within the STTP . There were clear agreement majority that Practicum (in addition to TEFL and methods) were in the first rank ,language skills in addition to phonetics were in the second rank .The courses of educational technology ,psychology ,research methods ,and e-learning were in the third rank and conversation and translation in the last rank .

**2.The Answer of the Second Question:**

**The second question:**

**What are the necessary competencies that EFL prospective teachers need to acquire to be successful in their professional career?**

It was clear through the tool of the study that there were seven domains related to the basic competencies which a student teacher should require .The tool of the study referred to the previous studies and literature ,as well to the poll of the expertise of educationists and university professors.

The tool addressed the following initiate: “I was prepared to ...”

- 1.To plan and prepare for student learning
- 2.To manage classroom environment and performance
- 3.Acquire basic knowledge of subject matter
4. Present teaching and guide learning
5. Assess and evaluate learning
6. Communicate effectively
7. Meet professional responsibility

These competencies are derived from the INTASC principles which are designed for beginning teachers ,and the NBPTS is aimed at veterans .Both ,however , focus on the types of professional knowledge .As well the panel of referees approved of the competencies assigned by the tool and determined that student teachers should accomplish satisfactory level of preparedness and training within the STTPs .

**1. Planning and preparing for student learning by recognizing the importance of setting high expectations for all students, to design learning experiences that meet students’ needs and interests. continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.**

**2. To Manage Classroom Environment and Performance: The preprofessional teacher realizes the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.**

**3.Acquire basic knowledge of subject matter, The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The**

teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

4. To present teaching and guide learning, The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

5. Assess and evaluate learning, The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternative assessment strategies. Furthermore, the teacher can identify and match the students' instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

6. To Communicate Effectively, teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which he/she will use in the classroom.

7. To meet professional responsibility, The preprofessional teacher realizes that he/she is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While his/her concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

#### **The Answer of the Third Question :**

#### **3. To what extent the EFL student-teachers in ELT Colleges of Education in Gaza Universities (Islamic, Aqsa, and Azhar) acquire the necessary competencies they need to be successful in their professional career ?**

In answering this question the researcher would present the standard scale in order to better analyze the contingent data from the treatment of the tool. Table:(4.5)



**Table:(4.5)**  
**Standard Scale of Preparedness**

From	50 to 60	Not at all prepared
More than	60 to 70	Somewhat well prepared
More than	70 to 80	Moderately well prepared
More than	80 to 90	Very well prepared
More than	90 to 100	Exemplary prepared

In an attempt to answer the major question of the study ,the researcher calculated the frequency , the total responses ,the mean ,the standard deviation ,and the relative weight and grading of each item of each domain of the measuring instrument as illustrated in the following tables :

**First :The First Domain .**

**1.To Plan and Prepare for Student Learning:**

Taking in consideration the scale :5=strongly agree,4=agree,3=disagree,2=strongly disagree,1=not applicable, as in the following tables :

**Table :(4.6)**

**The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the first domain:**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
1.	26	25	35	68	48	693	3.431	1.322	68.61	11
2.	16	21	35	68	62	745	3.688	1.233	73.76	1
3.	22	28	44	68	40	682	3.376	1.253	67.52	12
4.	15	28	39	72	48	716	3.545	1.205	70.89	6
5.	20	16	35	73	58	739	3.658	1.249	73.17	2
6.	20	29	54	67	32	668	3.307	1.191	66.14	17
7.	22	21	35	64	60	725	3.589	1.306	71.78	4
8.	23	27	31	53	68	722	3.574	1.370	71.49	5
9.	21	24	47	78	32	682	3.376	1.192	67.52	13
10.	22	26	32	71	51	709	3.510	1.294	70.20	9
11.	16	25	40	61	60	730	3.614	1.250	72.28	3
12.	21	28	47	76	30	672	3.327	1.194	66.53	16
13.	20	31	47	65	39	678	3.356	1.235	67.13	14
14.	21	24	38	66	53	712	3.525	1.282	70.50	8
15.	21	18	50	72	41	700	3.465	1.210	69.31	10
16.	22	41	28	71	40	672	3.327	1.298	66.53	15
17.	19	30	38	54	61	714	3.535	1.313	70.69	7

According to the previous table the highest two items are :

First :Item no.:2 which was about: identify goals and targeted core content and relevant measurable outcomes .

This item had the first rank with ratio weight (73.76%)

Second :Item no.:5 which was about : match activities and learning experiences to core content. This item had the second rank with ratio weight (73.17%).

However , the lowest items were The sixteenth :no :12 which was about : incorporate formal and informal assessment .This item had the sixteenth rank with ratio weight (66.53%)The seventeenth: no:6 which was about : anticipate potential for student misconceptions and difficulties with specific subject matter .This item had the seventeenth rank with ratio weight(66.14%)

**Second: The second domain :**

**This domain was related to being prepared :**

## **2.To Manage Classroom Environment and Performance:**

**Table :(4.7)**

**The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the second domain**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
18	19	30	38	54	61	714	3.535	1.313	70.69	7
19	24	23	27	63	65	728	3.604	1.354	72.08	6
20	11	26	32	82	51	742	3.673	1.147	73.47	1
21	20	24	27	73	58	731	3.619	1.285	72.38	5
22	11	27	39	75	50	732	3.624	1.153	72.48	4
23	13	29	33	73	54	732	3.624	1.204	72.48	3
24	14	21	40	73	54	738	3.653	1.180	73.07	2

According to the previous table the highest two items are :

First :Item no.:20 which was about: manage classroom environment and procedures that effectively manage time and resources

This item had the first rank with ratio weight (73.47%)

Second :Item no.:23 which was about : manage and respond appropriately to students' behavior using direct and non direct strategies such as proximity, eye contact, and verbal cueing .

This item had the second rank with ratio weight (73.07%).

However, the lowest items were

The sixth :no :18 which was about : create rich, supportive environment that is conducive to learning. This item had the sixth rank with ratio weight (72.08%)

The seventh: no:19 which was about : create a physical environment appropriate to a range of learning activities. This item had the seventh rank with ratio weight(70.69%).

**Third :The Third Domain :**

### **3.Acquire Knowledge of Subject Matter**

**Table :(4.8)**

**The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the third domain**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
25	25	16	38	70	53	716	3.545	1.297	70.89	7
26	14	29	25	79	55	738	3.653	1.217	73.07	4
27	15	25	32	63	67	748	3.703	1.254	74.06	2
28	7	24	47	82	42	734	3.634	1.048	72.67	5
29	13	27	24	69	69	760	3.762	1.235	75.25	1
30	10	24	40	74	54	744	3.683	1.137	73.66	3
31	17	23	51	69	42	702	3.475	1.185	69.50	6

According to the previous table the highest two items are :

First :Item no.:29 which was about: develop personal and professional goals relating to knowledge of subject matter .This item had the first rank with ratio weight (75.25%)

Second :Item no.:27 which was about : increase subject matter knowledge in order to integrate the learning activities. This item had the second rank with ratio

weight(74.06%).On the other hand , the lowest items were: The sixth :no :31 which was about : demonstrate adequate knowledge of and approach to the academic content of lessons. This item had the sixth rank with ratio weight (69.50%).

The seventh: no:25 which was about : demonstrate an understanding of subject matter . This item had the seventh rank with ratio weight(70.89%).

**Fourth :The Fourth Domain:**

**To Present Teaching and Guide Learning**

Table :(4.9)

The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the fourth domain

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
32	14	33	45	82	28	683	3.381	1.123	67.62	14
33	23	35	42	69	33	660	3.267	1.249	65.35	15
34	14	23	32	62	71	759	3.757	1.240	75.15	1
35	11	29	35	76	51	733	3.629	1.166	72.57	9
36	15	24	32	69	62	745	3.688	1.233	73.76	4
37	6	31	36	80	49	741	3.668	1.094	73.37	5
38	14	25	38	71	54	732	3.624	1.200	72.48	10
39	14	24	31	81	52	739	3.658	1.183	73.17	6
40	13	29	33	77	50	728	3.604	1.189	72.08	12
41	11	27	36	74	54	739	3.658	1.166	73.17	7
42	8	19	51	68	56	751	3.718	1.090	74.36	3
43	14	28	31	75	54	733	3.629	1.212	72.57	8
44	10	24	44	83	41	727	3.599	1.089	71.98	13
45	11	22	41	88	40	730	3.614	1.088	72.28	11
46	7	28	33	75	59	757	3.748	1.124	74.95	2

According to the previous table the highest two items are :

First :Item no.:34 which was about: build on students' prior knowledge , experience and expectations .This item had the first rank with ratio weight (75.15%).Second :Item no.:46 which was about : offer all students enough varied learning opportunities .This item had the second rank with ratio weight (74.95%). As well the lowest items were . The fourteenth :no :32 which was about : communicate high standards and expectations when beginning the lesson. This item had the fourteenth rank with ratio weight (71.98%)The fifteenth: no:33 which was about : use motivating methods to begin a new lesson. This item had the fifteenth rank with ratio weight(65.35%)

**Fifth: The Fifth Domain :**

**To Assess and Evaluate Learning**

**Table :(4.10)**

**The frequency , the total scores, the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the fifth domain**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
47	15	24	35	73	55	735	3.639	1.211	72.77	6
48	33	15	35	74	45	689	3.411	1.351	68.22	9
49	11	27	39	90	35	717	3.550	1.093	70.99	5
50	14	24	34	60	70	754	3.733	1.245	74.65	1
51	16	25	36	62	63	737	3.649	1.258	72.97	3
52	12	16	51	70	53	742	3.673	1.125	73.47	2
53	20	29	41	72	40	689	3.411	1.236	68.22	8
54	13	30	45	75	39	703	3.480	1.151	69.60	7
55	13	30	34	79	46	721	3.569	1.179	71.39	4

According to the previous table the highest two items are :

First :Item no.:49 which was about: incorporate comprehension checks of understanding; (by circulating through the room ,asking questions, observing students, and guiding students' practices and activities)

This item had the first rank with ratio weight (74.65%)

Second :Item no.:51 which was about : make adjustment in instructional techniques and assessment for different age ranges and abilities

This item had the second rank with ratio weight (73.47%).

As well the lowest items were

The eighth :no :52 which was about : provide opportunities for students to use feedback in their learning activities

This item had the eighth rank with ratio weight (68.22%)

The ninth: no:47 which was about : use assessment measures that are aligned with learning outcomes and academic standards

This item had the ninth rank with ratio weight(68.22%)

**Sixth :The Sixth Domain :**

**6.To Communicate Effectively:**

**Table :(4.11)**

**The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and ranking of each item of the sixth domain**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
56.	17	27	41	70	47	709	3.510	1.223	70.20	11
57.	17	24	31	72	58	736	3.644	1.247	72.87	7
58.	15	17	44	69	57	742	3.673	1.185	73.47	6
59.	15	23	37	75	52	732	3.624	1.196	72.48	9
60.	17	20	32	83	50	735	3.639	1.198	72.77	8
61.	9	25	25	87	56	762	3.772	1.119	75.45	3
62.	6	24	35	67	70	777	3.847	1.116	76.93	1
63.	12	18	33	68	71	774	3.832	1.177	76.63	2
64.	16	24	31	69	62	743	3.678	1.246	73.56	5
65.	14	22	36	70	60	746	3.693	1.203	73.86	4
66.	13	18	48	81	42	727	3.599	1.107	71.98	10

According to the previous table the highest two items are :

First :Item no.:61 which was about :speak and write correctly ,effectively .This item had the first rank with ratio weight (76.93%).Second :Item no.:62 which was about : use well –chosen ,developmentally appropriate language that enriches lessons for all learners .This item had the second rank with ratio weight (76.63%).

As well the lowest items were :The tenth :no :65 which was about : respond sensitively to students social or unexpected events. This item had the tenth rank with ratio weight (71.98%)The eleventh: no:55 which was about : adjust volume and tone for emphasis This item had the eleventh rank with ratio weight(70.20%)

**Seventh :The Seventh Domain :**

**7.To Meet Professional Responsibilities**

**Table :(4.12)**  
**The frequency , the total scores , the mean ,the standard deviation ,and the ratio weight and Ranking of each item of the seventh domain**

Item	1	2	3	4	5	Sum	Mean	Std. Deviation	%	Ranking
67.	15	30	33	85	39	709	3.510	1.177	70.20	11
68.	23	24	38	85	32	685	3.391	1.218	67.82	17
69.	13	23	37	85	44	730	3.614	1.137	72.28	8
70.	13	19	38	69	63	756	3.743	1.182	74.85	3
71.	29	20	27	81	45	699	3.460	1.327	69.21	15
72.	14	29	51	66	42	699	3.460	1.172	69.21	14
73.	16	21	48	69	48	718	3.554	1.188	71.09	12
74.	7	22	35	69	69	777	3.847	1.116	76.93	1
75.	11	17	39	65	70	772	3.822	1.158	76.44	2
76.	19	18	34	72	59	740	3.663	1.248	73.27	6
77.	11	23	33	80	55	751	3.718	1.144	74.36	4
78.	10	23	30	93	46	748	3.703	1.093	74.06	5
79.	17	21	44	90	30	701	3.470	1.125	69.41	13
80.	17	21	35	72	57	737	3.649	1.230	72.97	7
81.	18	29	40	74	41	697	3.450	1.218	69.01	16
82.	15	23	39	75	50	728	3.604	1.189	72.08	9
83.	10	25	45	78	44	727	3.599	1.107	71.98	10

According to the previous table the highest two items are :

First :Item no.:74 which was about : exhibit initiative ,enthusiasm ,and self –confidence

This item had the first rank with ratio weight (76.93%)

Second :Item no.:75 which was about : shares ideas ,information ,skills and resources with colleagues to better enhance learning for all students

This item had the second rank with ratio weight (76.44%).

As well the lowest items were The sixteenth :no :81 which was about : adapt legal and ethical issues as they apply to responsible and acceptable use of internet and other resources . This item had the sixteenth rank with ratio weight (69.01%)

The seventeenth: no:68 which was about : identify strengths and limitations as a teacher in actual teaching performance. This item had the eleventh rank with ratio weight(67.82%)

As an overall results the researcher calculated the summations ,means ,standard deviations ,ratio weight and grading for each domain of the measurement domains as illustrated in table (4.13):

**Table (4 :13)**  
**The total scores ,means, standard deviation ,ratio weight ,and grading for each domain of the measurement levels**

Domain	No. Items	Freq. Total	Mean	Stand. Dev.	Ratio weight	Ranking
1	17	11959	59.203	13.341	69.65	7
2	7	5119	25.342	6.655	72.40	3
3	7	5109	25.292	5.651	72.26	4
4	15	11009	54.500	11.738	72.67	2
5	9	6461	31.985	7.569	71.08	6
6	11	8183	40.510	9.303	73.65	1
7	17	12403	61.401	13.100	72.24	5
<b>Total</b>	<b>83</b>	<b>60243</b>	<b>298.233</b>	<b>62.707</b>	<b>71.86</b>	<b>-</b>

According to the previous table that the sixth domain(To Communicate Effectively) took the first rank with a ratio weight reached (73.65%).Next ,the fourth domain(To Present Teaching and Guide Learning) took the second rank with ratio weight reached (72.62%),then the second domain (To Manage Classroom Environment and Performance)took the third rank with ratio weight reached (72.40%),after that ,the third domain(Knowledge of Subject Matter) took the fourth rank with ratio weight reached (72.40%). The seventh domain(To Meet Professional Responsibility) took the fifth rank with ratio weight reached (72.24%),followed by the fifth domain(To Assess and Evaluate Learning)which took the sixth rank with ratio weight reached (71.08%) . Eventually, the first domain(To Plan and Prepare for Student Learning) took the last rank with ratio weight reached (69.65%). Thus ,according to the previous standard scale the result of the tool concludes that student teachers were (Moderately well prepared) with ratio weight reached (71.86 %).

