Al-Quds University
Deanship of Graduate Studies
Education Department.

The Extent of Practicing the Basic Teaching Competencies as Perceived by English language Teachers in the Governmental Schools of Hebron Directorate.

Prepared by: Nasri Sabarna

Supervised by: Prof. Ahmad Fahim Jabr

Master Thesis

Jerusalem – Palestine

(2007-2008)

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A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in education.

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Dedication

To all teachers who enlighten peoples' life.

To the souls of my parents.

To my wife.

To my sons.

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for higher degree to any other university or institution.

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Signature:

Date: 26/1/2008

Acknowledgements

Abstract

The study aimed at investigating the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron Directorate.

The population of the study consisted of the (478) English teachers in the second semester of the academic year (2006-2007).

The researcher constructed a questionnaire for his study and used SPSS package to find out the means, standard deviations, percentages, Pearson correlations and Cronbach alpha.

The study showed that English language teachers in Hebron directorate practice teaching competencies at a high degree as they reported. Besides that the study shoed that there were differences in the means of practicing the teaching competencies due to gender in favor of female teachers.

The study clarified that teachers who had moderate experience from (4-7) years had higher means in practicing instructional methods, content analysis and objectives specification , instructional activities, and instructional aids. Where as teachers who had less than four years experience had higher means in instructional planning and class management. But it was noticed that teachers who had long years of experience were the least in practicing the teaching competencies especially the instructional planning competency.

Teachers of secondary stage had higher means in practicing instructional methods, evaluation, content analysis and objectives specification. While the teachers of lower primary stage had higher means in practicing instructional aids and planning. In addition to that ,teachers who had two-year diploma qualification had higher means in instructional planning, aids, activities, and evaluation. But teachers who had master qualification had higher means in instructional methods and classroom management.

Finally, teachers who had more than six in-service-training courses had higher means in instructional methods, evaluation, content analysis and objectives specification. Where as teachers who had from (4-6) in-service-training courses had higher means in instructional activities and class management. While teachers who had three or less in-service-training courses had higher means in instructional planning and aids.

The study recommended that the Ministry of Education should improve teaching environment by offering buildings, labs, libraries, and educational equipments and aids. Besides ,the curricula of universities should include practical courses for the prospective teachers. Finally, the researcher recommends other researchers to conduct more studies on English teaching competencies.

مدى ممارسة معلمي اللغة الانجليزية للكفايات الأساسية للتعليم في المدارس الحكومية التابعة
لمديرية الخليل

إعداد الطالب : نصري رشيد صبارنه

إشراف: الأستاذ الدكتور احمد فهيم جبر

ملخص الدراسة

درجة ممارسة معلمي اللغة الانجليزية للكفايات الأساسية للتعليم في المدارس الحكومية التابعة
لمديرية تربية الخليل من وجهة نظرهم .

اشتملت عينة الدراسة على المجتمع الكلي لمعلمي اللغة الانجليزية في المـــدارس الحكوميـــة
التابعة لمديرية التربية في الخليل والبالغ عددهم (478) معلم ومعلمة للفصل الثاني من العـــام
الدراسي(2006–2007). ولقد استخدم الباحث رزمة (SPSS) لإيجاد الأوساط الحـــسابية
والانحرافات المعيارية والنسب المئوية ومعامل الارتباط بيرسون وكرونباخ ألفا وقـــد صـــمم
الباحث استبانه خاصة لدراسته .

توصلت الدراسة الى أن معلمي اللغة الانجليزية في المدارس الحكومية في الخليل يمارسون
الكفايات التعليمية بدرجة عالية من وجهة نظرهم .وانه توجد فروق في المتوسطات الحسابية
لصالح الإناث في درجة ممارسة الكفايات التعليمية .واظهـــرت انـــه توجـــد فـــروق فـــي
المتوسطات الحسابية لصالح المعلمين ذوي الخبرة المتوسطة (4-7) ســنوات فـــي درجـــة
ممارسة كفايات الأساليب التعليمية , تحليل المحتوى وتحديد الأهداف, الأنـــشطة والوســـائل
التعليمية و توصلت الى وجود فروق في المتوسطات الحسابية لصالح المعلمين ذوي الخبـــرة
الأقل من أربع سنوات في مجالي التخطيط وإدارة الصف. ومن الجدير ذكـــره أن المعلمـــين
ذوي سنوات الخبرة الطويلة اظهروا قلة ممارستهم للكفايات التعليمية .

وكذلك أظهرت الدراسة وجود فروق في المتوسطات الحسابية لصالح معلمي المرحلة الثانوية في كفايات الأساليب ,التقويم وتحليل المحتوى وتحديد الأهداف و توجد فروق في المتوسطات الحسابية لصالح معلمي المرحلة الأساسية الدنيا في كفايتي التخطيط واستخدام الوسائل .

وانه توجد فروق في المتوسطات الحسابية لصالح المعلمين حملة الدبلوم في مجالات التخطيط, استخدام الوسائل التعليمية, الأنشطة والتقييم. و توجد فروق لصالح المعلمين حملة البكالوريوس ودبلوم التربية في مجالي تحليل المحتوى وتحديد الأهداف. وأظهرت الدراسة وجود فروق في المتوسطات الحسابية لصالح المعلمين حملة الماجستير في مجالي الأساليب وإدارة الصف .

وتبين وجود فروق في المتوسطات الحسابية لصالح المعلمين الذين حصلوا على أكثر من (6) دورات تدريبية في مجال الأساليب, التقييم, تحليل المحتوى وتحديد الأهداف. و توجد فروق لصالح المعلمين الذين حصلوا على (6-4) دورات تدريبية في مجالات استخدام الأنشطة التعليمية وإدارة الصف. وأظهرت الدراسة وجود فروق في المتوسطات الحسابية لصالح المعلمين الذين حصلوا على ثلاثة دورات أو اقل في مجالي التخطيط واستخدام الوسائل.أهم التوصيات التي قدمتها الدراسة:

أوصت الدراسة بضرورة أن تحسن وزارة التربية ظروف العملية التعليمية وإنشاء المباني, المختبرات, المكتبات, وكافة الوسائل والتجهيزات اللازمة لعملية التعليم. وكذلك ضرورة أن تتضمن المناهج الجامعية لمعلمي المستقبل مساقات تطبيقية في المدارس بإشراف أساتذتهم الجامعيين. وأخيرا أوصى الباحث بضرورة إجراء دراسات أخرى حول الكفايات التعليمية للغة الانجليزية .

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Definitions of Terms:

From the review of literature and previous studies the researcher derived the definitions of the study terms.

1: Teaching competencies: It is a group of abilities and skills that English language teachers should possess to achieve high level of performance while he or she is teaching in the classroom .The teaching competencies include the following aspects: instructional planning, content analysis and goals specification, instructional methods, aids and activities, class management, and evaluation.

2: English language teacher: He or she is the person who is teaching more than 50% English teaching load in the governmental schools of Hebron directorate.

3: Teaching experience: It is the period of time that the teacher has spent teaching English language.

4: Academic qualification: It is the academic certificate which was offered to the teacher from a college or a university that enables him or her to practice the profession of teaching English (Diploma, Bachelor, Bachelor + Diploma of education, Master).

5: Teaching stage : General teaching in Palestine is divided into three stages : the lower primary stage which starts from the first grade to the forth grade, the higher primary stage which starts from the fifth grade to the tenth grade, and the secondary stage which includes the first secondary level and the second secondary level .

6: Instructional planning: It is a number of procedures performed by the teacher like analyzing the content of the curriculum, choosing suitable methods for teaching, and proper procedures for evaluation so as to achieve the desirable goals.

7: Content analysis: It is all the procedures done by the curriculum designer or the teacher to divide the teaching process into its elements to facilitate the teacher's task to supplement the students with knowledge.

8: Objectives specification: It is statements which indicate what the students' behaviour should be after receiving educational experience.

9: Instructional aids: It is all the tools or instruments which could help the teacher to achieve the desirable educational goals.

10: Instructional activities: It is programs which could help students to practice their interests and hobbies.

11: Instructional methods: It is a group of techniques, means and activities used in a situation to increase the students' knowledge and achieve the desirable goals.

12: class management: It is a process of educational procedures done by the teacher to implement a successful teaching process.

13: Evaluation: It is a procedure concerned with a quantitative description of behaviour or the situation that could be measured.