The statistic analysis of the study results expressed that there were, apparently, most of the prospective teachers indicate that they have acquired (Moderately well prepared) competencies that would make them prepared to teach .

#### **4.The Answer of the Fourth Question:**

**4.What is the level of satisfaction among the ELT student –teachers in Gaza universities ?**



In an attempt to answering this questions it is essential to realize the fourth open question in the questionnaire directly inquired personal perception of satisfaction and preparedness among the prospective teachers .The open question about the student teacher's perception is as follows:

**At this stage of your training ,to what extent do you feel satisfied with your teaching competence ?Why? (You can use Arabic if you prefer or feel unable to write in English).**

In order to answer this questions the researcher used the descriptive statistics and frequency and percentage as illustrated in the following table(4.14) :

**Table (4.14)  
Satisfaction Among Student Teachers**

Category	I.U.G M	I.U.G F	Azhar M	Azhar F	Aqsa M	Aqsa F	Total	%
Satisfied	1	7	6	3		4	21	10.39
Partially satisfied	4	17	5	12	5	14	57	28.21
Not satisfied	4	25	6	21	11	7	74	36.63
Empty	-	8	-	20	4	18	50	24.75
<b>Total</b>	<b>9</b>	<b>57</b>	<b>17</b>	<b>56</b>	<b>20</b>	<b>43</b>	<b>202</b>	<b>100</b>

M=Male ; F=Female

According to the previous table it is clear that the number of the student teachers who are (not satisfied )is the largest number which reached (36.63%).The second ration is the( partially satisfied ) which reached (28.21%).Those who were uncertain of their level and chose to leave this question without any respond reached (24.75%).The confident student teachers who replied positively towards the preparedness were only (10.39%).

Yet according to the average scores of responds ,the result of this table do not contradict with result of the major question of the questionnaire which indicates that they have acquired (Moderately well prepared) competencies that would make them prepared to teach .This result provides an evident that the measurement reliable and is apparently valid .Also it seems good indicator to be not satisfied or partially satisfied in order to keep on self developing and enhancing the needed competencies needed to succeed in the profession .

### 5.The Answer of the Fifth Question :

5. Are there statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the university, gender, the type of school trained at during the practicum, and the number of visits of the supervisor variable?

1.The first hypothesis stated that : “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the university variable”(Aqsa, Azhar ,and Islamic University).

**Table : (4:15)**  
Sum squares ,degrees of freedom ,mean squares, “F” value ,and its level of significance in confidence related to the university variable.

Domain	Sources	Sum of Squares	df	Mean Square	F	Sig.
First	Between Groups	1765.92	2	882.962	5.167	sig. at 0.01
	Within Groups	34006.75	199	170.888		
	Total	35772.68	201			
Second	Between Groups	520.20	2	260.098	6.176	sig. at 0.01
	Within Groups	8381.23	199	42.117		
	Total	8901.43	201			
Third	Between Groups	232.60	2	116.298	3.741	sig. at 0.01
	Within Groups	6187.17	199	31.091		
	Total	6419.77	201			
Fourth	Between Groups	2285.72	2	1142.859	8.951	sig. at 0.01
	Within Groups	25408.78	199	127.682		
	Total	27694.50	201			
Fifth	Between Groups	698.70	2	349.349	6.427	sig. at 0.01
	Within Groups	10816.26	199	54.353		
	Total	11514.96	201			
Sixth	Between Groups	1077.53	2	538.766	6.571	sig. at 0.01
	Within Groups	16316.95	199	81.995		
	Total	17394.48	201			
Seventh	Between Groups	1814.89	2	907.444	5.526	sig. at 0.01
	Within Groups	32679.63	199	164.219		
	Total	34494.52	201			
Total	Between Groups	52260.88	2	26130.438	7.045	sig. at 0.01
	Within Groups	738109.19	199	3709.091		
	Total	790370.06	201			

Table “F” Value at degrees of freedom (201,2) at significance level(0.05)=3.02

Table “F” Value at degrees of freedom (201,2) at significance level (0.01)=4.66

According to the previous table (4.15) the calculated “F” value is more than the table “F” value at the significance level (0.01) in all domains and the total score of the questionnaire .This means that there is statistical significant differences among these

domains in favour of the university variable and to recognize the differences directions the researcher used Scheffe' Post Test (Table.4.16).

**Table (4.16)**

**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in(First Domain ).**

First Domain	Aqsa M=55.984	Azhar M=58.356	Islamic M=63.212
Aqsa M=55.984	0		
Azhar M=58.356	2.372	0	
Islamic M=63.212	*7.228	4.856	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University ,the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.17)**

**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Second Domain).**

Second Domain	Aqsa M=23.286	Azhar M=25.342	Islamic M=27.303
Aqsa M=23.286	0		
Azhar M=25.342	2.057	0	
Islamic M=27.303	*4.017	1.961	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.18)**

**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Third Domain).**

<b>Third Domain</b>	<b>Aqsa M=23.952</b>	<b>Azhar M=25.233</b>	<b>Islamic M=26.636</b>
<b>Aqsa M=23.952</b>	0		
<b>Azhar M=25.233</b>	1.280	0	
<b>Islamic M=26.636</b>	*2.684	1.403	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.19)**

**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Fourth Domain).**

<b>Fourth Domain</b>	<b>Aqsa M=50.635</b>	<b>Azhar M=53.808</b>	<b>Islamic M=58.955</b>
<b>Aqsa M=50.635</b>	0		
<b>Azhar M=53.808</b>	3.173	0	
<b>Islamic M=58.955</b>	*8.320	*5.146	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are also statistical significant differences between the Azhar University and the Islamic University, the differences are in favour to the Islamic University . No differences detected with other universities.

**Table (4.20)**  
**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Fifth Domain) .**

Fifth Domain	Aqsa M=29.508	Azhar M=32.164	Islamic M=34.152
Aqsa M=29.508	0		
Azhar M=32.164	2.656	0	
Islamic M=34.152	*4.644	1.987	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.21)**  
**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Sixth Domain) .**

Sixth Domain	Aqsa M=37.508	Azhar M=40.589	Islamic M=43.288
Aqsa M=37.508	0		
Azhar M=40.589	3.081	0	
Islamic M=43.288	*5.780	2.699	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.22)**  
**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in (Seventh Domain).**

Seventh Domain	Aqsa M=57.873	Azhar M=60.904	Islamic M=65.318
Aqsa M=57.873	0		
Azhar M=60.904	3.031	0	
Islamic M=65.318	*7.445	4.414	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

**Table (4.23)**

**The results of Scheffe' post test to recognize the differences directions and the significance in favour to the university variable in the (Total score of the questionnaire).**

Total Score	Aqsa M=278.746	Azhar M=296.397	Islamic M=318.864
Aqsa M=278.746	0		
Azhar M=296.397	17.651	0	
Islamic M=318.864	*40.118	22.466	0

\*statistical significance at significance level ( $\alpha \leq 0.01$ )

The previous table shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University . There are no differences with other universities.

2.The second hypothesis indicated that : “there are statistical significant differences at significance level ( $\mu \leq 0.05$  )in measuring the levels of satisfaction regarding the STTP due to the gender variable”. In an attempt to prove the hypothesis ,the researcher used ( T. statistic)

**Table : ( 4 : 24)**

**Means ,standard deviations and “T” –score to measure the levels of satisfaction regarding STTP ,due to the gender variable.**

Domain	Gender	N	Mean	Std. Deviation	t	Sig.
First	male	46	60.804	12.218	0.926	not sig
	female	156	58.731	13.655		
Second	male	46	26.435	6.379	1.270	not sig
	female	156	25.019	6.720		
Third	male	46	25.630	5.670	0.461	not sig
	female	156	25.192	5.660		
Fourth	male	46	55.457	9.950	0.628	not sig
	female	156	54.218	12.230		
Fifth	male	46	32.717	7.051	0.746	not sig
	female	156	31.769	7.723		
Sixth	male	46	41.630	8.518	0.929	not sig
	female	156	40.179	9.522		
Seventh	male	46	62.739	11.958	0.788	not sig
	female	156	61.006	13.429		
Total	male	46	305.413	56.038	0.883	not sig
	female	156	296.115	64.557		

Table “T” Value at degrees of freedom (202) at significance level(0.05)=1.96

Table “T” Value at degrees of freedom (202) at significance level (0.01)=2.58

The previous table reveals that the calculated T-score is less than the table T-score in all the domains which reflects no statistical significance differences in favour of gender. This can be referred to the same conditions of both male and female student teachers and the variety within the sample .

3.The third hypothesis indicated that: “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the school of practicum training variable” (low basic school/elementary ·high basic school preparatory secondary school).

In an attempt to prove the hypothesis by using( One Way ANOVA) statistical treatment

**Table : (4:25)**

**Sum squares ,degrees of freedom ,mean squares, “F” value ,and its level of significance in confidence related to the school of practicum training variable**

Domain		Sum of Squares	df	Mean Square	F	Sig.
First	Between Groups	733.44	2	366.718	2.083	not sig
	Within Groups	35039.24	199	176.077		
	Total	35772.68	201			
Second	Between Groups	87.26	2	43.629	0.985	not sig
	Within Groups	8814.17	199	44.292		
	Total	8901.43	201			
Third	Between Groups	176.30	2	88.149	2.810	not sig
	Within Groups	6243.47	199	31.374		
	Total	6419.77	201			
Fourth	Between Groups	832.38	2	416.189	3.083	sig. at 0.01
	Within Groups	26862.12	199	134.986		
	Total	27694.50	201			
Fifth	Between Groups	526.82	2	263.411	4.770	sig. at 0.01
	Within Groups	10988.13	199	55.217		
	Total	11514.96	201			
Sixth	Between Groups	144.60	2	72.302	0.834	not sig
	Within Groups	17249.88	199	86.683		
	Total	17394.48	201			
Seventh	Between Groups	730.32	2	365.162	2.152	not sig
	Within Groups	33764.20	199	169.669		
	Total	34494.52	201			
Total	Between Groups	19432.86	2	9716.428	2.508	not sig
	Within Groups	770937.21	199	3874.056		
	Total	790370.06	201			

Table “F” Value at degrees of freedom (201,2) at significance level(0.05)=3.02  
Table “F” Value at degrees of freedom (201,2) at significance level (0.01)=4.66

According to the previous table (4:16),the calculated “F” value is less than the table “F” value at the significance level (0.05) in all domains and the total score of the questionnaire ,except both the fourth and the fifth domains .Thus ,it means that there is no statistical significant differences in these domains in favour to the third hypothesis . As well the table indicates that calculated “F” value is higher than the table “F” value at significance level (0.05)in both fourth and fifth domains .This means that there are statistical significant differences related to the variable of the schools of practicum training variable and in order to recognize the direction of differences the researcher used Scheffe post test .

**Table (4.26)**  
**The results of Scheffe’ post test to recognize the differences directions and the significance in the fourth domain due to the school of practicum training**

Fourth Domain	low basic school/elementary M=53.745	high basic school preparatory M=57.250	secondary school M=51.500
low basic school/elementary M=53.745	0		
high basic school preparatory M=57.250	3.505	0	
secondary school M=51.500	2.245	*5.750	0

\*significant at significance level at (  $\alpha \leq 0.01$  )

It is indicated in the previous table that there are statistical significant differences between(High basic school ) and (secondary school )in favour to (High basic school. There are no differences with other variables.

**Table (4.27)**  
**The results of Scheffe’ post test to recognize the differences directions and the significance in the Fifth domain due to the school of practicum training**

The Fifth Domain	low basic school/elementary M=31.189	high basic school preparatory M=34.281	secondary school M=30.031
low basic school/elementary M=31.189	0		
high basic school preparatory M=34.281	*3.093	0	
secondary school M=30.031	1.157	*4.250	0



The previous table indicates that there are statistical significant differences among ,low basic/elementary school ,High school ,and the differences are infavour of High basic / school preparatory.

4.The fourth hypothesis indicated that: “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the visits of the supervisor of practicum training variable” .In an attempt to prove the hypothesis by using( One Way ANOVA) statistical treatment

**Table : (4:28)**  
**Sum squares ,degrees of freedom ,mean squares, “F” value ,and its level of significance in confidence related to the school of practicum training variable**

Domain	Sources	Sum of Squares	df	Mean Square	F	Sig.
First	Between Groups	239.811	2	119.905	.672	not sig
	Within Groups	35532.867	199	178.557		
	Total	35772.678	201			
Second	Between Groups	212.836	2	106.418	2.437	not sig
	Within Groups	8688.595	199	43.661		
	Total	8901.431	201			
Third	Between Groups	4.413	2	2.206	.068	not sig
	Within Groups	6415.354	199	32.238		
	Total	6419.767	201			
Fourth	Between Groups	248.050	2	124.025	.899	not sig
	Within Groups	27446.450	199	137.922		
	Total	27694.500	201			
Fifth	Between Groups	72.466	2	36.233	.630	not sig
	Within Groups	11442.490	199	57.500		
	Total	11514.955	201			
Sixth	Between Groups	192.715	2	96.358	1.115	not sig
	Within Groups	17201.765	199	86.441		
	Total	17394.480	201			
Seventh	Between Groups	498.376	2	249.188	1.459	not sig
	Within Groups	33996.143	199	170.835		
	Total	34494.520	201			
Total	Between Groups	8353.251	2	4176.625	1.063	not sig
	Within Groups	782016.814	199	3929.733		
	Total	790370.064	201			

Table “F” Value at degrees of freedom (201,2) at significance level(0.05)=3.02

Table “F” Value at degrees of freedom (201,2) at significance level (0.01)=4.66

The previous table indicates that the calculated “F” value is less than Table “F” at significant level (0.05)in all domains and the whole score of the whole .This means that there are no statistical significant differences in all these domains and due to the number of visits supervisor .

**Summary:**

This chapter answered the questions of the study by presenting the results of the tool . Regarding these results ,it can be concluded that, most of the prospective teachers indicate that they have acquired (Moderately well prepared) competencies that would make them prepared to teach .

# Chapter V

Findings, Results, Discussion, and  
Recommendations

## **Chapter V**

### **Findings, Results, Discussion, and Recommendations**

#### **Introduction:**

This study has been accomplished through five chapters aimed at measuring the levels of preparedness and identifying the effectiveness of the Student-Teachers' Training Programs (STTP). It investigates prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the ELT program in the Colleges of Education in Gaza universities (Islamic University, Azhar University and Aqsa University). In the light of educational literature reviewed and discussed throughout the study, in addition to the practical experience of applying the tool of the study, this chapter aimed at discussing the results of the study, giving interpretation for them and providing valuable recommendations and giving further researches.

#### **Discussions :**

The main issue addressed by the study was to evaluate the student teacher training and preparation programmes in Gaza Universities (The Islamic University, the Aqsa University and the Azhar University). Therefore, the goal of this study is to determine whether the teacher education programmes in Gaza universities is perceived adequate. The focus of the study is on how well ELT education students feel satisfactorily prepared to teach. Thus the study aims to evaluate and investigate prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the STTP in ELT colleges in Gaza universities. Feelings of teaching efficacy or preparedness to teach are conceptions that student teachers have indicated about how well –prepared they are to perform a set of tasks central to teaching and applicable across grade levels and subject matter fields. Specifically, by applying a questionnaire of satisfaction to explore the basis for and development of feelings of preparedness to teach among student teachers mainly the fourth level during the second term 2006-2007. The questionnaire has 87 items (the last four items are reflective open questions). Each item is stated so as to

complete the sentence , “I was prepared to ..”and is accompanied by a five –point Likert scale, from(5)strongly agree, (4)agree ,(3)disagree, (4)strongly disagree, and(1) not applicable) .The scale measures several dimensions of student teachers’ feelings of satisfaction and preparedness toward teaching competencies. The tool of the study included seven domains which represent main competencies needed to succeed in teaching profession .Accordingly the findings showed the following results:

#### 1.To plan and prepare for student learning:

According to the results of the study the student teachers were mostly prepared (to identify goals and targeted core content and relevant measurable outcomes)73.76% and (to match activities and learning experiences to core content)73.17%.This can be related to the training indicators, for instance ,the student teacher identifies student performance outcomes for planned lessons, plans and conducts lessons with identified student performance and learning outcomes, and plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.

#### 2.To manage classroom environment and performance

According to the study (to maintain positive student-teacher interaction ) 73.47%was the highest percentage and (reinforce acceptable student behaviors with genuine specific praise) 73.07%.This can be related to most theoretical course work within the training programme and key indicators , to practices a variety of techniques for establishing smooth and efficient routines, applies the established rules and standards for behaviors consistently and equitably, involves students in the management of learning environments including establishing rules and standards for behavior, and recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs

#### 3.Acquire basic knowledge of subject matter

According to the study (develop personal and professional goals relating to knowledge of subject matter ) 75.25% was the highest ratio percentage within this domain and (increase subject matter knowledge in order to integrate the learning activities) 74.06% . This can be related to key indicators within the training programme which includes: to communicates knowledge of subject matter in a manner that enables students to learn, increases subject matter knowledge in order to integrate the learning activities, uses the materials and technologies of the subject field in developing learning activities for

students, acquires currency in her/his subject field, has planned and conducted collaborative lessons with colleagues from other fields, and develops short and long term personal and professional goals relating to knowledge of subject matter

#### 4. Present teaching and guide learning:

According to the study (build on students' prior knowledge , experience and expectations) 75.15% was the highest score within this domain and (offer all students enough varied learning opportunities) 74.95%.This can be related to key indicators within the training programme as , practices a variety of techniques for establishing smooth and efficient routines, applies the established rules and standards for behaviors consistently and equitably, involves students in the management of learning environments including establishing rules and standards for behavior, recognizes cognitive, linguistic, and affective needs of individual students and arrange learning environments and activities to meet these needs, uses techniques to align student needs, instructional settings, and activities, provides opportunities for students to be accountable for their own behavior, and provides a safe place to take risks.

#### 5. Assess and evaluate learning:

According to the study ,( incorporate comprehension checks of understanding; (i.e. by circulating through the room ,asking questions, observing students, and guiding students' practices and activities) 74.65% was the highest ratio within this domain .and (make adjustment in instructional techniques and assessment for different age ranges and abilities) 73.47%.This can be related to key indicators within the training programme as, analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences, draws from a repertoire of techniques to accommodate differences in students' behavior, identifies potentially disruptive student behavior, identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction, employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes, guides students in developing and maintaining individual portfolios, modifies instruction based upon assessed student performance, provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level. Yet , related course work within the three programmes doesn't support using assessment measures that are aligned with learning outcomes and academic standards which

interprets the reason why this item scored the least ration within this domain .Basically because the course work is alienated from the school curricula and measurement criteria.

6. Communicate effectively, according to the study,( speak and write correctly , effectively ) 76.93% was the highest ratio within this domain and (use well –chosen , developmentally appropriate language that enriches lessons for all learners ) 76.63%.This can be related to the key indicators within the training programme, as to establish positive interaction in the learning environment that uses incentives and consequences for students, to establish positive interactions between the teacher and student that are focused upon learning, varies communication (both verbal and nonverbal) according to the natures and needs of individuals, to encourages students in a positive and supportive manner, communicates to all students high expectations for learning, acquires and adapts interaction routines for instance, active listening, for individual work, cooperative learning, and whole group activities, provides opportunities for students to learn from each other, using practices strategies that support individual and group inquiry, as well, provides opportunities for students to receive constructive feedback on individual work and behavior.

7. To meet professional responsibility: According to the study(exhibit initiative , enthusiasm ,and self –confidence) 76.93% was the highest ratio within the domain ,and (shares ideas ,information ,skills and resources with colleagues to better enhance learning for all students ) 76.44%.This can be related to key indicators within the training programme as, identifies principles and strategies for affecting changes occurring in her/his classroom and school, participates in and supports the overall school improvement process, uses data from her/his own learning environment as a basis for reflection upon and experimenting with personal teaching practices, participates in the design of a personal professional development plan to guide her/his own improvement, communicates student progress with students, families, and colleagues, reflects respect for diverse perspectives, ideas, and opinions in planned learning activities, supports other school personnel as they manage the continuous improvement process, works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter, shows evidence of reflection and improvement in her/his performance in teaching/learning activities, seeks to increase her/his own professional growth by

participating in training and other professional development experiences, has observed others in the role of steward and can demonstrate some of the skills involved, works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes, learns from peers and colleagues and develops professional relationships, reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community. Therefore ,these are the competencies which student teachers need to acquire during their preparation .

The results of the study revealed that the student teachers were best prepared to communicate effectively and to present teaching and guide learning. According to the study ,this can be best interpreted that the training programme emphasized these main competencies and thus through the course work of the TEFL, Methods 1+2 and the practicum which includes the application of concepts and theories learnt within the above courses . The choice of the student teachers depend on different contextual factors related to the different preparation programmes and different plans of preparation. When the student teachers were asked to rank the main three courses within the STTP . There were clear agreement majority that Practicum (in addition to TEFL and methods) were in the first rank ,language skills in addition to phonetics were in the second rank .The courses of educational technology ,psychology ,research methods ,and e-learning were in the third rank and conversation and translation in the last rank .

The prospective teachers' choice reflects that most of the student teachers of the three programmes chose the practicum which took the first rank(45) and the methods courses 1+2(36) .Though the courses were the choice of the student teachers yet the frequency varied among the males and females it was clear that most of females chose practicum as strength of the programme. Yet ,the least ranks were the choice of translation(4) and conversation (3).

Unfortunately, it was clear from the tool of the study that the student teachers were enthusiastic to choose the strengths .They considered such courses as good source of preparedness yet they did not support enough explanation or justification of why they choose these courses .

Another feature about the expressions written by the student teachers shows the poor capability of writing .Thus ,they could not express their opinions clearly . Some of



the papers included good points about preparation as the confidence of preparedness in teaching practice and during the TEFL and methods courses .

This ranking has no basis of logical reasoning since it is only based on the perceptions of the prospective teachers. Yet ,it reveals a kind of agreement that the student teachers are in great need to consolidate the knowledge in these resources aiming at achieving better preparedness outcomes.

However, the students showed less satisfaction of preparedness in Planning and assessment and evaluation .It is not a simple issue to have deficit in planning ,when it is important to specify and limit the objectives as well as assess these objectives .

According to the implications of the student teachers within the practicum and through out my long experience in supervising student teachers and teachers ,this result makes no wonder .Perhaps one major explanation of this result refers to the tutors of these student teachers and their monitors and the system of evaluation during the practicum for the reason that:

- § Generally, the university professors are mostly involved in the theoretical methods
- § Almost all of the ELT Professors and tutors lack the real classroom experience
- § The techniques of presentation resorts to the lecture .
- § They do not foster new methods of thinking classroom,inquiry,self learning and long life learning
- § The measurement and evaluation courses are included within the cultural preparation which means that the student teachers are not applying the course work in contextual relevance to the teaching content or to the real need as a major competency the teacher needs to acquire in order to reflect on teaching and make up plans for clinical learning .
- § The supervisors of the practicum are subjective in their evaluation because of the deficiency of the evaluation format ,thus the report is affected by the pre beliefs of the supervisors and the assisting teacher or monitor .{Since the choice of the practicum supervisors questionable for not being qualified to monitor educational situation or apply evaluation}
- § The efficiency in applying assessment and evaluation depends on real teaching experience and dealing with different levels of evaluation:

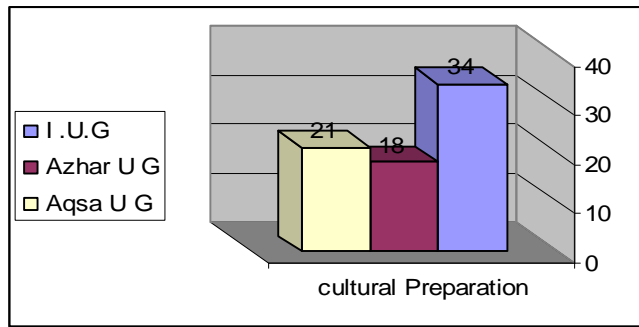
formative ,summative , authentic alternative and portfolio .Dealing with reflections and feed back in order to build diverse clinical plans.

Yet , the STTP programmes differ according to the theoretical and conceptual knowledge acquired . Yet ,according to the reflections and feedback of prospective student teachers ,most of these subjects were over lapping and repeatedly given in different names and titles ,due to non experienced tutors ,or because of mis-coordination among the teaching staff or because of the part time tutors who are not dedicated to the outcome of the course as much as the cash cow beyond.

It is also possible that changes in efficacy beliefs may require a field experience as well as classroom instruction .Thus there could be a relationship between the programme features and feelings of preparedness to teach ,so the study investigates the plans of ELT education STTPs of the three universities. Consequently, the study discusses the process similarities and differences in these plans, to pinpoint consecutive development of student-teacher level in teaching competencies during their teaching practice, to identify various challenges and constraints on the implementation of effective student-teacher training programmes, and recommend suggestions to develop the quality of training programme in these universities. While emphasis has been placed on providing adequate practice teaching and systematic observation, little attention is paid to process of Evaluation and feed back of the student teachers' training Programmes (STTP). Such Programmes are designed specifically to prepare prospective teachers to work effectively with students teaching English either within partnership scheme or rather internship scheme. This programme can be the best educational investment if systematic professional development of teachers shapes the strategies of preparing teachers. Little attention is paid to the process of evaluation and feedback concerning the fact that academic needs of administrators or educators and students generally vary across time, instructional context, the requirement of an on - going needs assessment for any educational institution becomes crucial in order to promote effective teaching and learning .

This study examined all programmes and the percentage of al parts of preparation :Cultural, Educational and Content Subject Matter.

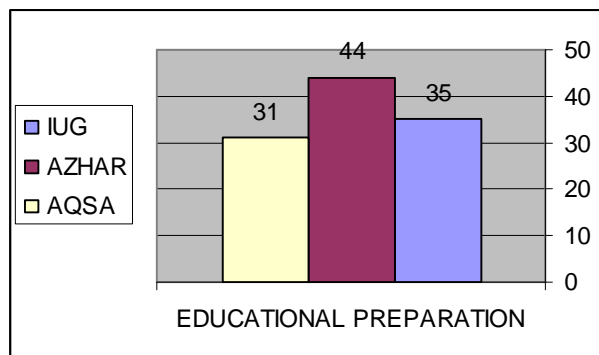
In comparison among the three programmes in terms of the cultural preparation or in other words the university requirements . As shown in figure (5.1)



**Figure:(5.1)**  
**Average Cultural Preparation in STTP in Gaza Universities**

According to figure (4.1) The Islamic University STTP has the highest number of courses which reached (34) in percentage (24.1%) in the cultural preparation requirements .The second is the Aqsa University with (21)credit hours in percentage of (16.6%).The last one was the Azhar university with total credit hours reached (18)in percentage of (10%).Almost all the cultural courses are presented in Arabic in all the universities .This may reduce the exposure to the target language and even diverse the scope of evaluation and expertise.

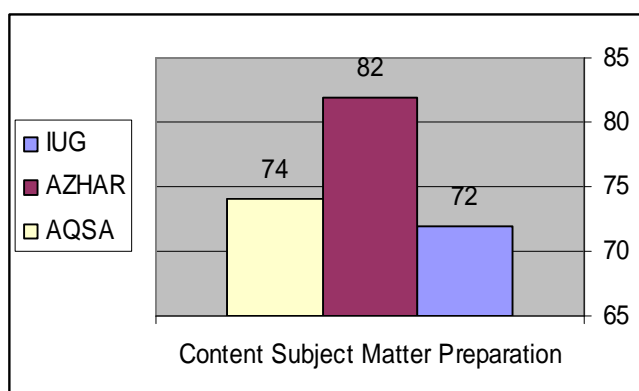
However ,when comparing the educational preparation or in the other word the College requirements as shown in figure (5.2):



**Figure :(5.2)**  
**Average of Educational Preparation in STTP in Gaza Universities**

According to figure (4.2) The Azhar University STTP has the highest number of courses which reached (44) in percentage (30.55%) in the educational preparation requirements .The second is the Islamic University with (35)credit hours in percentage of ((24.8%).The last one was the Aqsa university with total credit hours reached (31)in

percentage of (24.6%).Therefore, the content subject matter or the specialization preparation is shown in the following figure (5.3):



**Figure:(5.3)**  
**Percentage of Content Subject Matter Preparation in STTP**

According to the figure (4. 3) The Azhar University STTP has the highest number of courses which reached (82) in percentage (57%) in the subject matter preparation requirements .The second is the Aqsa University with (74)credit hours in percentage of (58.7%).The last one was the Islamic university with total credit hours reached (56)in percentage of (51%).Most EFL teacher training programmes consists of several components .There is a methodological /pedagogical component ,a linguistic component ,and a literature component (Cullen,1994).