CHAPTER ONE

Background of the Study

English language plays an important role in all aspects of people's life: economically, socially, culturally, politically, and scientifically. It's considered the language of scientific research and technology and it's the world's most popular electronically saved information language.

English language is the means of communication between nations and cultures, and who owns it could influence others and could be influenced by them. It could help us to respond to the world's challenges and increasing technological cognition and comprehensive knowledge.

Because of the researcher's experience of teaching English and as a director of secondary school, he noticed the lower achievements of the students in the Tawjihi and at the universities in courses taught in English.

Learning English as a second language in Palestine faces many difficulties as a result of many interrelated reasons: some of them are related to the students themselves, others are related to the role of the family or the school environment, and the teaching process and the syllabus.

The characteristics of the teacher and the extent of possessing and practicing the basic teaching competencies could make teaching and learning English language process more vivid and active .This could influence positively or negatively the students' attitudes toward learning English and their academic achievement .

Sweilim (1980) wrote that the teacher is the corner stone in the teaching process. The teacher's characteristics and the degree he or she possesses

and practices constitute the basic teaching competencies which could make the teaching and learning process more vivid and active. The active teacher could influence positively his students' attitudes toward the learning process. It is important to take care of teachers' preparation and training.

Hasan (1993) considered English as the language of scientific research and technology. It is the world's most common language used for saving data. It is the means of communication between nations and cultures. It could help us to respond to the world's challenges and to the increasing technological and comprehensive knowledge.

Bin Hamidi (1993) stressed the importance of teaching English language in early childhood that could make a child use it efficiently and perfectly. He considered teaching as one of the most difficult professions and the teacher is considered the most important factor in the process of teaching and learning.

The teacher, the learners, and the curriculum are important factors in this process. The implementation of curriculum in the classroom involves the efficient use of the appropriate teaching and evaluation procedures by the available teaching resources (Shulman, 1987, cited in AlShdaifat, 1998).

Most new teachers show fear, embarrassment, and unreadiness in doing their tasks .This is a result of in adequate training (Camp and Heath, 1991, cited in Al-Shdaifat, 1998).

Many researchers studied the characteristics of active teachers and teaching competencies that the teachers should possess and practice in the teaching situations in the following dimensions: personal characteristics, instructional planning, content and goals, teaching methods, instructional aids and activities, evaluation and class management.

High professionalism and effective teaching attitudes can greatly touch the fast developments and changes in the demand of the society for better teachers. Those teachers could meet the students' needs with regard to their growth and related teaching factors. The teacher is always considered the corner stone in the teaching process that makes it more professional. This could reinforce educational active values that depend on teachers' competencies and beliefs (Imran, 1999).

In order to develop the teachers' professionalism, Abu-Hilal recommended good teacher- preparation, well-studied-in-service training programs, improving teaching environment at schools, and improving teachers' competencies (Abu Hilal, 2000).

Many Palestinian researchers are interested in studies to develop English language teachers' competencies. Darwaza (1994) studied the effect of training on the teachers' instructional planning to improve the teachers' performance and students' achievements. Al-Hodali (1997) also studied the impact of UNRWA's in-service-training program for university graduates on teachers' educational competencies. Qaraq'e (1999) studied teachers' efficacy among the English teachers of Bethlehem district. Abu-Hilal (2000) studied the teachers' competencies in daily-lesson planning in the secondary schools of Jerusalem. Al-Drawish (2000) studied the extent of practicing educational competencies by the teachers of Arabic in the district of Bethlehem and Hebron. Khalaf (2005) studied the instructional training needs of English teachers in Rammallah and Jericho governmental schools.

Hebron directorate also interested in developing teachers' efficacy of teaching. So, the training department held 106 training programs during the period (1997-2007) in the following topics: preparation of new

teachers, the new English Palestinian curriculum, new and active English-teaching methods, evaluation, and classroom management.

I: 1 Statement of the problem.

From the researchers' experience of teaching English language and a director of school, he observed weakness in the students' achievement in learning English. This might be referred to weakness in the efficacy English language teachers.

Besides that, after reviewing the previous studies and relevant literature, the researcher found out that most studies dealt with competencies of Arabic, science, maths, social studies. On the contrary, he found out few studies dealt with competencies of English language teachers.

To fill this gap, the study focused on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate.

1:2 Questions of the study:

What is the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

To answer the major question of the study: the researcher attempted to answer the following questions:

1/ Is there any effect for gender on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

2/ Is there any effect for years of experience on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

3/ Is there any effect for the teaching stage on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

4/ Is there any effect for academic qualification on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

5/ Is there any effect for in-service-training courses on the degree of practicing the teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate?

1:3 Purpose of the Study.

1: The study aimed at investigating the degree of practicing the basic teaching competencies by English language teachers under the effect of gender, years of experience, teaching stage, academic qualification and in-service- training courses.

2: The study was an attempt to help teachers, planners of education, supervisors, and principals of schools, decision-makers in the Palestinian Ministry of Education, and leaders of the Palestinian universities and colleges to offer a successful learning –teaching process.

3: The study was an attempt to establish a basis for researchers to conduct more studies on the English teaching competencies.

1:4 Significance of the Study.

1: To the best knowledge of the researcher, he found out a few studies that had dealt with English teaching competencies in Palestine and the Arab World.

2: Practicing teaching competencies is a necessity for the success of the teaching process.

3: The study comprised a list of basic teaching competencies that every teacher should have.

4: The study might provide teachers with the suitable practice of the basic competencies of teaching English.

5: The study might be considered an opportunity for other researchers to conduct more studies on teaching English competencies.

1:5 Limitations of the Study.

1: The study was limited to investigate the degree of practicing the basic teaching competencies as perceived by English language teachers in the governmental schools of Hebron directorate.

2: The study was implemented on English language teachers during the second semester in the academic year (2006-2007).

3: The researcher used a questionnaire as an instrument for his study.

CHAPTER TWO

Review of the literature

Teacher has been considered the corner stone in old and modern educational processes. Therefore, it is necessary to prepare a well-qualified teacher in all academic aspects. Since the 1970s, educators have watched the emergence of a new movement which looks forward to developing teachers' competencies and to providing them with qualifications that extend beyond mere standing before the students.

The emergence of the competencies movement was a reaction to old methods applied in the teachers' colleges which considered the competent teacher as the one who has acquired certain information and observations related to the curriculum he teaches.

Normally, the main criterion for measuring the development of any nation is connected to its cultural and scientific progress. The concept of performance as defined by the Arab Organization for Science, Education, and Culture in (1973) is the planned activity to achieve desirable changes in the person or the group whom we train: in other words, these changes must influence their knowledge, behaviour, and attitude which enable them to fulfill their jobs with high productivity and high competency.

Good (1973) defined the competencies as a group of skills, trends, and abilities that the teacher should carry out in the classroom.

Coker (1976) defined competency as the ability to handle the class difficulties that teachers may face while Houston & et al (1978) defined it as the ability to perform a task or make an expected change or output.

Kay (1978) defined competencies as the use of accurate behavioural objectives to describe the required knowledge, skills, and trends to perform teaching process.

Sweilem (1980) defined competencies as the teacher's ability to do a job or a duty as a result of the academic qualification and preparation.

Mare'i (1983) defined competency as the ability to perform something effectively and efficiently.

Hamdan (1984) defined competencies as the ability or skill that the teacher possesses that affects the students' learning. In other words, it is the teacher's ability to use a special skill or set of educational skills in a response to a certain educational situation.

Abu-AL-Sameed (1985) defined competencies as the teacher's ability to perform the educational process to achieve the desired objectives in the learners' behaviour.

Salah (1997) defined competencies as certain levels of knowledge, and technical skills of teacher to affect the learners' behaviour.

Awn (2000) defined competency as the abilities that teachers should have like knowledge, skills and trends which could be implemented in a certain educational situation.

Aldrawish (2000) defined competencies as the ability to produce output with less effort and adequate time. He divided the competencies into three types: cognitive competency which is knowledge, attitudes, values, and skills that each teacher should possess to practice in the teaching situation. The second type is performance competency which means implementing knowledge, attitudes, values, and skills in the practical side of teaching like conversation, asking questions, and evaluation that could develop the level of the teaching process. The third type is output

competency which means the teacher's ability to produce the desirable changes in the learners' behaviour.

Alfetlawi (2003) defined competencies as a number of activities and procedures done deliberately by the teacher to achieve the desirable results.