On the other hand ,the plans include the number of courses required for graduation in each type of requirement preparation as illustrated in the following table (4. 4)

**Table (5. 1)**  
**Number of Courses Correlated to Each Part of Teacher Preparation**

ELT College of Education	Cultural Preparation	Educational Preparation	Content Subject Matter	Total Require- ments
	Number of Courses	Number of Courses	Number of Courses	
I .U.G	18	15	24	57
Azhar U G	16	15	29	60
Aqsa U G	8	16	28	52

According to previous literature ,several prominent individuals and groups critiqued the general teacher education programmes, proposed improvements, and, in some cases, undertook plans of action to change the status quo. At the meantime, criticisms of the traditional approach were based sometimes on research and sometimes on opinion.

#### *Research-based reports*

- Research indicated that many of the skills learned in pedagogy courses were keyed to the student teaching experience and never used again (Evertson, Hawley, & Zlotnik, 1985).
- Courses in pedagogy most often focused not on context-specific principles (e.g., how to teach high- and low-ability students, how to teach in urban classrooms) but on generic ones (Shulman, 1987).
- Teacher education curricula reflected a lack of unifying mission or clarity of goals (Howey & Zimpher, 1989).

#### *Opinion*

- Teachers complained that their professional education programs failed to prepare them on how to maintain discipline, teach especially difficult topics, motivate students, and respond to the problems of students from varied backgrounds (Carnegie Forum on Education and the Economy, 1986).
- Professional education courses were “intellectually demeaning” and discouraged talented students from entering the teaching profession (National Endowment for the Humanities, 1990).
- Education courses depended on lectures to tell prospective teachers that they should avoid overuse of lectures when they became teachers (The Holmes Group, 1986).

Consequently ,it is relevant comparison to relate the opinion of the student teachers in regard of the types of preparation .Throughout the different Palestinian and regional studies teacher claimed that the educational courses have less relevance to the practicum experience or the contextual ethos of teaching, as well as ,most of the courses ,in fact ,have different tittles yet overlapped content .In addition the educational courses are taught by part-time tutors who are not part of the staff of the programmes , thus they are not included in quality measurement of outcomes. In comparing the number of courses required as requirements of the programmes it was clear to notice that the

teaching techniques within the educational preparation do not apply the up –to-date theoretical methods and resort to the lecture style.

One of teacher education's severest critics was veteran teacher educator John Goodlad. On the basis of a study of 29 institutions, he pointed out that one factor contributing to the lack of quality in teacher education programmes was the lack of social status of schools, colleges, and departments of education relative to that of universities' academic departments and other professional schools. He also noted that in many universities, many teacher preparation courses were taught by adjunct, part-time faculty rather than by tenured professors (Goodlad, 1990).

In order to analyze the curricula coursework of each programme it is important to be aware of the specification of each course .Yet this analysis can never lead to reliable judgment about the coursework since the implementation is affected by other contextual factors .

It was clear through the study that the three programmes have different ratio percentage of these parts .Also ,the specification of the course work reflected the objectives and the perspective vision of each programme according to its relevant philosophy. It is clearly noticed through the study that the course plans and ratio weight of all these parts are different ,as well as the overall feedback and the flexibility to adapt and change the course curriculum in accordance with the development change or due to quality assurance.

To achieve this aim ,the descriptive analysis was attempted to answer the questions ;through using a questionnaire . The questionnaire was administered to random sample of student teachers of the universities . The sample reached 202 student teachers .The study tool was statistically treated and the data were analyzed in the light of the tool variables and the hypothesis of the study .

The statistic analysis of the study results expressed that, apparently, most of the prospective teachers indicate that they have acquired (Moderately well prepared) competencies . The researcher thinks that these results are acceptable as a result of the preparedness of the student teachers in Gaza universities in general and this results highlights the need of focused evaluation of each programme in particular .Yet according to the hypothesis of the study :

1 . The first hypothesis stated that : “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the university variable”(Aqsa, Azhar ,and Islamic University).

The results shows that there are statistical significant differences between the Aqsa University and the Islamic University, the differences are in favour to the Islamic University .There are no differences with other universities.

The researcher has analyzed the data and according to these results it is clear that according to the first variable related to the university statistic significant difference is in favour of the Islamic university .This result is an indicator of qualities available within the programme ,but referring to the overall result to the qualities and competencies it is necessary to re evaluate the components of the programme in order to work out other factors which may strengthen the quality of the preparation .Thus ,the interpretation of such result may refer to the student teachers accepted among the highest percentages in GSC among the universities so it is not strange to achieve better results .Also ,the result can be referred to the teaching staff who are strict and confined to highest standards as well as the adaptation of updated methods of technology and equipment .

2.The second hypothesis indicated that : “there are statistical significant differences at significance level ( $\mu \leq 0.05$ )in measuring the levels of satisfaction regarding the STTP due to the gender variable”.

Findings reveals that the calculated T-score is less than the table T-score in all the domains which reflects no statistical significance differences in favour of gender. As for the second variable it means that all the student teachers are having the same circumstances and that the sample is quite representative .This result was astonishing really since the number of the females are doubled than the male candidates and the achievement of the females is noticeable recognized better than the males .So this refers to the perceptions of the student teachers yet this has no sort of generalization .

According to the previous literature ,gender reflected different results and effects in different countries like The Sultanate of Oman and in the UAE in Sharqa .Also in other non Arab like Iranian student teachers showed differences in gender responds .In addition a study in Turkey .One of the reasons to explain no difference in gender in this study may refer to the few number of males who exert all the possibilities and efforts

for better achievement and in terms of preparedness within the training programme ,it is clear that they are achieving vulnerable opportunities with all needed equipment and teaching aids to achieve better performance confidently.

3.The third hypothesis indicated that: “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the school of practicum training variable” (low basic school/elementary ·high basic school preparatory secondary school).

There are statistical significant differences between(High basic school ) and (secondary school )in favour to (High basic school. There are no differences with others.

When referring to high basic schools and secondary it is clear that the training within these two types of schools determines less effort than the low basic schools .Thus the significance is logical since secondary schools are preferred environment for the trainees as well ,they are well acquainted to the schools environment because it has only been three or four years since they were students there .Yet ,the low basic is the necessary training and it is more reflective of the necessary techniques with young learners .The result ,then is quite reflective that student teachers mainly are safer in a high basic environment since it is less demanding than both the secondary and the low basic .

4.The fourth hypothesis indicated that: “There are statistically significant differences at ( $\alpha \leq 0.05$ )level between the levels of satisfaction regarding the STTP due to the visits of the supervisor of practicum training variable”.

In an attempt to prove the hypothesis by using( One Way ANOVA) statistical treatment there are no statistical significant differences in all these domains and due to the number of visits supervisor .The visits of the supervisors are really questionable and they really need a sort of quality control system of review .It is not only the number of the visits but also the purpose of the visit and the efficiency in coaching and monitoring the student teachers .What was really chocking that the second rate in number of visits was the ‘none’ which means that there is a real problem in the application system of the programme .As well this gives a questionable suspect on the evaluation and the high grades of the student teachers in the practicum ,consequently it reflects the lack of achievement of the novice teachers according to my experience and the reason behind low achievement in the application test .



## **Implications:**

The following implications are offered for educators regarding the preparation and training of ELT student teachers:

### **First: Teacher Preparation Programmes:**

#### **A. In terms of the philosophy of teacher preparation programmes :**

1. Intellectual and philosophical helm to guide planning the Palestinian teacher preparation ,implementation ,management, evaluation ,and development .
- 2.laying the foundations for a general strategy for ELT teacher preparation rehabilitation and training in the light of Arab and Islamic values of the Palestinian society ,and trends in educational renewal .
- 3.Consider the possibility of introducing the “Academic Advisory Council” for colleges of education professors and educational experts in Palestine ,who are known for their distinctive academic expertise ;to address contemporary issues.
- 4.Interest to disclose the motive of students enrolled in colleges of education because of its crucial role in the motivation of student – teachers during their study ,and perform different functions in developing motivation through years of study in the college.
- 5.To focus on specific set of agreed-upon basic professional knowledge ,and skills in the preparation of student teachers to produce qualitative change in the behaviour and performance of teachers .
- 6.It is essential for colleges of educations as responsible for teacher preparation and training to depend on results of educational research and studies as basis for the development and improvement of practices and performances .Thus ,such research and studies are of the basic components of the preparation and training of teachers.
- 7.Training seminars for TEFL teachers ,with the need of invitation of foreign experts as an expansion of knowledge and exchange of training experiences.
- 8.To work in joint with the Ministry of Education to highlight the distinctive standard characteristics of the teacher ,and encourage teachers to develop in their personalities because that would inevitably be reflected on their dealing with their students in the future .
- 9.To benefit from the contemporary trends of language teaching in order to reach the qualitative proficiency needed in the 21<sup>st</sup> century challenges .

10. To work out a 5 /10 –years - strategic plan generated from a vision of a straight forward comprehensive national policy .Taking the future needs of teachers supply in consideration in order to manage the number of graduates with the accelerating number of schools and budgets related to operational actions. This plan should conclude clear distinctive terms related to pre-service teacher preparation, and in service training and continuous development.

**B. In terms of curricula and qualitative development strategies:**

- 1.The need of achieving balance between professional, cultural and academic aspects of preparation ,in the light of the relative weight of importance of each part and the philosophy of the preparation programmes .
- 2.Enhancing the educational coursework by including present-day current problems connected with the nature of education in this age ,and to confront the field performance problems of both teacher and learner and their variable roles.
- 3.The vital need of linking the educational preparation course –content with the school curricula and methods of implementations and development of education.
- 4.The need of concentrated attention to TEFL in teacher preparation in terms of contemporary needs and future challenges ,as well as the instruction, preparation, and training .
- 5.To create potential diverse experiences that provide opportunities for student teachers to exercise self –learning skills to enable them to long-life learning and follow changes in the content of curriculum.
- 6.The need for co-ordination among officials in the academic, educational and cultural aspects of preparation in an attempt of achieving integration between the actual and functional aspects of preparation.
- 7.To enhance providing student-teacher with creative education and help them acquire the creative thinking skills in order to be able of developing their students’ thinking in the future .

**C. In terms of innovation in technology education in ELT teacher education programmes .**

- 1.To develop the faculties of education in alignment with up-to-date modern developments ,and requirements ,so as to accommodate recent changes and digital uses in the educational process .

2.To adapt educational technology , to emphasize the e-learning projects , to elaborate the online learning (e.g. Web.ct .in IUG ) as well, train student- teachers on technological applications and add the computer technology as mandate requirement in the teacher preparation programmes.

3.To train student teachers to innovate in teaching aids –especially raw ,and local –use materials In addition of adapting technology in teaching methods.

4.To make use of e-sources of knowledge and invest the creative abilities of student teachers to modify and develop e- sources into acceptable national objectives and learning activities.

#### **D. In terms of practicum and field training of student teachers .**

1.The introduction of the pilot schools of education colleges perceived as field application in order to evaluate educational programmes in multi-rated educational level grades .

2.The enrollment in the practicum is due after the completion of the educational requirements with the need of full time field training during the practicum .

3.The need of quality control system of supervision during the practicum training .With the need for full time supervisors integrating roles with the methodology courses professors and the educational officials.

4.To train supervisors on the use of tools of evaluation in the field teaching practice ,in order to achieve the objects of the practicum in view of the philosophy of the whole programme .

5.To reflect upon the practice and results of the field training practicum ,in order to review the plans aiming at developing outcomes .

#### **E. The strategic provision of teacher preparation:**

1.To activate an accredited inclusive year after the first university degree ,where the prospective teacher practice on field teaching is one of the school ,in completion a year of induction before passing a license exam similar to that of medical profession.

2.To count on the temporary probation teaching on which the principal in collaboration with the EFL supervisor have the decision resolution about retaining or detainment of the career.

3.To develop a test for licensure to permit practice the profession through multiple measurements of the level of skills and the development of certification of teacher profession .

4.To ensure that ELT coursework curricula plans include new decisions which are consistent with the nature of new roles and responsibilities of the EFL teacher ,such as: modern methods of teaching ,informatics ,creative thinking ,issues of educational reform and management ,internet ,and current national needs and prospective challenges.

5.The need to have research based development in all type of preparation .

6.To train student teachers on the management of educational attitudes that support the implementations of democracy ,such opinions of others versus the polar interaction in the classroom and outside.

### **Second :Faculties of Education:**

#### **A: The post graduate programmes in the colleges of education :**

1.Planning for expansion of graduate programmes and educational potential of each university and the needs of the society for these professionals at the levels of Master's and Doctoral in addition to other educational programmes needed by the community.

2.To focus the subjects in post graduate particularly the Master's and Doctoral in dimensions related to the future frontiers and prospective of the Palestinians and the Arab region to cooperate with the educational and technological development in view of social and cultural changes in Palestine and in the Arab region community , according to the new demands and needs.

3.The need of correlated plans between the universities in terms of design, implementation and evaluation of teacher preparation and training programmes.

4.The need of correlation in the different programmes and percentage of the main courses in correlation with hour credit.

5.The need of investigating investigates the anticipated graduate student teachers compared to the need of educational institutions.

6.To re evaluate context variable to provide appropriate instructional input to foster effective training.

#### **B. Professional growth of the members of the faculty of education colleges:**

1.To emphasize the vocational education programmes of the faculty staff members in order to develop their professional competencies according to up to date technological and scientific development .

2.To develop the quality assurance measurement and evaluation in concern with incentives and promotion ,including new alternative authentic instrumentation in terms

of professional competence ,accomplishment ,the outcome measurement in addition to the tradition of rely on research for promotion.

3.To enhance the exchange and adaptation of experience among teacher education programmes in the Arab region and in other successful countries in order to validate successful achievements ,share experience ,and support increase diverse professional growth.

#### **C: Specifications of the future EFL teacher:**

- 1.The strong reliance on Islamic conviction faith ,the belief which is embedded in all the actions and deeds to resemble exemplary for the prospective teachers in the future .
- 2.To possess the solid knowledge base in order, to teach subject matter in depth that can provide students with not only the concepts but the various applications in the life of students.
- 3.The influential leadership personality .The personal factor is crucial and essential in determining the effectiveness of teacher performance ,success, and decision making . Showing flexibility in terms of adaptations of new methods or conditions in the classroom and outside .In addition the personality is connected in demonstrating and understanding others and showing acceptable degree of communication and accommodating broad ideas .
- 4.The highly skilled in communication and ,interaction with others including using language fluently and competently .
- 5.The capacity of self-development and professional growth.
- 6.Enhancing the acceptance policy which does not accept student –teachers unless they pass a test or an interview to reveal attitudes and language competence.

#### **D: Components of training programmes**

1.The student teacher training programmes include specialist ,professional ,and cultural components .These programmes can be modified and developed according to the following respects:

1. To review the subject matter courses provided within the programme and the need for more exposure and use in scheduled breadth of language .
2. To review the educational coursework and reconsider the educational and psychological courses in terms of emphasis on background s and foundations which are considered the basis of the development of

teaching skills and away from subjects that are not relevant to teaching dispositions in the classroom.

3. To practice methods of analysis ,critical thinking ,creative thinking in effective performance assessment during classroom dispositions .Thus, acquiring the ability to train students on the skill of access of knowledge and sources independently ,the ability to renew acquaintances ,and continuing desire to maintain permanent fluency in using the language .
4. Scheduled courses for developing research writing which help increase wealth linguistic and productive reflective skills development .
5. To enhance the practical training and to integrate theory and practice .
6. to increase the time of training time and start training right from the first day of school to achieve the assimilation in the school culture , the acceptance of the students, and the experience of organization ,planning and administrative skills .
7. to activate seminar ,projects and micro teaching in campus training before starting the practicum training .
8. To establish a concerned committee to have assess and quality assure the practicum which includes a research centre consists of supervisors and researchers who are experts in training and methodology.
9. To bridge the gap between the Ministry of Education and the training programmes in order to assess the programmes through evaluation of the real teaching practice of novice teachers or through evaluation of the teacher acceptance exam .
10. To have cooperative adjustment between the plans of different educational institutions and teacher preparation in order to plan and control the number of graduates and specializations according to the needed prospective cadres in the work field and to community needs .
11. to support training programmes with up-to date technology and teaching techniques .
12. To ensure training student teachers on different teaching and learning methods and theories .

13. to raise the number of courses of methodology and to ensure that different staff members teach and train the student teachers in order to assure quality and diversity.
14. To plan for assessment and evaluation of the preparation programmes and review all aspects in order to achieve qualitative professionals .

#### **E. The effectiveness of evaluation**

- The need of authentic assessment and evaluation which is part of a systematic quality assurance measurement of candidates' achievements .
- The need of course specification and rubrics of achievements .
- to consider the tools of measuring the practicum achievement especially in the EFL teacher programmes .
- To provide a systematic ELT observation format in English instead of the current one ,since ELT Colleges rely upon a uniform observation format (prepared in Arabic and employed for all faculty of education) to assess the EFL student teachers' level of professional teaching competencies.
- To insist on specialized supervisors and monitors for the practicum .
- The need of passing a final exam at the end of the practicum in order to be licensed as a teacher

#### **Third :The Ministry of Education and Higher Education**

- The need of united philosophy, united vision ,united plans ,and co operation among the universities themselves and even with the Ministry of Education and Higher Education.
- To build up a clear strategic plan correlated with the Faculties of Education and Teacher Preparation Programmes in terms of qualification ,training and professional development of prospective student teachers.
- The need of integration of Pre-service and in-service teacher training in the following aspects:
  - teachers emerging from colleges will be adequately prepared for challenges being addressed in the schools.
  - Colleges will become intimately involved in the continuing professional development of teachers.

- Pre -service teacher training will therefore not be conceived in terms of being a one –shot event but rather as the commencement of life –long continuing professional development.
- Involvement in continuing professional development of teachers in schools by colleges tutors will enrich pre-service training by virtue of keeping the tutors abreast of the current realities in school system.
- The need to anticipated outcomes of areas through which the current ELT Training Programmes can be developed and improved.

## **CONCLUSION**

This study determined whether the STTP teacher education programmes offered to student teachers are perceived adequate for successful professional career . The study described and evaluated the study plans of these student teacher training programmes, discussing the process similarities and differences in these plans. as well as it pinpointed consecutive development of student-teacher level in teaching competencies during their teaching practice. Throughout the study it has identified various challenges and constraints on the implementation of effective student-teacher training programmes. By implementing a questionnaire as a tool ,administered at 202 random sample. Descriptive analysis of the tool make it possible to collect data and analyze them in order to find answers of the study’s questions and to measure if there are statistically significant difference between averages in the levels of satisfaction regarding the STTP among the student teachers in Gaza universities due to the university ,gender, the type of school trained at during the practicum, and the number of visits of the supervisor variables. A very few studies have been done in this line in Palestine ,as well as in some other Arab countries. This study was set to investigate the prospective teachers' perceptions on the effectiveness of the TEFL program at Gaza Universities (The Islamic ,Aqsa ,and Azhar Universities) in preparing them in the competencies needed for effective teaching. Despite the fact that the participants seem to have acquired basic level competencies,

### **Recommendations for Further Studies :**

In order to extend the findings of this study ,the researcher recommends the following:



1.ELT Teacher Education programmes in the Palestine and elsewhere in the region play a significant role in the preparation of school TEFL teachers.

2.Fact-findings and evaluation , in relation to the effectiveness of these programs need to continue to be very essential and needs to be performed periodically.

3. Further research is essential in the areas of programme designs, program effectiveness, course content analysis, the nature of classroom instruction and the impact of all of these on the development of the candidates' professional, personal, and specialist competencies.

4. More work is still needed to help them acquire higher level competencies so as to be able to carry out their duties at schools in an effective way.

5. It is very crucial to restructure the TEFL programme taking into account the overall distribution of the courses over the main components of the programme, the teaching strategies, restricting students' numbers per class especially in those courses with practical or skill development nature. In all of this, the development of the candidates' proficiency in English has to be a priority.

6.This study and other studies in the region (e.g. Fahmy, et. al., 1992; Al-Mutawa, 1997; McGee, &Phelan, 2004) show that the development of the communication skills has always been looked at by prospective teachers and stakeholders as a primary need in the teaching profession. Thus, a paramount attention needs to be directed towards such needs especially at this point in time.

7.Finally, the study shows that the majority of the prospective teachers believe that the programmes provided them with moderately well prepared competencies to be capable to teach .Thus this study may reflect self evaluation ,which may help the student teachers identify areas of strength and weakness and see the directions for future growth .

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# Appendices

**Appendix (1)**  
**The Primary Questionnaire**  
**(7 Pages)**

Islamic University-Gaza  
Postgraduate Studies  
Faculty of Education  
Department of Curriculum  
and Teaching Methods



**Student –Teachers Training Programmes Evaluation**

The purpose of this questionnaire is to gather information about how well student teacher training programme prepared you for work as a promising teacher. The study title is:

**" Student-Teachers' Training Programs Evaluation in  
ELT Colleges of Education in Gaza Strip Universities"**

This study aims to identify the degree of effectiveness of the programs prepare and train student teachers in the ELT colleges of education in Gaza universities (Islamic University, Azhar University and Aqsa University). Your response, along with information from other graduates and supervisors, will be used for research purposes aiming to investigate the current programs to come out with concrete conclusions and recommendations to improve the programs. The requested information will remain confidential.

**Thank you for your co operation ,**

**Researcher ,  
Maha Yahya Barzaq**

**Student –Teachers Training Programmes Evaluation**

**Part A . Please insert requested information:**

<b>1.Name</b>	<b>First:</b>	<b>ML</b>	<b>Last</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>2.Gender</b>	<b>Male</b>	<b>Female</b>
	<input type="text"/>	<input type="text"/>

<b>3.Undergraduate at ELT</b>	<input type="text"/>
<b>College in :</b>	

<b>4.Permanent Address:</b>
<input type="text"/>

**5.During your practicum ,you were trained at :**

(please select only one group )

<b>Low Basic</b>	<b>High Basic School /</b>	<b>Secondary School</b>
<b>School/Elementary</b>	<b>Preparatory</b>	
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>6. Area/ location where you were trained:</b>	<input type="text"/>
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<b>7.Number of evaluation visits of programme supervisor during the practicum</b>	<input type="text"/>
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**Part B: Please respond to the following questions, in terms of the degree of your current level of ability. Use the key below to indicate the level of competency that you feel your programme prepared you to carry out the indicated functions :**

(Key : 5 =strongly agree ,4=agree ,3= disagree, 2 = strongly disagree,  
1 = not applicable )



<u>I was prepared to:</u>	<u>Choose ratio</u>
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**1.To Plan and Prepare for Student Learning:**

No	Action	1	2	3	4	5
1.	demonstrate an understanding of subject matter .					
2.	demonstrate an understanding of subject –specific pedagogy when planning					
3.	identify goals and targeted core content and relevant measurable outcomes					
4.	develop clear goals geared to the students' learning outcomes					
5.	identify important concepts and articulate connections among concepts, procedures and applications					
6.	match activities and learning experiences to core content					
7.	anticipate potential for student misconceptions and difficulties with specific subject matter					
8.	include student activities that address various student learning intelligences and skills					
9.	select appropriate materials, media or technologies for lesson presentation					
10	consider and accommodate social, emotional, cognitive and physical needs of learners					
11	customize lessons for a specific classroom of students in specific school context					
12	include a culminating activities that measures the identified core content					
13	plan activities to make effective balance of lesson time					
14	incorporate formal and informal assessment					
15	design activities that integrate knowledge and skills from more than one school subject					
16	involve students, when appropriate, in designing student activities					
17	design activities and themes of interest to students					
18	ascertain learners prior knowledge to provide 'real-life ' experiences					
19	formulate academically –relevant and essential questions					
20	design projects ,manipulatives, role-play and simulations to enhance learning					

**2.To Manage Classroom Climate and Performance:**

No	Action	1	2	3	4	5
21	create a safe, supportive environment that is conducive to learning					
22	create a physical environment appropriate to a range of learning activities					
23	maintain appropriate standards of behavior ,mutual respect and safety					
24	manage classroom environment and procedures that effectively manage time and resources					
25	maintain positive student-teacher interaction					
26	arrange teaching materials ,media, equipment and technologies to maximize learning opportunities					
27	use transitional time productively and effectively					
28	use teaching time productively and effectively					
29	manage and respond appropriately to students' behavior using direct and non direct strategies such as proximity, eye contact, on verbal cueing ..etc					
30	design and use a system for maintaining classroom activities and students' motivation					
31	manage disruptive behavior constructively by establishing standards of mutually respected behavior rather than long momentum					
32	reinforce acceptable student behaviors with genuine specific praise					

### 3.Knowledge of Subject Matter

No	Action	1	2	3	4	5
33	communicate knowledge of subject matter to enable students to learn					
34	increase subject matter knowledge in order to integrate the learning activities					
35	use the materials and technologies of the subject field in developing learning activities for students					
36	demonstrate and enhance subject knowledge by providing up- to- date information					
37	plan and conduct collaborative lessons with peers					
38	develop personal and professional goals relating to knowledge of subject matter					
39	use language in tangible proficiency					
40	demonstrate an adequate knowledge of and approach to the academic content of lessons.					

### 4.To Present Teaching and Guide Learning

No	Action	1	2	3	4	5
41	communicate high standards and expectations when					

	<b>beginning the lesson</b>					
42	<b>use motivating methods to begin a new lesson</b>					
43	<b>build on students' prior knowledge , experience and future aspirations</b>					
44	<b>present content knowledge accurately</b>					
45	<b>provide timed activities for all students to apply knowledge and practice skills</b>					
46	<b>use materials, resources and technologies to amplify conceptual understanding</b>					
47	<b>use appropriate questioning techniques strategies</b>					
48	<b>use appropriate response techniques to respond to students' answers</b>					
49	<b>provide opportunities for individual and cooperative learning experiences</b>					
50	<b>involve all students in learning opportunities</b>					
51	<b>consider reinforcement of essential ideas, concepts and procedures through teaching</b>					
52	<b>provide regular and direct feedback to students on their progress</b>					
53	<b>demonstrate flexibility and responsiveness to unplanned or spontaneous events</b>					
54	<b>bring closure to unit or activity that reinforces learning</b>					
55	<b>assign homework or particular productive practices to link school with home</b>					
56	<b>provide many and varied opportunities for students to achieve competence</b>					
57	<b>offer all students enough varied learning opportunities</b>					

#### 5.To Assess and Evaluate Learning

<b>No</b>	<b>Action</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
58	<b>Set high standards and expectations when evaluating student learning</b>					
59	<b>provide students immediate and constructive feedback on a consistent basis</b>					
60	<b>measure accurately the students' achievement related to the learning objectives</b>					
61	<b>use assessment measures that are aligned with learning outcomes and academic standards</b>					
62	<b>provide feedback that is meaningful and timely</b>					
63	<b>incorporate comprehension checks of understanding; (i.e. by circulating through the room ,asking questions, observing students, and guiding students' practices and activities)</b>					
64	<b>use a variety of assessment techniques to evaluate student performances; (i.e. open –response items,</b>					

	performance events, portfolios entries, standardized tests ,group participations ,etc.)					
65	make adjustment in instructional techniques and assessment for different age ranges and abilities					
66	provide opportunities for students to use feedback in their learning activities					
67	analyze assessment results to improve teaching					
68	translate evaluations of student work into record that accurately convey the level of student achievement					

#### 6.To Communicate Effectively

No	Action	1	2	3	4	5
69	listen to others showing interest and sensitivity to their ideas ,answers and opinions					
70	adjust volume and tone for emphasis					
71	model correct grammar and pronunciation					
72	provide clear direct instructions					
73	share student expectations ,criteria for assessment, student progress and written assignments					
74	make effective use of non-verbal cues, expressions, gestures etc.					
75	display awareness of space and presence when interacting with others					
76	communicate content, direction ,procedures and expectations clearly and accurately					
77	speak and write correctly ,effectively and expressively					
78	use well –chosen ,developmentally appropriate language that enriches lessons for all learners					
79	use communication techniques that are relevant and sensitive to the learner in a specific school context					
80	anticipate and respond to possible misunderstandings					
81	respond sensitively to students social or unexpected events					

#### 7. To Meet Professional Responsibility

No	Action	1	2	3	4	5
82	conduct systematic inquiry into own teaching practices and acts upon self -evaluation					
83	identify strengths and limitations as a teacher in actual teaching performance					
84	select alternative procedures to adjust with classroom performance					
85	complete assignments and tasks accurately and with high quality					

86	meet deadlines responsibly					
87	fulfill commitments dependably and willingly					
88	maintain an appropriate personal appearance					
89	exhibit initiative ,enthusiasm ,and self –confidence					
90	shares ideas ,information ,skills and resources with colleagues to better enhance learning for all students					
91	demonstrate tactful ,respectful interactions					
92	accept opportunities to participate in extra – curricular activities					
93	demonstrate ongoing growth in appropriate applications of technology					
94	follow school policies ,regulations ,and procedures					
95	perform other duties in consistent with school –wide order					
96	possess a growing repertoire of teaching and assessment strategies					
97	adapt legal and ethical issues as they apply to responsible and acceptable use of internet and other resources					
98	seek to increase professional growth by participating professional development experiences					
99	work as reflective practioner to continue the development of own background in teaching methodology ,learning theory ,trends and subject matter					

**Part C: Answer briefly:**

**100. At this stage of your training ,to what extent do you feel satisfactory of your teaching competence ?Why?**

**101. What are two of the programme 's strength? Why?**

**102 .What are the most important three courses for student teacher training ? Why?**

**103.According to your viewpoint, what do you suggest to develop the programme ?Why?**

\*\*\* Thank you for your co operation

**Appendix:(2)**  
**The Questionnaire Handed To Referees**  
**(7 Pages)**

Islamic University-Gaza  
Postgraduate Studies  
Faculty of Education  
Department of Curriculum  
and Teaching Methods



**An Invitation to judge a questionnaire**

**Dear -----**

The researcher is working on a study in partial fulfillment of a master degree in curriculum and teaching methods . The study is about:

**" Student-Teachers' Training Programs Evaluation in  
ELT Colleges of Education in Gaza Strip Universities"**

I would kindly be grateful if you could judge this questionnaire .The purpose of this questionnaire is to gather information about how well student -teacher training programs prepare adequately promising teachers.