Al-Badri (2005) explained that the teacher's competencies should point out to a fact that the teacher is the organizer and administrator of the classroom. He is also able to classify the students' role according to their individual abilities and skills. The students are normally affected by educational programs where teachers are successfully administering their classes.

Al–Badri explained that the concept of competency includes the teacher's knowledge, skills, abilities and trends that could be employed in the classroom.

Besides, there are precise indications to the teacher's administrative and organized performance inside the classroom. They enable the students to comprehend the educational material.

After reviewing the literature, the researcher suggests defining the teaching competencies as a group of abilities and skills like teaching planning, content analysis and goals specification, teaching methods, teaching aids and activities, class management, and evaluation that teachers should possess and practice to achieve a desired level of performance while he or she is teaching in the classroom.

Instructional planning competency:

Japer (1985) defined instructional planning as a group of teachers' skills like utilizing clear and specific instructional goals, content analysis, organizing educational experiences, preparing assessments and selecting its methods to achieve the educational goals.

Al-Qatami (1989) clarified that instructional planning makes teaching-learning process more organized .This can direct the teacher's attention to the desirable goals and how to achieve them .This can also clarify and solve the aspects of weakness in the teaching process and develop the teachers' performance.

Meri'e and Al-Hiala (2002) described instructional planning as an organized mental process, thinking system, and organized method to achieve the desirable goals.

Al-Hwidi (2002) defined instructional planning as a pre-imagination to what the teacher should do like methods and teaching aids to achieve the desirable goals.

Raiyan (2003) further explained that instructional planning points to the mental activities that aim at changing educational goals to real outcomes. After reviewing the previous definitions of instructional planning, the researcher defined it as a number of procedures performed by the teacher: to analyze the content of curriculum, to choose suitable methods, and proper evaluation procedures to achieve the desirable goals.

Content analysis competency.

I'beid, et al (2001) explained that content analysis is all the procedures done by curriculum designer or the teacher to divide the teaching process into its elements to facilitate the teacher's task to supplement the students with knowledge.

Al-Hwidi (2002) clarified that content analysis is to know the basic elements of the scientific material .He also clarified that curriculum analysis aims at knowing its basic elements like content, goals, methods, aids, activities, and evaluation. This could help the teacher to know the weak or strong elements of the curriculum .It could help him in planning for the teaching process. It also could help him in specifying the elements of evaluation.

Objective specification competency.

Rashid (1987) defined the educational goals as a group of statements that indicate what the student's behaviour should be after receiving the educational experience.

Gronland (1990) defined the behavioural goals as specific statements of the student's performance which could be observed and measured.

Cooper (1999) defined the educational goal as a purpose expressed by a statement or written/ unwritten phrase described as a wanted change in the learner's behaviour which could be a short or a strategic goal. The concept of educational goal is derived from the concept of learning which intends to induce positive changes in the learner's behaviour, thinking, and affection.

The first step in designing curriculum involves specifying teaching goals and general goals of the curriculum. The educational goal is a general goal that describes the total final skills that the learner could show by the end of the teaching process. Specifying teaching goals could help the

teacher in organizing the educational content in a way that suits the learner's abilities and academic and social background. This could also help the teacher in choosing the suitable ways of teaching to achieve the desirable goals and choosing the suitable ways of evaluation.

I'beid, et al (2001) considered the educational goals as the basis of educational processes because they are considered the basic beginnings and the final ends of every educational situation. By specifying the educational goals, the teacher could specify the experiences, educational and training programs that he could offer his learners.

The educational goals are divided into three categories: The first is the cognitive domain which is interested in knowledge, comprehension, analysis, synthesis, application, and evaluation. The second is the affective domain which includes goals of affection, desires, and attitudes. The third is psychomotor domain which is interested in writing, swimming, reading …etc.

Al-Hwidi (2002) defined the behavioural goal as a statement that describes the learner's behaviour after he or she had an educational experience.

Instructional aids competency.

Hamdan (1984) divided teaching aids into four types: visual aids like pictures, paintings, board, maps, slides, and films. Audio aids like cassette, and radio. Environmental aids like natural and historical sites, exhibitions, and museums. Audiovisual aids are the ones which include more than one aid like pictures, films, television, slides, cassettes and computers.

Zaitoon (1999) divided the educational aids into the following elements: the educational situation in which the students should experience. The

educational resources like school books, films, libraries, and etc. The educational tools like projector, video, board, television, and etc.

Zaitoon stressed that the educational aids could arouse students' attention and interest to the educational process .They could increase the students' readiness to learning by offering them affective, skillful, and cognitive background about the educational material. They could offer the students behavioural experiences which could give a meaning to the oral statements and could keep an effect of learning process on the learners. They could help the teachers to vary the methods of teaching to decrease the individual differences among the students.

Al-Hiala (2002) defined the educational aids as the materials and tools used by the teacher to introduce the educational content to the students to improve the learning - teaching process.

Al-Hwidi (2002) defined the educational aids as the materials, tools, and sets that could help the teacher to achieve the desirable educational goals.

Instructional activities competency.

Moqbel (1978) clarified that school activities include aspects like skills, social, scientific, practical experiences which could help the students to learn things which were difficult to be learnt inside the class. Taking part in planning school activities could develop the students' characters.

Abu Al-Fotooh, et al (1982) clarified that school activities are an aspect in which students express their desires and satisfy their needs. Moreover hand, school activities support students' school health.

Al-Ahmad, et al (1987) explained that school activities are chosen programs to help students to practice their interests and hobbies .This could enrich their experiences and develop their character: physically, mentally, socially, and affectively.

Instructional methods and approach competency.

Mere'i, et al (1983) explained that teaching approach is a process that consists of techniques to achieve the desirable goals including the learning teaching activities and the use of the learning sources.

Abu Saleh (1991) explained that teaching approach is a pattern or method that could be repeated in dealing with people or things or events aiming at achieving specific goal.

Jamel (2000) defined the teaching method as a group of techniques performed by the teacher to help his students to achieve the educational goals. The techniques could be discussions, asking questions, project planning, arousing problem. So teaching approach is a tool or a means used by the teacher to introduce the curriculum to his students.

Al-Hiala (2001) clarified that teaching methods is a group of social process during which learning material could be introduced by a sender called a teacher to a receiver called a learner.

Kweiran (2001) mentioned some of Mayer's teaching ways definitions. One of these definitions argues that these ways are the methods or aids by which the teacher could introduce the knowledge to his students. It is a means of assistance, or methods and techniques that could enable the teacher to prepare his or her students for the learning –teaching process.

Abu Al-Haija (2001) explained that there is a difference between teaching approach and teaching method. A teaching approache is a general pattern done by the teachers in a specific teaching situation. On other hand, the teaching method is a behaviour performed by a teacher in a way that differs from others and becomes a special characteristic to him only not like any other teacher's method.

In other words, we could say that teaching method is a teacher's characteristic and behaviour that could be repeated by him every lesson

or any other way. Teaching method could improve the approach of teaching. By teaching method we could judge the teacher's mastery of teaching approach and he may disqualify his teaching way if he doesn't use new methods of teaching.

Al-Hwidi (2002) defined teaching approach as a group of means, procedures and activities used in a teaching situation to increase the students' knowledge and achieve the desirable goals.

Classroom management competency.

Abdelhamid (1982) defined class management as the process in which the material and human abilities are used to achieve goals and affect people's behaviour.

Hamdan (1984) defined class management as a group of organizing strategies and procedures that could facilitate teaching process. Teachers' knowledge, effective teaching methods, planning activities, and suitable teaching aids are important factors in the teachers' job .These factors are of no value unless there is a teacher's ability to administrate class.

Meri'e (1986) argued that class management intends to supplement effective organization done by the teacher inside the class to achieve the desirable changes in student's behaviour which agrees with the society philosophy and develop their personal abilities.

Balqis (1988) defined class management as a guiding process and efforts and behaviours done by the teacher in the class to achieve the desirable educational goals.

Alsebhi, et al (1997) defined class management as a process of educational procedures done by the teacher to implement a successful teaching process.

Japer (2000) has looked to class management as concentration on the teachers' response and reaction after students' unexpected behaviour. In this case, the teacher's response ultimately moves to punishment as a means to control students' behaviour in the class or in the school. It is noticed that most of the teachers spent their time trying to figure out how to control the students' behaviour in the classroom.

Abu Jado (2000) has clarified that new concepts of teaching in the class and its management exceeds serious practices which are characterized with rigidity and domination.