This study aims to identify the degree of effectiveness of the programs prepare and train student-teachers in the ELT colleges of education in Gaza universities (Islamic University,Azhar University and Aqsa University).The gathered information will be used for research purposes aiming to investigate the current programs to come out with concrete conclusions and recommendations to improve the programs.

This will be a precious opportunity to benefit from your valuable experience and creditable feedback. This questionnaire consists of main three parts .The first includes personal information ,the second consists of seven domains with ninety nine items collectively and the third part is about reflective feedback .You may estimate these items and the extent of relativity to the enclosed domains by giving a mark (√) next to the related item ,kindly add and change ,or even omit the inconvenient or unsuitable ones according to your fair judgment and respected perspectives .

**Thank you for your co operation ,**

**Researcher ,**

**Maha Yahya Barzaq**

**Student –Teachers Training Programmes Evaluation**

**Part A . Please insert requested information:**

<b>1.Name</b>	<b>First:</b>	<b>ML</b>	<b>Last</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>2.Gender</b>	<b>Male</b>	<b>Female</b>
	<input type="text"/>	<input type="text"/>

<b>3.Undergraduate at ELT College in :</b>	<input type="text"/>
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<b>4.Permanent Address:</b>
<input type="text"/>

**5.During your practicum ,you were trained at :**  
(please select only one group )

<b>Low Basic School/Elementary</b>	<b>High Basic School / Preparatory</b>	<b>Secondary School</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>6. Area/ location where you were trained:</b>	<input type="text"/>
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<b>7.Number of evaluation visits of programme supervisor during the practicum</b>	<input type="text"/>
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**Part B: Please respond to the following questions, in terms of the degree of your current level of ability. Use the key below to indicate the level of competency that you feel your programme prepared you to carry out the indicated functions :**

(Key : 5 =strongly agree ,4=agree ,3= disagree, 2 = strongly disagree, 1 = not applicable )

<u>I was prepared to:</u>	<u>Choose ratio</u>
---------------------------	---------------------

**1.To Plan and Prepare for Student Learning:**

No	Action	Related	Not related	Suitable	Not suitable
11	demonstrate an understanding of subject matter .				
12	demonstrate an understanding of subject –specific pedagogy when planning				
13	identify goals and targeted core content and relevant measurable outcomes				
14	develop clear goals geared to the students' learning outcomes				
15	identify important concepts and articulate connections among concepts, procedures and applications				
16	match activities and learning experiences to core content				
17	anticipate potential for student misconceptions and difficulties with specific subject matter				
18	include student activities that address various student learning intelligences and skills				
19	select appropriate materials, media or technologies for lesson presentation				
20	consider and accommodate social, emotional, cognitive and physical needs of learners				
11	customize lessons for a specific classroom of students in specific school context				
12	include a culminating activities that measures the identified core content				
13	plan activities to make effective balance of lesson time				
14	incorporate formal and informal assessment				
15	design activities that integrate knowledge and skills from more than one school subject				
16	involve students, when appropriate, in designing student activities				
17	design activities and themes of interest to students				
18	ascertain learners prior knowledge to provide 'real-life ' experiences				
19	formulate academically –relevant and essential questions				
20	design projects ,manipulatives, role-play and simulations to enhance learning				



## 2.To Manage Classroom Climate and Performance:

No	Action	Related	Not related	Suitable	Not suitable
21	create a safe, supportive environment that is conducive to learning				
22	create a physical environment appropriate to a range of learning activities				
23	maintain appropriate standards of behavior ,mutual respect and safety				
24	manage classroom environment and procedures that effectively manage time and resources				
25	maintain positive student-teacher interaction				
26	arrange teaching materials ,media, equipment and technologies to maximize learning opportunities				
27	use transitional time productively and effectively				
28	use teaching time productively and effectively				
29	manage and respond appropriately to students' behavior using direct and non direct strategies such as proximity, eye contact, on verbal cueing ..etc				
30	design and use a system for maintaining classroom activities and students' motivation				
31	manage disruptive behavior constructively by establishing standards of mutually respected behavior rather than long momentum				
32	reinforce acceptable student behaviors with genuine specific praise				

## 3.Knowledge of Subject Matter

No	Action	Related	Not related	Suitable	Not suitable
33	communicate knowledge of subject matter to enable students to learn				
34	increase subject matter knowledge in order to integrate the learning activities				
35	use the materials and technologies of the subject field in developing learning activities for students				
36	demonstrate and enhance subject knowledge by providing up- to- date information				
37	plan and conduct collaborative lessons with peers				
38	develop personal and professional goals relating to knowledge of subject matter				
39	use language in tangible proficiency				
40	demonstrate an adequate knowledge of and approach				

	to the academic content of lessons.				
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#### 4.To Present Teaching and Guide Learning

No	Action	Related	Not related	Suitable	Not suitable
41	communicate high standards and expectations when beginning the lesson				
42	use motivating methods to begin a new lesson				
43	build on students' prior knowledge , experience and future aspirations				
44	present content knowledge accurately				
45	provide timed activities for all students to apply knowledge and practice skills				
46	use materials, resources and technologies to amplify conceptual understanding				
47	use appropriate questioning techniques strategies				
48	use appropriate response techniques to respond to students' answers				
49	provide opportunities for individual and cooperative learning experiences				
50	involve all students in learning opportunities				
51	consider reinforcement of essential ideas, concepts and procedures through teaching				
52	provide regular and direct feedback to students on their progress				
53	demonstrate flexibility and responsiveness to unplanned or spontaneous events				
54	bring closure to unit or activity that reinforces learning				
55	assign homework or particular productive practices to link school with home				
56	provide many and varied opportunities for students to achieve competence				
57	offer all students enough varied learning opportunities				

#### 5.To Assess and Evaluate Learning

No	Action	Related	Not related	Suitable	Not suitable
58	Set high standards and expectations when evaluating student learning				
59	provide students immediate and constructive feedback				

	<b>on a consistent basis</b>				
<b>60</b>	<b>measure accurately the students' achievement related to the learning objectives</b>				
<b>61</b>	<b>use assessment measures that are aligned with learning outcomes and academic standards</b>				
<b>62</b>	<b>provide feedback that is meaningful and timely</b>				
<b>63</b>	<b>incorporate comprehension checks of understanding; (i.e. by circulating through the room ,asking questions, observing students, and guiding students' practices and activities)</b>				
<b>64</b>	<b>use a variety of assessment techniques to evaluate student performances; (i.e. open –response items, performance events, portfolios entries, standardized tests ,group participations ,etc.)</b>				
<b>65</b>	<b>make adjustment in instructional techniques and assessment for different age ranges and abilities</b>				
<b>66</b>	<b>provide opportunities for students to use feedback in their learning activities</b>				
<b>67</b>	<b>analyze assessment results to improve teaching</b>				
<b>68</b>	<b>translate evaluations of student work into record that accurately convey the level of student achievement</b>				

#### 6.To Communicate Effectively

<b>No</b>	<b>Action</b>	<b>Related</b>	<b>Not related</b>	<b>Suitable</b>	<b>Not suitable</b>
<b>69</b>	<b>listen to others showing interest and sensitivity to their ideas ,answers and opinions</b>				
<b>70</b>	<b>adjust volume and tone for emphasis</b>				
<b>71</b>	<b>model correct grammar and pronunciation</b>				
<b>72</b>	<b>provide clear direct instructions</b>				
<b>73</b>	<b>share student expectations ,criteria for assessment, student progress and written assignments</b>				
<b>74</b>	<b>make effective use of non-verbal cues, expressions, gestures etc.</b>				
<b>75</b>	<b>display awareness of space and presence when interacting with others</b>				
<b>76</b>	<b>communicate content, direction ,procedures and expectations clearly and accurately</b>				
<b>77</b>	<b>speak and write correctly ,effectively and expressively</b>				
<b>78</b>	<b>use well –chosen ,developmentally appropriate language that enriches lessons for all learners</b>				
<b>79</b>	<b>use communication techniques that are relevant and sensitive to the learner in a specific school context</b>				
<b>80</b>	<b>anticipate and respond to possible misunderstandings</b>				
<b>81</b>	<b>respond sensitively to students social or unexpected events</b>				

### 7. To Meet Professional Responsibility

No	Action	Related	Not related	Suitable	Not suitable
82	conduct systematic inquiry into own teaching practices and acts upon self -evaluation				
83	identify strengths and limitations as a teacher in actual teaching performance				
84	select alternative procedures to adjust with classroom performance				
85	complete assignments and tasks accurately and with high quality				
86	meet deadlines responsibly				
87	fulfill commitments dependably and willingly				
88	maintain an appropriate personal appearance				
89	exhibit initiative ,enthusiasm ,and self –confidence				
90	shares ideas ,information ,skills and resources with colleagues to better enhance learning for all students				
91	demonstrate tactful ,respectful interactions				
92	accept opportunities to participate in extra – curricular activities				
93	demonstrate ongoing growth in appropriate applications of technology				
94	follow school policies ,regulations ,and procedures				
95	perform other duties in consistent with school –wide order				
96	possess a growing repertoire of teaching and assessment strategies				
97	adapt legal and ethical issues as they apply to responsible and acceptable use of internet and other resources				
98	seek to increase professional growth by participating professional development experiences				
99	work as reflective practioner to continue the development of own background in teaching methodology ,learning theory ,trends and subject matter				

**Part C: Answer briefly:**

**100. At this stage of your training ,to what extent do you feel satisfactory of your teaching competence ?Why?**

**101. What are two of the programme 's strength? Why?**

**102 .What are the most important three courses for student teacher training ? Why?**

**103.According to your viewpoint, what do you suggest to develop the programme ?Why?**

\*\*\* Thank you for your co operation \*\*\*

**Appendix :(3)**  
**The Names of the Referee Panel**  
**(One Page)**

The primary questionnaire was handed to these expertise in education in the three universities the Islamic University ,Aqsa University and Azhar University ,as well as the Qattan Centre for Educational Research and Development :

1.Dr. Awad Keshta	Ph.D in Methodology	The Islamic University
2.Dr. Khader Khader	Ph.D in Linguistics	The Islamic University
3.Dr. Akram Habeeb	Ph.D in English Literature	The Islamic University
4.Dr.Nazmy El Masri	Ph.D in TEFL	The Islamic University
5.Dr. Ezzo Afana.	Ph.D in Methodology	The Islamic University
6.Dr.Haidar Eid	Ph.D in Methodology	The Aqsa University
7.Dr. Essam Shehada	Ph.D in Methodology	The Aqsa University
8.Dr. Mohd. Hamdan	Ph.D in Methodology	The Aqsa University
9.Dr.Hassan Abu Jarad	Ph.D in Linguistics	The Azhar University
10.Dr.Jameel Al Asmar	Ph.D in English Literature	The Azhar University
11.Dr. Marwan Hamdan	Ph.D in English Literature	The Azhar University
12.Dr. Mohammad Abu Mallouh	Ph.D in TEFL	The Qattan Centre for Educational Research and Development .

Appendix :(4)  
The final Questionnaire  
(6 Pages)

The Islamic University-Gaza  
Postgraduate Studies  
Faculty of Education  
Department of Curriculum  
and Teaching Methods



**Student –Teachers Training Programs Evaluation**

The purpose of this questionnaire is to gather information about how well student teacher training programme prepared you for work as an EFL teacher. The study is about:

**" Student-Teachers' Training Programs Evaluation in  
ELT Colleges of Education in Gaza Strip Universities"**

This study aims to identify the degree of effectiveness of the programs in preparing and training student- teachers in the ELT colleges of education in Gaza universities (Islamic University, Azhar University and Aqsa University).

Your response, along with information from other graduates and supervisors, will be used for research purposes aiming to investigate the current programs to come out with concrete conclusions and recommendations to improve the programs. The requested information will remain confidential.

Thank you for your co operation ,

Researcher ,  
Maha Yahya Barzaq

<b>Student –Teachers Training Programmes Assessment</b>
---

**A. Please insert requested information:**

**Serial Number**

--

<b>Undergraduate at ELT College in :</b>	
--	--

<b>Gender</b>	<b>Male</b>		<b>Female</b>	
---------------	-------------	--	---------------	--

<b>Permanent Address:</b>
---------------------------

**During your practicum ,you were trained at :**  
(please select only one group )

<b>Low Basic School/Elementary</b>	<b>High Basic School / Preparatory</b>	<b>Secondary School</b>
------------------------------------	--	-------------------------

<b>Area/ location where you were trained:</b>	
---	--

<b>Number of evaluation visits of programme supervisor during the practicum</b>	
---	--

**B .Please respond to the following questions, in terms of the degree of your current level of ability. Use the key below to indicate the level of competency that you feel your programme prepared you to carry out the indicated functions :**

(Key : 5 =strongly agree ,4=agree ,3= disagree, 2 = strongly disagree, 1 = not applicable

<b>I was prepared to:</b>		<b>Choose ratio</b>				
<b>1.To Plan and Prepare for Student Learning:</b>						
<b>No</b>	<b>Action</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21.	demonstrate an understanding of subject –specific pedagogy when planning					
22.	identify goals and targeted core content and relevant measurable outcomes					
23.	Consider three domains of objectives cognitive , affective and psychomotor geared to the students' learning outcomes					
24.	plan and conduct collaborative lessons with peers					
25.	match activities and learning experiences to core content					
26.	anticipate potential for student misconceptions and difficulties with specific subject matter					
27.	include student activities that address various student learning intelligences and skills					
28.	select appropriate materials, media or technologies for lesson presentation					
9	customize lessons for a specific classroom of students in specific school context					
10	include formative evaluation activities that measures the identified core content					
11	plan activities to make effective balance of lesson time					
12	incorporate formal and informal assessment					
13	involve students, when appropriate, in designing student activities					
14	design activities and themes of interest to students					
15	ascertain learners prior knowledge to provide 'real-life ' experiences					
16	formulate academically –relevant and essential questions					
<b>2.To Manage Classroom Environment and Performance:</b>						
<b>No</b>	<b>Action</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
17	create rich, supportive environment that is conducive to learning					
18	create a physical environment appropriate to a range of learning activities					
19	manage classroom environment and procedures that effectively manage time and resources					
20	maintain positive student-teacher interaction					
21	arrange teaching materials ,media, equipment and technologies to maximize learning opportunities					
22	manage and respond appropriately to students' behavior using direct and non direct strategies such as proximity, eye contact, on verbal cueing ..etc					



No	Action	1	2	3	4	5
23	reinforce acceptable student behaviors with genuine specific praise					

### 3. Knowledge of Subject Matter

No	Action	1	2	3	4	5
25	demonstrate an understanding of subject matter .					
26	communicate knowledge of subject matter to enable students to learn					
27	increase subject matter knowledge in order to integrate the learning activities					
28	use the materials and technologies of the subject field in developing learning activities for students					
29	develop personal and professional goals relating to knowledge of subject matter					
30	use language in tangible proficiency					
31	demonstrate adequate knowledge of and approach to the academic content of lessons.					