The role of the teacher has moved into more complicated levels since responsibilities and duties have grown wider. The role of the teacher is not limited to introducing scientific and theoretical knowledge' but it also exceeds to the concept of the comprehensive care and assistance in order to achieve the learners' growth.

The traditional concept of classroom management comprises conduct and discipline which offer quietness in the classroom to achieve the desirable goals.

Classroom management is embodied in assisting the teacher to know both his responsibilities and duties .It could provide him with the required skills to introduce knowledge, and values to achieve the desirable goals.

Albadri (2005) has stated that class management is a group of functional procedures (planning, coordination, and directing) which react positively in a suitable atmosphere in and out of school.

Evaluation competency.

Alshiehk (1975) has clarified that evaluation is measuring the degree of fitness or suitability of the educational procedures which could achieve the educational goals.

Aodah (1985) has mentioned that measurement refers to a group of procedures that include specifying and defining what can be measured and translating into accurate information which could be comprehended. Whereas evaluation refers to a group of procedures to manipulate the information to specify the degree of achieving the educational goals.

Balqis (1986) clarified that measurement is a procedure concerned with the quantitative description of behaviour or the situation that could be measured.

Alkilani (1994) emphasized that evaluation is a process of data collection by means of different measurement procedures in which we could get through certain judgments about the effectiveness of the educational process relying on the criteria of competency or the extent of achieving the educational goals.

Al- Hiala (1999) has observed that measurement is the qualitative and quantitative value that could be attained by the learner in a certain test. Measurement is the educational achievement which can be expressed by grades.

Alshu'la (2000) explained that the educational evaluation is a specified and organized process aiming at data collection about the various sides of educational process. This could specify the strong aspects to be fostered and the weak aspects to be improved.

The educational evaluation aims at taking the proper educational decisions and outlining the behavioural goals and modifying them continually. This should suit the learners' levels and be familiar with the

educational curricula, teaching methodologies and improving them to achieve the desirable goals. The educational evaluation aims at analyzing the students' experiences and exploring their trends and abilities to avoid errors and achieve the desirable goals.

CHAPTER THREE

Previous Studies

The very fast developments that have taken place in all aspects of peoples' life demand effective teachers who could achieve desirable educational goals and help to provide their communities with enlightened citizens. So, the researchers are committed to do more and more studies on teachers' possessing and practicing teaching competencies to achieve the educational goals and find the good citizen for the society.

In his study, Awajjan (1993) aimed at determining the degree of practicing and possessing the teaching competencies according to gender, experience, and academic qualification variables.

Awajjan constructed a questionnaire consisting of (78) items divided into the following domains: objectives, planning, class management, methods, aids, and activities, social relations, technical development, and evaluation. The sample of the study consisted of (440) the teachers of physical education.

After data collection and statistical analysis, Awajjan found out that the degree of practicing the teaching competencies was high .He found out there were significant differences in practicing and possessing the teaching competencies due to gender in favor of the male teachers. There were significant differences in practicing and possessing the teaching competencies due to experience in favor of those teachers of long period experience. There were significant differences in practicing and possessing the teaching competencies due to academic qualification in favor of those teachers of high qualification (high diploma and master).

Al-Khadam (1995) aimed at determining the degree of practicing the teaching competencies of spots education according to gender, experience, and level of qualification variables. The researcher used a random sample of (125) male and femal teachers of sports education.

He constructed a questionnaire of (49) items covering seven dimensions: objectives, planning, methods of teaching, professional growth, curriculum analysis, development and evaluation.

After data collection and statistical analysis, the researcher found out that all male and female teachers of physical education possessed and practiced the competencies at a high degree. There were significant differences in the means of practicing the teaching competencies in favor of males, the more experienced, and the higher academic qualification.

In his study, Al-Ghafri (1995) aimed at specifying the competencies required for the secondary school teachers of Islamic education in the Sultanate of Oman and the extent to which secondary school Islamic education teachers in the Dhahirah region have those competencies.

He used two instruments. The first instrument is a questionnaire of Likert scale including (130) competencies in the following dimensions:

Lesson planning, classroom management, principles of learning school books and instructional media, integration, social relations, professional ethics, and evaluation. He applied this instrument on the whole population of teachers and supervisors of Iamic Education in the Batinah, Dhahirah, and Dakhiliyyah region (n= 220).

The second instrument was an observation checklist which was implemented on a complete population (n=49) and contained (23) competencies in the following dimensions: Tajwid (Recitation), Tafsir (interpretation).

He found that all the subjects were highly rated (130) competencies but there is a general weakness in the performance of both male and female teachers in the competencies related to Tajweed and Tafseer (x=2.88). The researcher emphasized the importance of in-service training.

In his study, Al-Rabie'y (1995) clarified the competencies of effective EFL teachers at the preparatory school level in Oman. The sample consisted of (100) EFL preparatory school teachers. The instruments used were: an observation check list, a questionnaire and ethnographic narratives.

The results of the study showed that the "effective" and "less effective teachers exhibited significant differences between them on all the teaching competencies. The differences between the "effective" and the "less effective" teachers remain consistent and stable across the gender and nationality sub-groups. The teaching competencies were generally not greatly affected by the teachers' background factors. This is especially the case with the qualification, in-service training, years of teaching experience, and educational regions.

However, some competencies showed a significant effect for gender in favor of females and for nationality in favor of the Omani teachers.

In his study, Al-Shalabi (1995) aimed at indicating teachers' attitudes towards training and showing the effect of gender, qualification, and teaching years experience on their attitudes.

The population of the study consisted of all teachers in Jordan Northern Governorate in the academic year (1994-1995). The researcher distributed the questionnaire to a random sample consisted of %40 from the whole population.

The study showed that negative attitudes of teachers were above than the standard level (%53) from the sample. There were significant differences

in the teachers' attitudes toward training material and training environment and facilities due to sex and academic qualification in favor of males holding B.A degree and in favor of females holding diploma.

There were significant differences in the teachers' attitudes toward training material and training environment and facilities in favor of moderate teachers' years of experience. There were no significant differences in the teachers' attitudes toward training due to years of experience.

The researcher recommended facilitating the attendance of teachers to the training centers and sharing them in planning and implementing in the training courses.

In her study Abu Al-Halawa (1996) examined the effect of sex, teaching experience, and academic degree some factors that affect the personality of school teachers on using the educational technologies. It also aimed to specify the obstacles that might hinder the effective use of these technologies.

The sample consisted of 268 teachers teaching the first three grades in Zerka district governmental schools. The researcher applied a questionnaire.

There was a significant difference in using the educational technologies in favor of female teachers and the more experienced teachers. The study showed that audiotapes were the most widespread instrument used in educational technology.

The most important obstacles that might hinder the effective use of these technologies were the lack of enough time, heavy teaching load, the administrative tasks teachers should do overload curriculum, the crowded classrooms , the lack of enough space , the shortage of training programs or workshops for teachers , and the lack of specialized

techniques to supervised and maintain the educational technology instruments.

In his study, Alsarayra (1996) aimed at investigating the effect of experience, qualification, and academic stage on practicing the competency of instructional planning by the teachers of science in Al-Karak governorate.

The population of the study consisting of all (341) teachers who teach science in governmental schools in Al-karak governorate in the scholastic year (1995- 1996).

The researcher developed a questionnaire consisting of (82) items distributed under five domains: lesson planning, semester/year planning, objectives, methods, activities and evaluation.

The study showed that there was a statistical difference on the interaction between experience and qualification on all instructional planning competencies except the evaluation domain.

The researcher recommended paying more attention to the instructional planning competencies during the teachers training programs.

In his study, Al-Hodali (1997) aimed at investigating the effect of the in-service training program on the educational competencies in the following dimensions: planning, implementing, and evaluation of teaching. He also examined the effect of some variables: year of attendance, gender, teaching experience, and field of specialization on the educational competencies of the participants.

He used stratified sample of (76) participants which is about (%90) of the whole population. He built a questionnaire designed in Likert-scale comprised three dimensions: planning, implementation, and evaluation.

After data collection and statistical analysis, the researcher found out that the program had a high degree of effect on the three dimensions that were investigated.

There were significant differences in the effect of the in-service training program on the educational competencies due to gender in favor of male participants.

There were significant differences in the effect of the in-service training program on the educational competencies due to the experience in favor of those with less experience.

The researcher stressed the importance of the pre-service training programs on the acquiring of educational competencies.