### 4. To Present Teaching and Guide Learning

No	Action	1	2	3	4	5
32	communicate high standards and expectations when beginning the lesson					
33	use motivating methods to begin a new lesson					
34	build on students' prior knowledge , experience and expectations					
35	present content knowledge accurately					
36	provide timed activities for all students to apply knowledge and practice skills					
37	use materials, resources and technologies to amplify conceptual understanding					
38	use appropriate questioning strategies					
39	design and use a system for maintaining classroom activities and students' motivation					
40	provide opportunities for individual and cooperative learning experiences					
41	involve all students in learning opportunities					
42	provide regular and direct feedback to students on their progress					
43	demonstrate flexibility and responsiveness to unplanned or spontaneous events					
44	bring closure to unit or activity that reinforces learning					
45	assign homework or particular productive practices to link school with home					
46	offer all students enough varied learning opportunities					

### 5. To Assess and Evaluate Learning

No	Action	1	2	3	4	5
47	measure accurately the students' achievement related to the learning objectives					
48	use assessment measures that are aligned with learning outcomes and academic standards					
49	provide feedback that is meaningful and timely					
50	incorporate comprehension checks of understanding; (i.e. by circulating through the room ,asking questions, observing students, and guiding students' practices and activities)					
51	use a variety of assessment techniques to evaluate student performances; (i.e. open –response items, performance events, portfolios entries, standardized tests ,group participations ,etc.)					
52	make adjustment in instructional techniques and assessment for different age ranges and abilities					
53	provide opportunities for students to use feedback in their learning activities					
54	analyze assessment results to improve teaching					
55	translate evaluations of student work into record that accurately convey the level of student achievement					

#### 6.To Communicate Effectively

No	Action	1	2	3	4	5
56	adjust volume and tone for emphasis					
57	model correct grammar and pronunciation					
58	provide clear direct instructions					
59	share student expectations ,criteria for assessment, student progress and written assignments					
60	make effective use of non-verbal cues, expressions, gestures					
61	communicate content, direction ,procedures and expectations clearly and accurately					
62	speak and write correctly ,effectively					
63	use well –chosen ,developmentally appropriate language that enriches lessons for all learners					
64	use communication techniques that are relevant and sensitive to the learner in a specific school context					
65	Respond constructively to possible misunderstandings					
66	respond sensitively to students social or unexpected events					

#### 7. To Meet Professional Responsibility

No	Action	1	2	3	4	5
67	conduct systematic inquiry into my own teaching practices and acts upon self -evaluation					
68	identify strengths and limitations as a teacher in actual teaching performance					
69	select alternative procedures to adjust with classroom performance					

70	complete assignments and tasks accurately and with high quality					
71	meet deadlines responsibly					
72	fulfill commitments dependably and willingly					
73	maintain an appropriate personal appearance					
74	exhibit initiative ,enthusiasm ,and self –confidence					
75	shares ideas ,information ,skills and resources with colleagues to better enhance learning for all students					
76	demonstrate tactful ,respectful interactions					
77	accept opportunities to participate in extra – curricular activities					
78	demonstrate ongoing growth in appropriate applications of technology					
79	follow school policies ,regulations ,and procedures					
80	perform other duties in consistent with school –wide order					
81	adapt legal and ethical issues as they apply to responsible and acceptable use of internet and other resources					
82	seek to increase professional growth by participating professional development experiences					
83	work as a reflective practioner to continue the development of my own background in teaching methodology ,learning theory ,trends and subject matter					

**B. Answer briefly:**

84. At this stage of your training ,to what extent do you feel satisfied with your teaching competence ?Why? (You can use Arabic if you prefer or feel unable to write in English).

85. What are two of the programme's strength? Why?

86 .What are the most important three courses for student teacher training ? Why?

87.According to your viewpoint, what do you suggest to develop the programme ?Why?

\*You may use the back of the paper for detailed answers.

\*\*\* Thank you for your co operation \*\*\*

Appendix : ( 5)  
Data Base Collection Form  
(3 Pages)  
المحترمون رحمن الرحيم

السادة في قسم اللغة الإنجليزية / التربية العملية ...المحترمون

□

تحية طيبة وبعد ،

تقدراة بعنوانجراء دراسة بعنوان : "تقويم برامج تدريب معلمي اللغة الإنجليزية الطلبة في كليات التربية في جامعات قطاع غزة " لنيل درجة الماجستير .وفي هذا الإطار نرجو الحصول علي بيانات تشكل عسبا رئيسا للبحث. راجين حسن تعاونكم معنا وتزويدنا بالأرقام الوثائقية المعتمدة مما سيؤثر علي نتائج البحث .  
كما نرجو التأكد من إضافة المعلومات التي تقتضي التنويه إن أمكن لتفادي اللبس والغموض .وكلنا أمل أن تحقق هذه الدراسة الأهداف المنشودة مما يمكن من إدخال التطوير والتحسين المناسب لبرامج التدريب الحالية في كليات التربية .علما أن البيانات سوف توظف لغرض البحث العلمي فقط.

شاكرين لكم تعاونكم ،،

الباحثة: مها يحيى محمد برزق □

بسم الله الرحمن الرحيم

الجامعة :	الكلية:	القسم :
البيانات المطلوبة : أ. أعداد الطلبة المسجلين في قسم اللغة الإنجليزية-تربوية:		

م	الفئات	القسم	تفاصيل
1	العدد الكلي للطلبة والطالبات 2007/2006	قسم اللغة الانجليزية /تربوية	
2	العدد الكلي للطلبة والطالبات 2007/2006	قسم اللغة الانجليزية /تربوية عملية	
3	العدد الكلي للطلبة 2007/2006	قسم اللغة الانجليزية /تربوية عملية	
4	العدد الكلي للطالبات 2007/2006	قسم اللغة الانجليزية /تربوية عملية	
5	العدد المتوقع للخريجين 2007/2006	قسم اللغة الانجليزية /تربوية	
6	العدد المتوقع للخريجات 2007/2006	قسم اللغة الانجليزية /تربوية	

ب: بيانات التدريب

(ملاحظة : الرمز (و) يعني مدارس وكالة غوث اللاجئين الأونروا .  
الرمز : (ح) يعني مدارس حكومية .  
الرمز (أ) يعني أخرى أي قد تكون مدارس خاصة أو مؤسسات تعليمية أخرى .

الفئة	العدد الكلي	مدارس دنيا			مدارس عليا			مدارس ثانوية		
		و	ح	أ	و	ح	أ	و	ح	أ
طلبة التربية العملية										
طالبات التربية العملية										

ج.1. بيانات حول المشرفين علي برنامج التربية العملية لقسم اللغة الإنجليزية :

التفاصيل	الفئة
	عدد مشرفي التربية العملية
	عدد مشرفي التربية العملية من الهيئة التدريسية في القسم
	الحد الأقصى لنصاب المشرف من الطلبة المتدربين
	الحد الأدنى لزيارات المشرف للطلبة المتدربين

ج.2. مؤهلات المشرفين علي برنامج التربية العملية لقسم اللغة الإنجليزية : (ملاحظة : الرمز (ر) تدل علي رجال و(ن) نساء).

دكتوراه		ماجستير		بكالوريوس		دبلوم		العدد الكلي	
مشرف	مشرفة	مشرف	مشرفة	مشرف	مشرفة	مشرف	مشرفة	مشرف	مشرفة

ج.3. الخبرة التربوية للمشرفين علي برنامج التربية العملية لقسم اللغة الإنجليزية :

الفئة	سنوات 0-5	سنوات 6-10	سنة 10-15	سنة 16-20	أكثر من 21
مشرف					
مشرفة					
العدد الكلي					

د.1. معلومات حول تقويم البرنامج :

التفاصيل	الفئة
	عدد مرات التقويم
	أنواع التقويم
	استمارة التقويم المستخدمة *
	الحد الأدنى للنجاح في التربية العملية

\* يمكن إرفاق الاستمارة التي يستخدمها المشرف / المدير في تقويم الطلبة المتدربين .  
هذه معلومات أولية مما يشكل قاعدة بيانات رئيسية تشكل عصب البحث وسوف تستخدم فقط في حدود البحث العلمي .

شاكرين حسن تعاونكم ،  
الباحثة ،  
مها يحيى محمد برزق

Appendix : (6)

The Authorization Letter Addressed to the Islamic University  
(1 Page )



هاتفنا داخلي: 1150

**الجامعة الإسلامية - غزة**  
The Islamic University - Gaza

عمادة الدراسات العليا  
ج 758/ع  
2006-10-28  
11:01

الأخ الأستاذ الدكتور/ نائب الرئيس للشئون الأكاديمية  
الجامعة الإسلامية - غزة  
استم حيكم ورمة لله ويرثاه.

**الموضوع / تمثيل منسوبة طالبية ماجستير**

تهديكم عمادة الدراسات العليا أطهر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة  
الطالبة/ مها يحيى محمد برزق برقم جامعي 2004/1262 المسجلة في برنامج الماجستير بكلية التربية  
تخصص مناهج وطرق تدريس/لغة إنجليزية، وذلك بهدف تطبيق الامتانة الخاصة بدراساتها والحصول  
على البيانات التي تساعدنا في إعدادها و المعونة :-

**"Student-Teachers' Training Programmes Evaluation in ELT Colleges  
of Education in Gaza Strip Universities"**

وإنه ولي التوفيق...

عميد الدراسات العليا

د. مازن إسماعيل هنية

منورة إلى  
السيد









IELTOLiveTCB, Royal Mail, Website - Tel: +972 (0) 99548000 Fax: +972 (0) 99548000  
www.iau.edu.ps

Appendix : (7)

The Authorization Letter Addressed to the Aqsa University  
(1 Page)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

 **الجامعة الإسلامية - غزة**  
The Islamic University - Gaza

هاتف داخلي: 1150

**عمادة الدراسات العليا**  
رقم: ج م ع / 35  
Date: 2006/10/28

الأخ الدكتور/ نائب الرئيس للشئون الأكاديمية  
جامعة الأقصى - غزة  
السلام عليكم ورحمة الله وبركاته،

**الموضوع / تمثيل مشرفة طلابية ماجستير**

تهديكم عمادة الدراسات العليا أعطر نحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة  
الطالبة/ مها يحيى محمد برزق برقم جامعي 2004/1262 المسجلة في برنامج الماجستير بكلية التربية  
تخصص مناهج وطرق تدريس/لغة الإنجليزية، وذلك بهدف تطبيق الاستبانة الخاصة بدراساتها والحصول  
على البيانات التي تساعد في إعدادها والمعونة :-

**"Student-Teachers' Training Programmes Evaluation in ELT Colleges  
of Education in Gaza Strip Universities"**

والله ولي التوفيق،،،

عميد الدراسات العليا

  
د. مازن إسماعيل هنية



صورة إلى :-  
شكرا

من مقر: 118 الرمال غزة فلسطين - هاتف: +970 (8) 296 0700 - فاكس: +970 (8) 296 0800  
www.aqsa.edu.ps

Appendix : (8)

The Authorization Letter Addressed to the Azhar University  
(1 Page)

**الجامعة الإسلامية - غزة**  
**The Islamic University - Gaza**

عمادة الدراسات العليا

هاتف داخلي: 1150

الرقم: 35/ع  
Date: 2006/10/28

الأخ الدكتور/ نائب الرئيس للشئون الأكاديمية  
جامعة الأزهر - غزة  
السلام عليكم ورحمة الله وبركاته،

**الموضوع / تمهيد مهمة طالبة ماجستير**

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالبة/ مها يحيى محمد برزق برقم جامعي 2004/1262 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس/لغة إنجليزية، وذلك بهدف تطبيق الاستنادة الخاصة بدراستها والحصول على البيانات التي تساعد في إعدادها والمختونة بـ:

**"Student-Teachers' Training Programmes Evaluation in ELT Colleges of Education in Gaza Strip Universities"**

وإنه ولي التوفيق...

عميد الدراسات العليا

د. مازن إسماعيل هنية

الأخ/ عميد الدراسات العليا  
الأخ/ عميد الدراسات العليا

للمساعدة في إعدادها وإحصائها  
بـ  
2006/10/28

صورة إلكترونية  
من الملف

ص

P.O. Box 108, Rimal, Gaza, Palestine  
www.iugaza.edu.ps



## Appendix(9) السيرة الذاتية

\*\*\*

### أولا: البيانات الشخصية :

- الاسم: **مها يحيى محمد عثمان برزق** -عائلة الزوج: عبد الرحمن .
- 2. تاريخ الميلاد : 10/أغسطس/ 1959 النوع /أنثى مكان الميلاد: الصبرة -غزة
- 3. الديانة: مسلمة .
- 4. الحالة الاجتماعية : متزوجة عدد الأبناء : أربعة .

### ثانيا: الخبرة العملية:

- ( 9/1 /2005 -حتى الآن )باحثة اللغة الإنجليزية – مركز القطان للبحث والتطوير التربوي -غزة .
- (2005/9/1- 2001/12/1) مشرفة تربوية -مبحث اللغة الإنجليزية -مديرية التربية والتعليم -غزة .
- (26/أكتوبر 2000\_1/ديسمبر 2001) رئيس قسم العلاقات العامة والإعلام -وزارة التربية والتعليم - غزة .
- (1/يونيو 2000 \_26 أكتوبر 2000) رئيس قسم التطوير والميدان -مديرية التربية والتعليم -غزة )
- (19/أغسطس 1998 \_1 يونيو 2000) مديرة مدرسة عين جالوت الأساسية العليا بنات- مديرية التربية والتعليم -غزة .
- (24/سبتمبر 1994\_19 أغسطس 1998) معلمة لغة إنجليزية-مديرية التربية والتعليم - غزة
- (1992-1993) معلمة متطوعة -تربوية فنية وتربوية موسيقية -الخرطوم -دولة السودان .
- (12 سبتمبر 1981 \_1 سبتمبر 1990) معلمة لغة إنجليزية-وزارة التربية والتعليم -دولة الكويت .
- ( 1978 -1981) قسم التصنيف والتبويب – إدارة المكتبات –مكتبة كلية التربية –جامعة الكويت(برنامج الطلبة العاملين) .