In his study, Al-Najar (1997) examined the effect of teaching stage, gender, and academic qualification on possessing and practicing instructional technical competencies.

The researcher constructed a questionnaire consisting of (70) items divided into three domains: constructing teaching and activities, teaching communicative means, and evaluation .The sample of the study consisted of (680) teachers teaching the primary stage in the First Irbid Directorate.

The study showed that teachers possessed (62) competencies from (70) which represent (%88). Teachers practiced (46) competencies from (70) which represent (%65) with statistical means of average from (2.40-2.74) which is a moderate degree.

There were no significant differences in possessing instructional technical competencies according to teaching stage (lower, higher) stage, gender (male, female), and academic qualification (collage diploma, B.A or more).

The study showed that there were significant differences in possessing instructional technical competencies due to experience in favor of those teachers who had long experience period (ten years or more).

In his study, Al-Shadaifat (1998) aimed at determining the professional and teaching needs of EFL teachers in order to design a training course based on these needs .He also attempted to investigate the effect of three variables: sex, experience, and qualification of the teachers on the EFL teachers' teaching needs. Moreover, he aimed at measuring the extent of benefits of this training program.

The population of the study consisted of all 120 EFL teachers in Mafraq First Directorate of Education in the second semester of the academic year (1997-1998).

The researcher used two instruments: a questionnaire to identify the EFL teachers' teaching needs. A class room observation checklist to measure the extent of the benefits of training program after implementing it.

The results of the study showed that almost all the teaching skills delineated in the questionnaire were very important particularly those related to teaching procedures. Teachers need to acquire all of these skills.

Classroom management was more important than the other skills. Evaluation and teaching procedures skills were also considered very important. The results also indicated that the teachers had benefited to a high degree from the training program.

In her study, Qaraq'e (1999) aimed at investigating how the items of English teachers' efficacy scale are ranked and rated , how English teachers personal efficacy items are rated , and investigating the relationship between the demographic variables of sex, type of school, academic degree, years of experience with both general efficacy and

personal efficacy of English teachers .General efficacy means the teacher's ability to teach students in spite of the surrounding environment and personal efficacy means all abilities, experiences ,and teaching methods teacher possesses.

To achieve the purposes of the study, the researcher distributed the questionnaire to the whole population (209) English teachers in Bethlehem District.

The results of the study showed that English teachers scored highly in favor of personal efficacy than general efficacy.

Female English teachers were more efficacious than male teachers in the two dimensions: general and personal efficacy. English teachers in private schools were more efficacious than UNRWA and more than governmental schools.

English teachers with highest academic degree had the highest sense of teachers' efficacy, and the more experience had higher sense of efficacy more than the less ones.

In his study, Nader (1999) he aimed at investigating the attitudes of English language teachers toward using formative evaluation .He also aimed at finding the effect of the independent variables: gender, qualification, experience, and school location on the dependent variables: the instructional method, students' performance, and curriculum design.

The researcher constructed a questionnaire and implemented it on the whole population of the study which consisted of (152) English language teachers.

The researcher found out that there were differences in the teachers' attitudes toward formative evaluation due to gender in favor of females.

There were differences in the teachers' attitudes toward formative evaluation due to educational qualification in favor of those teachers who hold less than B.A degree more than those holding B.A degree.

There were differences in the teachers' attitudes toward formative evaluation due to years of experience in favor of those teachers who had less than (5) years and more than (10) years of experience . There were differences in the teachers' attitudes toward formative evaluation in favor of village school teachers more than city school teachers.

In their studies, Dunn & Shriner (1999) aimed at investigating the effect of the teachers' activities to improve their teaching activities.

In the first study, the answers of (130) teachers showed that evaluation and planning are deliberate activities which could increase experience and improve their teaching competencies.

The study aimed at measuring the development of performance and its relation with deliberate activities, and teachers' thoughts about these activities that related to lower preparatory stage, moderate preparatory stage, and secondary stage.

The major question of the study is what are the deliberate activities according to the teachers and what is its relation with developing their performance?

The researchers constructed a questionnaire to examine the following aspects: professional reading, attendance of workshop, the forms work, teachers' conversation, speaking with responsible persons about resources, speaking to administrators, speaking to professional teachers, written planning, mental planning, preparing materials, evaluating written works, informal evaluation, self- evaluation, and written assessments.

After data collection and statistical analysis, they found out that all these activities were considered as deliberate activities and it had a clear effect on developing teachers' performance. The teachers considered that the activities are related. Planning, evaluation, and speaking to professional teachers had a great effect on developing the teachers' competencies.

In the second study the researchers examined these deliberate activities on eight teachers of long experience. The results showed these deliberate activities increased their experience and developed their teaching competencies.

In his study, Abu Hilal (2000) aimed at investigating the effect of preparation, experience, in-service training and gender on practicing the competencies in daily-lesson planning.

He constructed a questionnaire of (65) competency items covering six domains: the lesson objectives, the lesson contents, activities, teaching methods, and learning aids, and evaluation.

The population of the study consisted of the (76) teachers of the secondary schools of Jerusalem and its Suburbs.

After data collection and statistical analysis, the researcher found out that results of qualified male teachers with Bachelor plus Master degree in Education had scored the highest means .Then teachers qualified with two-year diploma in education, followed by those qualified with a Bachelor degree in Education, then the fourth was those qualified a Bachelor plus a Diploma in Education and the finally those qualified with a Bachelor in science and arts.

The results of female teachers proved to be different. Those qualified with Bachelor degree of Education scored the highest mean. Then came those qualified with Bachelor and diploma in education, followed by those qualified with a Bachelor degree in science and arts. The fourth

was those qualified Bachelor degree and Master in education and finally those qualified with two-year diploma.

The study showed there were differences in the means of practicing the competencies in daily-lesson planning due to the experience in favor of teachers who had short period.

The study showed there were differences in the means of practicing the competencies due to gender in favor of male teachers.

In his study, Al-Drawish (2000) aimed at investigating the effect gender, age, qualifications and educational experience on practicing the educational competencies.

The researcher constructed a questionnaire consisting of (99) educational competencies in the following dimensions: educational planning, educational aids, class management, educational principles educational behaviors, specialization competencies; literature, and grammar. The population of the study consisted of (156) secondary stage teachers. After data collection and statistical analysis, the researcher found out that the degree of practicing the educational competencies by secondary stage teachers was high in all dimensions. He also found that there were no differences in practicing the educational competencies in the secondary stage due to gender, age, years of experience, and qualification.

In his study, Awn (2000) aimed at investigating the effect of experience, qualification, and specialization on the instructional competencies possessed and practiced by the secondary school teachers.

The researcher developed a questionnaire consisting of (51) instructional competencies distributed into six domains: planning, implementing the instructional process, classroom management, and evaluation.

The questionnaire was divided into two parts: the first part measured the included possessed competencies. The second part measured the

included practiced competencies. The sample of the study consisted of (50) supervisors drawn from the population (126 supervisors) in the Directorate of Education in Taiz Govemorate.

The study revealed that secondary school teachers possessed and practiced the instructional competencies at a moderate degree. There were significant differences among the means of the possessed competencies and the practiced ones in favor of the means of teachers' possessing competencies.

There was no significant difference in possessing and practicing the instructional competencies due to qualification. There were significant differences in the means of the supervisors' views for the practiced competencies due to experience, in evaluating instructional process, technology, and the differences were in favor of those of a moderate experience degree.

In his study, Zawawi (2001) aimed at investigating the teachers' perceptions of communicative skills and their perception of college preparation .He distributed his questionnaire to all the population of the study which comprises (182) English teachers who were employed in the academic year (2000-2001).

After analyzing the collected data, the researcher found out that EFL teachers didn't receive enough preparation in sociolinguistics, psycholinguistics, nonverbal communication, English culture, language acquisition theory, and research in foreign teaching.

He found out that teachers were not satisfied with the emphasis placed on conversational programs. They criticized the great emphasis on theory teaching. Prospective teachers thought they were not familiar with their future environment at schools. Teachers claimed that their oral proficiency is sufficient at school but not outside school especially with

native speakers. Teachers also complained about crowded classrooms in college and they complained about their limited access to computer, language labs, and libraries in their colleges.

In his study, Hamilton (2003) aimed at studying the effective classroom management discipline system and strategies as perceived by new and beginning teachers.