### ثالثا:مهارات وهوايات واهتمامات أخرى :

1. اللغة العربية : إتقان اللغة العربية وكتابة القصة القصيرة والمقال والحصول علي جوائز عدة والمشاركة بالعديد من المقالات في عدد من المجلات التربوية (أفاق، النهضة الكويتية ،رؤى تربوية،المعلم ..).
2. اللغة الإنجليزية : إتقان اللغة الإنجليزية قراءة ومحادثة وكتابة وتأليف عدد من الأناشيد والأغاني فازت إحداها بجائزة دولية والشعر والمقال باللغة الإنجليزية .
3. اللغة الفرنسية : إتقان اللغة الفرنسية قراءة ومحادثة وكتابة .إضافة إلي إدارة مخيمين باللغة الفرنسية.

### • مهارات الحاسوب :

سهولة التعامل مع الحاسوب والحصول علي دورات متعددة:

(Outlook ,Windows, front-page , Word ,Excel ,Access, Power point, internet, Building Html web page)

### رابعا : المهام والإنجازات :

- 1977:الحصول علي المركز الأول في القصة القصيرة -المهرجان الثقافي العاشر – وزارة التربية والتعليم -دولة الكويت .
- 1977:الحصول علي المركز الأول ورحلة إلي دولة السودان -دراسة نقدية ومناقشة لقصة عرس الزين للطبيب الصديقي - وزارة التربية والتعليم – دولة الكويت .
- 1981-1977:خلال الدراسة الجامعية حصلت علي 36 جائزة عينية ونقدية للتفوق وفي مسابقات ثقافية وفنية وموسيقية ورياضية أهمها :

- الحصول علي المركز الأول والثالث وميداليتين ذهبية وفضية وجائزة مالية في كتابة القصة القصيرة وتم نشرها لقصص بالصحف الكويتية وفي مجلة النهضة الكويتية ومجلة آفاق الجامعية .
- الحصول علي المركز الثاني وميدالية فضية وجائزة نقدية في كتابة المقال .
- الحصول علي المركز الثاني وجائزة تقديرية في معرض الربيع -معرض الفنون التشكيلية - جامعة الكويت .
- الحصول علي المركز الثالث في مسابقة الخط العربي -جامعة الكويت .
- الحصول علي ميدالية وجائزة عينية-المركز الأول -كرة السلة -فعاليات اليوم الرياضي- جامعة الكويت .
- شهادة تقدير لتصميم شعار العيد الوطني 26 لدولة الكويت
- الحصول علي مكافأة مرتبة الشرف علي مدار ثلاث فصول دراسية -جامعة الكويت .
- إعداد وتنفيذ برنامج تعليمي في تليفزيون فلسطين لتعليم اللغة الإنجليزية للمرحلة الإعدادية - عشر حلقات ( 1994).
- **1997:** عضو فريق إعداد مدربين (من خلال مسابقة علي مستوى القطاع أجراها فريق من الجامعة المستضيفة) والمشاركة في دورة تدريبية لإعداد حقيبة تدريبية لمعلمي فلسطين في جامعة King's Alfred's College في ونشستر في المملكة المتحدة لمدة 23 يوماً .
- **1998:** رئيس المخيم الفرانكفوني الأول -مديرية التربية والتعليم -غزة .
- **1998:** تنفيذ برنامج تعليم اللغة الإنجليزية والتعبير الوظيفي في مدرسة عين جالوت .
- **1998:** تنفيذ وإنجاز أول مهرجان للغة الإنجليزية ومعرض للمهارات والوسائل التعليمية -عين جالوت -مديرية التربية والتعليم -غزة .
- **1998:** رئيس مركز تقوية أحمد شوقي الثانوية بنات -مديرية التربية والتعليم -غزة .
- **1999:** مشرف دولة فلسطين في ملتقى أطفال العرب في الشارقة الرابع -دولة الإمارات العربية
- **2000:** عضو لجنة تطوير نموذج تقويم مدير -معلم -إداري ومدرسة -قسم التطوير والميدان -مديرية التربية والتعليم -غزة .
- **2000:** المشاركة بورقة عمل عن وزارة التربية والتعليم -بمؤتمر المجمع العربي للملكية الفكرية -المنعقد في محافظة غزة
- (كيف تشجع وزارة التربية والتعليم الملكية الفكرية ) -قسم العلاقات العامة والإعلام -وزارة التربية والتعليم .
- **2000:** المشاركة بورقة عمل في حملة دعم المنتجات الوطنية -قسم العلاقات العامة والإعلام -وزارة التربية والتعليم -غزة .
- **2000:** المشاركة بورقة عمل في المجلس التشريعي لمساندة الأسري -قسم العلاقات العامة والإعلام -وزارة التربية والتعليم -غزة .
- **2000:** رئيس المخيم الفرانكفوني الثالث -مديرية التربية والتعليم -غزة .
- **2000:** عضو لجنة مقابلات -وزارة التربية والتعليم -غزة .
- **2003:** عضو اللجنة الوطنية لمبحث اللغة الإنجليزية -مديرية التربية والتعليم -غزة .
- **2003:** رئيس لجنة تصحيح امتحانات الثانوية العامة -مبحث اللغة الإنجليزية -غزة .
- **2003:** رئيس لجنة مبحث اللغة الإنجليزية المشرفة علي مهرجان ومعرض الوسائل للغة الإنجليزية -مديرية التربية والتعليم -غزة .
- **2003:** رئيس لجنة تصحيح امتحانات الثانوية العامة الدور الأول في مديرية غزة .
- **2003:** تأليف وتلحين وإعداد أغاني باللغة الإنجليزية فازت إحداها بجائزة تقديرية في مهرجان القاهرة السينمائي -ومهرجان في ألمانيا
- بعنوان مخاطبة الآخر وفي مهرجان في دولة البحرين بعنوان (أنا الطفل الفلسطيني) وتم توزيع الأغاني لتوظيفها في أنشطة مصاحبة للمناهج .
- **2004:** عضو لجنة تحكيم مسابقات ثقافية وفنية -مديرية التربية والتعليم -غزة .
- **2004:** عضو لجنة متابعة لجان امتحانات الثانوية العامة -مديرية التربية والتعليم -غزة .
- **2005:** المشاركة بإعداد مادة تدريبية ومادة مرجعية -أساليب ومحتوى الصف الحادي عشر - المنهاج الفلسطيني.

- **2005:** رئيس لجنة تصحيح امتحانات الثانوية العامة الدور الأول في مديرية غزة.
- **2005:** رئيس لجنة تصحيح امتحانات الثانوية العامة (الإكمال) في مديرية غزة.
- **2005:** فوز بحث "تقويم كتاب الصف الرابع الأساسي للغة الإنجليزية" ضمن قائمة الأبحاث المميزة – وزارة التربية والتعليم .
- **2004، 2005 و 2006:** المشاركة في مؤتمر تربوي في مركز القطان للبحث والتطوير التربوي حول تجارب وقضايا
- تربوية وإعداد العديد من البحوث الإجرائية ضمن العمل مع فريق معلمي مركز القطان .
- **خامسا: الدورات التدريبية:**
- **1. في دولة الكويت (1981-1990):**

- دورة تدريب وتأهيل المعلمين الجدد – أساليب وطرق تدريس . مركز التدريب .
- التدريب علي مهارات اللغة والصوتيات التطبيقية .
- 1982 :التدريب علي تنفيذ المنهج Crescent English Course .إشراف جامعة أكسفورد – مركز التدريب .
- 1982 :التدريب علي تنفيذ منهج النشاط الحر ( الصحافة والمسرح و الرسم والألعاب التربوية ) .
- 1983:التدريب علي المهارات الكتابية ومتابعتها –إشراف جامعة أكسفورد –مركز التدريب .
- 1984:التدريب علي المنهج التواصلي Communicative Approach إشراف جامعة أكسفورد – مركز التدريب .
- 1986 :دورة في القياس والتقويم وبناء الاختبارات ونماذج التقويم .
- 1986:دورة مكثفة في الصوتيات التطبيقية والمنهج التواصلي .
- **في غزة فلسطين (1994 حتى الوقت الحالي): أولاً : متدرب :**
- تدريب معلمي اللغة الانجليزية الجدد .
- 1995: دورة مكثفة برعاية المركز البريطاني في المنهج التواصلي والتعليم المصغر .
- 1996:دورة في أساليب وطرق تدريس .
- دورة في تعليم قراءة النوتة الموسيقية وتعليم الموسيقى .
- 1997 : دورة في تعليم اللغة الفرنسية لاختيار معلمي اللغة الفرنسية واجتياز مسابقة Concoure De Française .
- 1997:دورة إعداد مدربين وبناء حقيبة تدريبية لمعلمي اللغة الإنجليزية في فلسطين –ونشستر – المملكة المتحدة .
- 1998:دورة تدريبية لمديري المدارس الجدد - مدرسة سكنية –دير البلح .
- 1998:دورة في التخطيط والإدارة –مديرية التربية والتعليم –غزة .
- 1998: ورشة عمل في الإدارة المركزية واللامركزية –وزارة التربية والتعليم –غزة .
- 1999 :دورة في الإدارة التنظيمية-مديرية التربية والتعليم –غزة .
- 1999:دورة في الإرشاد التربوي \_مديرية التربية والتعليم –غزة .
- 1999:دورة في القياس والتقويم –مديرية التربية والتعليم –غزة .
- 2000:دورة في التطوير التربوي والتخطيط الاستراتيجي –مديرية التربية والتعليم .
- 2000:دورة في الإدارة المدرسية والمدير مشرف مقيم- مديرية التربية والتعليم –غزة .
- 2000: التدريب علي المجمع السادس لمديري المدارس –مديرية التربية والتعليم –غزة .
- 2000: دورة في التطوير وإدارة الميدان – رام الله .
- 2000: ورشة عمل إعداد نماذج تقويم (معلم –مدير – إداري –مدرسة –)رام الله .
- 2000: دورة في مهارات الحاسوب ( Word –Excel –Power point )-مركز العلمي .
- 2001:دورة مهارات الاتصال – مركز التدريب الدبلوماسي في وزارة التخطيط 48 ساعة – قسم العلاقات العامة والإعلام .
- 2001:دورة في مهارات الحاسوب وتصميم صفحة ويب –وزارة التخطيط – قسم العلاقات العامة والإعلام .
- 2002: دورة في الإشراف التربوي –مديرية التربوي والتعليم \_غزة .
- 2002:دورة في إدارة التغيير –مديرية التربوي والتعليم –غزة .

- 2003 : ورشة عمل في توظيف وإعداد الوسائل التعليمية – مديرية التربية والتعليم – غزة .
- 2003: ورشة عمل حول متابعة الإشراف العام \_مديرية التربية والتعليم – غزة .
- 2003: دورة في تعليم اللغة الإنجليزية للصغار برعاية المركز البريطاني – الجامعة الإسلامية – غزة .
- 2003: دورة مركزي للتعريف بالمنهج الفلسطينية. وزارة التربية والتعليم - غزة .
- 2003 :إدماج مفاهيم التربية المدنية في الإرشاد التربوي. وزارة التربية والتعليم .
- 2004 : التعريف بمنهاج الصف العاشر الأساسي –وزارة التربية والتعليم –غزة .
- 2004 : برنامج المتابعة الذاتية – وزارة التربية والتعليم –غزة .
- 2004: دورة البحث العلمي – مديرية التربية والتعليم –غزة .
- 2004: ورشة عمل برعاية الأُميدايست حول Content Based Instruction.
- 2005: دورة في الرسوم المتحركة Animation وتوظيفها في تعليم اللغة الإنجليزية برعاية المركز البريطاني .
- 2005: دورة في فن سرد القصص Storytelling وتوظيفه في تعليم اللغة الإنجليزية برعاية المركز البريطاني .
- 2005: دورة الصحة الإنجابية –مديرية التربية والتعليم –غزة .
- **ثانياً: قائم بالتدريب :**
- تدريب معلمي اللغة الإنجليزية علي توظيف الأناشيد والأغاني من خلال Communicative Approach – مديرية التربية والتعليم –غزة .
- 1997:تنفيذاً لتدريب علي البرنامج الذي تم إعداده في الحقبة التدريبية –ونشستر – المملكة المتحدة .
- 2000: تدريب مديري المدارس علي التخطيط والتطوير التربوي. مديرية التربية والتعليم – غزة .
- 2000:تدريب مديري المدارس علي التخطيط الاستراتيجي – مديرية التربية والتعليم –غزة .
- 2001: الخطوط العريضة لتدريب المعلمين الجدد لمبحث اللغة الإنجليزية-مديرية التربية والتعليم –غزة .
- 2001: التدريب علي الصوتيات التطبيقية – مديرية التربية والتعليم –غزة .
- 2002: بناء الاختبارات والتقويم الأصيل والاستفادة من نتائج التقويم. مديرية التربية والتعليم – غزة .
- 2002 : التدريب علي آلية البحث الإجرائي –مديرية التربية والتعليم –غزة .
- 2003:إدماج مفاهيم التربية المدنية في الإرشاد التربوي –مديرية التربية والتعليم –غزة .
- 2003 :تدريب مديري رياض الأطفال علي أساليب تعليم اللغة الإنجليزية للصغار-التعليم العام –مديرية التربية والتعليم –غزة .
- 2003: دورة أساليب تعليم اللغة الإنجليزية للصغار ELMYL –مديرية التربية والتعليم –غزة .
- 2003 : تدريب المعلمين علي أنماط التعلم واختيار أدوات وأنشطة التعليم –مديرية التربية والتعليم –غزة .
- 2004:دورة للتعريف بالمنهاج الفلسطيني لمديري المدارس –مديرية التربية والتعليم –غزة .
- 2004: المدير مشرف مقيم لمديري المدارس –مديرية التربية والتعليم –غزة .
- 2005:دورة مركزية حول أساليب ومحتوى الصف الحادي عشر في المنهاج الفلسطيني-وزارة التربية والتعليم –غزة .
- **ثالثاً: إعداد وتنفيذ مواد تدريبية:**
- تدريب المعلمين، والمديرين والمشرفين من خلال دورات مركز القطان الدورية. منذ 2003 وحتى الوقت الحاضر.

مها يحيى برزق