He stated the problem of the study that how new and beginning teachers to manage student behavior? First- year teachers are responsible for possessing a full range of competencies necessary to meet the needs of students. The competencies include the ability to manage student behaviour and maximize time-on-task. Among the challenges that teachers encounter to meet the needs of students is the need to establish and maintain safe, orderly learning environments free of unwanted disruptions so that learning can take place.

The purpose of the study was to describe beginning teachers perception of the effectiveness of selected classroom management discipline system and the predominant strategies used to eliminate unwanted disruption in self-contained elementary classrooms as perceived by first-year, second—year, and third- year teacher identified by their principals as teachers who need to improve their ability to manage student behavior.

The study also attempted to determine if there was a significant difference between the perceptions of primary and upper grade teacher. Whether teachers' perceptions were affected by years of teaching experience. The participants in this study took part in a workshop designed to present the systems and strategies.

Survey of first, second, and third-year teachers was conducted by questionnaire. The study utilized two types of research methodology, descriptive and ex-post-facto. A total of 92 responses from the eligible

(114) teachers were received. This study obtained a return rate of 80 percent.

This study found out that the classroom management discipline system and strategies perceived by beginning teachers to be most effective to eliminate unwanted disruptions in self-contained elementary school classrooms.

The researcher recommended that staff development can improve the performance of beginning teachers in the area of classroom management of student behaviour.

In her study, Anderson (2003) aimed at defining the key characteristics of extraordinary teachers found by quantitative and qualitative researchers and practitioners.

Understanding these key characteristics will enable elementary administrators to move their staff in the direction of extraordinary teaching. The researcher reviewed studies and dissertations then she separated the information she gathered into qualitative, quantitative and eclectic research .She interviewed eight voluntary teachers. The practitioners were asked to describe extraordinary teachers they had who inspired or influenced them as young people.

With this information, commonalities of all the researchers and practitioners came forth. There is a great amount of overlap as to the common characteristics of an extraordinary teacher. All groups readily agree that having caring relationship is a necessary attribute for extraordinary teachers. Another area all agreed upon is that extraordinary teachers continue to learn formally and informally. Three of the four groups agreed that extraordinary teachers had common curricular concepts: classrooms are rich with hundreds of materials available; they don't rely on mandated materials or framework; and they supplement

their rooms with varied materials. Other areas in which three of the four groups agreed were believing in the whole child; being caring, compassionate, respectful, enthusiastic, and passionate; and continually employing effective strategies. The extraordinary teachers deal with lessons in an effective way and understand the importance of reflection, use large blocks of time for language arts .The principals focus on professional development, hire only licensed teachers, hire teachers with the potential to be extraordinary, evaluate teachers, facilitate dialogue about educational concepts and trends on a regular basis, see that funding is used in the best interests for children, and lastly be a cheer leader and instructional role model.

In her study, Abu Sway (2003) aimed at determining the effect of gender, educational qualification, supervising authority, experience, sex of the school, teaching level on classroom management. The population of the study consisted of all the teachers of governmental and nongovernmental schools in Jerusalem.

She used a random sample consisted of (407) teachers and principals. She used a questionnaire consisting of (63) items about the classroom management practice and (16) items about the factors that influence it.

The study showed that the most frequent classroom management practices were : organizing classroom reactions ,asking questions , monitoring students , giving feedback, instruction, directing students behaviour ,organizing classroom environment for learning, provision of psychological and sociological climate and meeting students needs .

The study showed that the most helpful factors were: the early teacher's arrival to school, handsome teacher's appearance, using classroom behavioural record, 15-20 students in the class, big size of the classroom and the big size of the windows.

The most obstacles were: the classroom location near the main street, delayed students entering to the classroom, weather factors, parents visit to inquire about their sons and daughters during the classes, and using loud speaker.

There were no significant difference in classroom management according to gender, educational qualification, supervising authority, experience, and sex of school. There was no significant difference in classroom management according to the teaching level.

The researcher stressed the importance of engaging teachers and principals in class management training courses.

In her study, Hoover (2004) aimed at developing an initial understanding of how and why high school foreign language teachers use technology in instruction.

To answer the question of the study, she examined six high school foreign language teachers from different districts participated in her exploratory, qualitative study .The data consisted of preliminary information, teacher interviews, and 40 classroom observations.

This study confirmed that some use of technology is for instruction but the great use of technology is as a resource of preparation and classroom management. Teachers sharing their students in using technology integrated activities to motivate them and provide a variety of instructional strategies and to connect students with current, authentic internet resources to develop their understanding of the target culture.

Students use videotapes, audiocassettes and CDs to listen to native speakers; however, using computer technology to develop communication skills occurs less frequency.

In her study, Khalaf (2005) aimed at investigating the effect of gender, teaching experience, and qualification on the instructional training needs

of English Teachers in Ramallah and Jericho school district from their point of view.

The population of her study included (123) teachers in Ramalla Directorate in the academic year (2004-2005).

She developed a questionnaire consisting of (78) items covering six domains: classroom management, instructional media, evaluation, knowledge of subject matter, lesson planning, methodology and teaching methods.

She found out that all English teachers expressed their need to acquire the competencies included in the instrument.

There were no statistical significant differences in the instructional training needs due to the teacher gender, qualification, and experience.

The researcher assured the importance of sharing teachers' in planning the training programs.

From the previous studies that the researcher mentioned in this chapter, it could be noticed that most of those studies dealt with teaching competencies of Arabic language, religion, science, sports, and social studies. Other studies dealt with the teachers' attitudes toward training. Besides that many studies dealt with the competency of planning. But it was noticed that few studies in Palestine dealt with the competencies of teaching English language.

So, the researcher found that it is important to conduct a survey study about several competency domains .This could be considered appositive initial attempt to know the positive and weak aspects of teacher's practices in the teaching process.

CHAPTER FOUR

Procedures

This chapter outlined the population, the instrument, the validity and the reliability of the instrument and data analysis.

4:1 The Population of the Study:

The population of the study consisted of all male and female English language teachers in the governmental schools of Hebron directorate during the second semester of the academic year (2006-2007).

Table (4:1): The distribution of population according to gender.

Gender	Number	Percent
Male	196	%41
Female	282	%59
Total	478	%100

4:2 The Sample of the Study:

The sample of the study included all the English language teachers in Hebron directorate as indicated in table (4:1).

4:3 The characteristics of the sample:

The characteristics of the sample are indicated in table (4:2).

Table (4:2): The characteristics of sample.

Variables	Frequency	Percent
Gender		
Male	196	42.0
Female	271	58.0
Years of experience		
Less than four years,	83	17.8
From (4-7) years.	121	25.9
More than seven years.	263	56.3
Teaching Stage		
Lower primary stage.	191	40.9
Higher primary stage.	178	38.1
Secondary stage.	98	21.0
Academic qualification		
Two-year diploma.	150	32.1
B.A degree.	283	60.6
B.A degree& diploma in education	28	6.0
Master.	6	1.3
Training courses		
Three courses or less	83	17.8
From (4-6) courses	132	28.3
More than six courses	252	54.0
Total	467	100

From table (4:2) the researcher noticed some characteristics of the sample of the research:

1: Most of English language teachers were females (%58).

2: Most of the teachers from both sexes had more than seven years experience (%56).

3: Most of the teachers were those who taught the lower primary stage (%41).

4: Most of the teachers hold B.A degree (%61).

5: Most of the teachers received more than six-training courses (%54).

4:4   Variables of the Study:

4:4:1 Independent variables:

1: Gender: 1: Males   2: Females

2: Years of experience have three levels:

   1: Less than four years.

   2: From (4- 7) years   .

   3: More than seven years.

3**:** Teaching stage has three levels:

   1**:** Lower Primary Stage.

   2**:** Higher Primary Stage.

   3: Secondary Stage.

4: Academic qualification includes four types:

   1: Two-year diploma.

   2**:** B.A. degree.

   3**:** B.A. degree & diploma in education**.**

   4**:** Master degree.

5: In-service training courses have three levels:

   1: Less than four training courses.

   2: From (4-6) training courses.

   3: More than six training courses.

4:4:2 The dependent variable:

The extent of practicing the basic teaching competencies as perceived by English language teachers in Hebron Directorate: instructional planning, content and objectives analysis, instructional methods, instructional aids, instructional activities, classroom management and evaluation.

4:5 Research Instrument:

 After reviewing the relevant literature and previous studies**,** the researcher found out that most of the researchers collected their data by using a questionnaire in their studies such as:(Al-Khadam, 1995), (Al-Shalabi,1995),(AbuAl-Halawa,1996),(AlSarayra,1996),(AlHodali,1997), (Qaraq'e, 1999), (Nader, 1999), (Dun&Shriner, 1999), (Abu Hilal, 2000), (Al-Darawish, 2000),(Awn, 2000), (Al Zawawi, 2001), (Hamilton, 2003), (Abu Sway, 2003), (Khalaf, 2005).So, the researcher constructed his own questionnaire. See appendix (5).p. (79).

The instrument consisted of two parts : the first part included the teacher's characteristics which included gender, years of experience , teaching stage , academic qualifications ,and training courses .The second part included the questionnaire which consisted of (50) items divided into seven domains : instructional planning (7) items , content and objective analysis (7) items, instructional methods (8) items, instructional aids (5) items , instructional activities (8) items, classroom management (8) items, and evaluation (7) items.

**The questionnaire was graded according to Likert scale .

4:6 Validity of Instrument:

The researcher tested the validity of the questionnaire by giving it to the supervisor and a number of juries consisting of (9) members, and after their confirmation of its validity, the researcher used it.

4:7 Reliability of the instrument:

Pearson correlation coefficient was calculated. It was found out (0.89).

And the researcher calculated the Cornbach alpha coefficient on the population of the study and found out the reliability value is (0.91).

Table (4:3): The results of Pearson correlation coefficient of the items correlation with the total degree of the questionnaire.

Items	r-value	Items	r-value
1	0.53	26	0.6
2	0.091	27	0.54
3	0.41	28	0.53
4	0.45	29	0.55
5	0.5	30	0.5
6	0.43	31	0.43
7	0.53	32	0.54
8	0.4	33	0.4
9	0.39	34	0.48
10	0.47	35	0.45
11	0.45	36	0.44
12	0.33	37	0.44
13	0.43	38	0.53
14	0.55	39	0.56
15	0.5	40	0.5
16	0.5	41	0.58
17	0.5	42	0.56
18	0.32	43	0.41
19	0.39	44	0.47
20	0.38	45	0.5
21	0.17	46	0.25
22	0.12	47	0.46
23	0.23	48	0.38
24	0.39	49	0.55
25	0.47	50	0.52

4:8 Data distribution and collection.

All the (478) questionnaires were distributed to English language teachers in the schools of Hebron Directorate and (467) were returned. The sample represented (%98) of the population.

4:9 Statistical Analysis: The researcher used SPSS package to find out the means, standard deviations, percentages, Pearson correlations and Cornbach alpha.

4:10 The approach of the study:

The researcher used the descriptive approach.

4:11 Key of statistical means:

1: very high degree from (4.5) to (5).

2: high degree more than (3.5) and less than (4.5).

3: moderate degree from (2.5) and less than (3.5).

4: low degree from (1.5) and less than (2.5).

5: very low degree less than (1.5).

CHAPTER FIVE

Findings and Data Analysis

This chapter involves the findings of the researcher's study. These results are based on the answers of the respondents (English language teachers) to the fifty items of the questionnaire .The answers were measured according to five- Likert- scale by using means and standard deviations.

5:1 Results related to the major question of the study.

What is the extent of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate?

Table (5:1): The means and standard deviations of the degree of practicing the basic teaching competencies.

Variable	n	Mean	Standard deviation
The degree of practicing the competencies	467	4.01	0.35

The results in table (5:1) showed that the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate was high since its mean was (4.01).

Table (5:2): The means and standard deviations of practicing each teaching competency domain.

Teaching competencies Domains	n	Means	Std. Deviation
Instructional methods.	467	4.53	0.42
Classroom management.	467	4.37	0.44
Evaluation.	467	4.22	0.48
Instructional planning.	467	4.03	0.46
Content and objectives analysis.	467	3.97	0.49
Instructional activities	467	3.67	0.55
Instructional aids.	467	3.48	0.51
The whole degree.	467	4.01	0.35

It was found out in table (5:2) that the instructional methods competency domain was the highest practiced competency since its mean was (4.53). The instructional aids competency domain was the lowest practiced competency domain since its mean was (3.48).

5:2 Results related to the first question:

Is there any effect for gender on the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

To answer this question; the researcher calculated the means and standard deviations of the responses of the teachers.

Table (5:3): The means and standard deviations of the teaching competencies according to gender.

Teaching competencies domains	Gender	n	Means	Std. deviations
Instructional planning	Male	196	3.98	0.52
	Female	271	4.06	0.41
Content and objectives analysis	Male	196	3.94	0.51
	Female	271	4.00	0.48
Instructional aids	Male	196	3.41	0.52
	Female	271	3.53	0.49
Instructional methods.	Male	196	4.48	0.47
	Female	271	4.57	0.38
Instructional activities.	Male	196	3.65	0.59
	Female	271	3.68	0.52
Classroom management	Male	196	4.40	0.49
	Female	271	4.36	0.40
Evaluation.	Male	196	4.20	0.55
	Female	271	4.23	0.42
The whole degree	Male	196	3.98	0.38
	Female	271	4.03	0.32
The total	--------	467	4.01	0.35

The results in table (5:3) indicated that both male and female teachers practiced teaching competencies at a high degree: its mean was (4.01). The researcher also found out that there were differences in the means of the degree of practicing English language teaching competencies in favor of females as its mean was (4.03) while male's mean was (3.98) .It was also found out that there were differences in the means of class

management in favor of the male teachers' as its mean was (4.40) while the female teachers' mean was (4.36).

5:3 Results related to the second question:

Is there any effect for the years of experience on the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

To answer this question; the researcher calculated the means and standard deviations of the responses of the teachers.

Table (5:4) indicated that there were differences in the means of the following teaching competencies domains : instructional methods with a mean (4.58), content and objectives analysis (4.02) ,instructional activities (3.71) and instructional aids (3.58) in favor of those teachers who had moderate experience ;from (4 -7) years .

It was found out that there were differences in the means of instructional planning (4.13) and class management (4.42) in favor of those teachers who had less than four years experience.

It was also found out that there were no differences in the means of evaluation competency (4.23) between teachers of less than four years of experience and teachers of moderate experience

It was found out that the teachers of long experience (more than seven years) were the lowest in practicing the teaching competencies especially instructional aids (3.42).

Table (5:4): The means and standard deviations of the teaching competencies according to the teacher's years of experience.

Teaching competencies	Years of Experience	n	Means	St. dev.
Instructional Planning	Less than four years.	83	4.13	0.41
	From (4- 7) years .	121	4.04	0.42
	More than seven years.	263	3.98	0.48
Total	-----------------------	467	4.03	0.46
Content and objectives analysis.	Less than four years.	83	3.98	0.56
	From (4- 7) years .	121	4.02	0.46
	More than seven years.	263	3.95	0.48
Total	-----------------------	467	3.97	0.49
Instructional aids.	Less than four years.	83	3.53	0.54
	From (4- 7) years .	121	3.58	0.40
	More than seven years.	263	3.42	0.53
Total		467	3.48	0.51
Instructional methods.	Less than four years.	83	4.52	0.40
	From (4- 7) years .	121	4.58	0.35
	More than seven years.	263	4.51	0.45
Total	-----------------------	467	4.53	0.42
Instructional activities.	Less than four years.	83	3.62	0.49
	From (4- 7) years .	121	3.71	0.50
	More than seven years.	263	3.66	0.58
Total	-----------------------	467	3.67	0.55
Classroom management	Less than four years.	83	4.42	0.42
	From (4- 7) years .	121	4.38	0.39
	More than seven years.	263	4.36	0.47
Total	-----------------------	467	4.38	0.44
Evaluation.	Less than four years.	83	4.23	0.50
	From (4- 7) years .	121	4.23	0.40
	More than seven years.	263	4.21	0.50
Total	--------------------	467	4.22	0.48

5:4 Results related to the third question:

Is there any effect for the teaching stage on the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

To answer this question; the researcher calculated the means and standard deviations of the responses of the teachers.

Table (5.5) indicated that there were differences in the means of the following teaching competency domains: instructional methods (4.59), evaluation (4.24), and content and objectives analysis (3.99) in favor of the secondary stage.

It was found out that there were differences in the means of the following teaching competency domains: instructional planning (4.09) and instructional aids (3.65) in favor of the lower primary stage.

It was found out that there were no differences between higher primary stage and secondary stage in the following teaching competency domains : classroom management (4.39) and instructional activities (3.67).

It was found out that there were no differences between higher primary stage and lower primary stage in content and objectives analysis competency domain (3.97).

It was found that the teachers of the secondary stage were the least in practicing the instructional aids competency domain (3.13).

Table (5.5) The means and standard deviations of the teaching competencies according to the teaching stage.

Teaching competencies	Teaching stage	n	Means	St. dev.
Instructional Planning	Lower primary stage	191	4.09	0.41
	Higher primary stage	178	4.00	0.45
	Secondary stage	98	3.96	0.54
Total		467	4.03	0.46
Content and Objectives analysis.	Lower primary stage	191	3.97	0.46
	Higher primary stage	178	3.97	0.5
	Secondary stage	98	3.99	0.54
Total		467	3.97	0.49
Instructional aids.	Lower primary stage	191	3.65	0.35
	Higher primary stage	178	3.48	0.50
	Secondary stage	98	3.13	0.60
Total		467	3.48	0.51
Instructional methods.	Lower primary stage	191	4.49	0.40
	Higher primary stage	178	4.53	0.42
	Secondary stage	98	4.59	0.45
Total		467	4.53	0.42
Instructional activities.	Lower primary stage	191	3.66	0.53
	Higher primary stage	178	3.67	0.52
	Secondary stage	98	3.67	0.62
Total		467	3.67	0.55
Classroom management	Lower primary stage	191	4.34	0.41
	Higher primary stage	178	4.39	0.43
	Secondary stage	98	4.39	0.52
Total		467	4.37	0.44
Evaluation.	Lower primary stage	191	4.22	0.41
	Higher primary stage	178	4.20	0.49
	Secondary stage	98	4.24	0.56
Total		467	4.22	0.48

5:5 Results related to the Fourth question:

Is there any effect for the academic qualification on the degree of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

To answer this question; the researcher calculated the means and standard deviations of the responses of the teachers.

The results in table (5.6) indicated that there were differences in the means of the following teaching competency domains: instructional planning (4.10), instructional aids (3.60), instructional activities (3.69), and evaluation (4.26) in favor of the teachers who had two-year diploma qualification.

It was found that there were differences in the means of content and objectives analysis (4.06) in favor of teachers who had B.A degree & diploma in education.

Although it was found out that there were differences in the means of the following teaching competencies: instructional methods (4.57) and classroom management (4.62) in favor of those teachers holding master degree, they were the lowest in practicing the teaching competencies especially the instructional aids (2.88), instructional activities (3.54), instructional planning (3.55), and evaluation (4.10) .

Table (5.6). Means and standard deviations of English teaching competencies according to the academic qualification.

Teaching competencies	Academic qualification	n	Means	St. dev.
Instructional Planning	Two-year diploma	150	4.10	0.40
	B.A degree	283	4.00	0.47
	B.A degree & diploma in education.	28	4.05	0.46
	Master	6	3.55	0.96
Total	---	467	4.03	0.46
Content and Objectives analysis.	Two-year diploma	150	4.00	0.43
	B.A degree	283	3.97	0.52
	B.A degree & diploma in education	28	4.06	0.47
	Master	6	3.74	0.58
Total	-------------------------------	467	3.97	0.49
Instructional aids.	Two-year diploma	150	3.60	0.41
	B.A degree	283	3.45	0.54
	B.A degree & diploma in education	28	3.33	0.42
	Master	6	2.88	0.72
Total		467	3.48	0.51
Instructional methods.	Two-year diploma	150	4.51	0.38
	B.A degree	283	4.53	0.45
	B.A degree & diploma in education	28	4.56	0.36
	Master	6	4.57	0.43
Total		467	4.53	0.42
Instructional activities.	Two-year diploma	150	3.69	0.54
	B.A degree	283	3.66	0.55
	B.A degree & Education diploma	28	3.63	0.58
Total	Master	6	3.54	0.63
		467	3.67	0.55
Classroom management	Two-year diploma	150	4.37	0.43
	B.A degree	283	4.37	0.46
	B.A degree & diploma in education	28	4.38	0.37
	Master	6	4.62	0.30
Total		467	4.37	0.44
Evaluation.	Two-year diploma	150	4.26	0.42
	B.A degree	283	4.20	0.51
	B.A degree & diploma in education	28	4.21	0.38
	Master	6	4.10	0.48
Total		467	4.22	0.48

5:6 Results related to the fifth question:

Is there any effect for the training courses on the degree of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

To answer this question; the researcher calculated the means and standard deviations of the responses of the teachers.

The results in table (5.7) indicated that there were differences in the means of the following teaching competency domains: instructional methods (4.56), evaluation (4.23) and content and objectives analysis (4.00) in favor of those teachers who had more than six in-service training courses.

It was also found out that there were differences in the means of instructional activities (3.69) and class management (4.39) in favor of those teachers who had from (4-6) in-service training courses.

It was also found that there were differences in the means of instructional planning (4.10) and instructional aids (3.52) in favor of those teachers who had three or less in-service training courses.

Table (5.6). Means and standard deviations of English teaching competencies according to the in-service training courses.

Teaching competencies	Training courses	N	means	St. dev.
Instructional Planning	Three or less in-service training courses.	83	4.10	0.46
	From (4 – 6) in-service training courses.	132	4.04	0.42
	More than six in-service training courses	252	4.00	0.48
Total	--	467	4.03	0.46
Content and objectives analysis.	Three or less in-service training courses.	83	3.94	0.54
	From (4 – 6) in-service training courses.	132	3.95	0.44
	More than six in-service training courses.	252	4.00	0.50
Total	----------------------------------	467	3.97	0.49
Instructional aids.	three or less in-service training courses.	83	3.52	0.55
	From (4 – 6) in-service training courses.	132	3.42	0.46
	More than six in-service training courses.	252	3.50	0.51
Total	----------------------------------	467	3.48	0.51
Instructional methods.	Three or less in-service training courses.	83	4.50	0.41
	From (4 – 6) in-service training courses.	132	4.49	0.39
	More than six in-service training courses.	252	4.56	0.43
Total	----------------------------------	467	4.53	0.42
Instructional activities.	Three or less in-service training courses.	83	3.62	0.50
	From (4 – 6) in-service training courses.	132	3.69	0.53
	More than six in-service training courses.	252	3.68	0.57
Total	----------------------------------	467	3.67	0.55
Classroom management	Three or less in-service training courses.	83	4.36	0.43
	From (4 – 6) in-service training courses.	132	4.39	0.40
	More than six in-service training courses.	252	4.37	0.47
		467	4.37	0.44
Evaluation.	Three or less in-service training courses.	83	4.20	0.48
	From (4 – 6) in-service training courses.	132	4.21	0.42
	More than six in-service training courses.	252	4.23	0.50
Total		467	4.22	0.48

CHAPTER SIX

Discussion of the Results and Recommendations.

In this chapter, the researcher discusses the results of the data analysis related to the degree of practicing the basic teaching competencies and introduces his recommendations.

6:1 Discussion of the results related to the major question of the study.

What is the extent of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate?

The results showed that the degree of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron Directorate was high since its mean was (4.01) and standard deviation was (0.35).

The researcher explained the high degree of practicing the basic teaching competencies to the result of the supervision by the supervisors and the principals at the schools. (%56) of the sample of the study were of long experience (more than seven years of experience). (%61) hold B.A degree. Most of the teachers received more than six training courses (%54).

The researcher found out that the instructional methods was the highest practiced competency since its mean was (4.53), while the instructional aids was the lowest practiced competency (3.48) mean.

The researcher explained that the very high degree of practicing the instructional methods to be the result of concentration at colleges and

universities on courses of teaching methods more than concentrating on teaching instructional aids.

The researcher explained that the weakness of using instructional aids to be the result of the teachers' poor knowledge on how to use computers. The weakness was also explained to be the result of poor training in the use of the instructional aids, heavy load, overcrowded classes, lack of space, the intensity of curriculum, and the absence of financial support to schools.

The relation of the study with other studies.

The results of the study agreed with the following studies: Awajjan, 1993 showed that the degree of practicing the teaching competencies was high. Al-Khadam, 1995 showed that the degree of practicing the teaching competencies was high. Al-Drawish, 2000 showed that the mean of practicing the teaching competencies was high (4.16) out of (5). Alsarayra, 1996 which showed that the mean of practicing the teaching competencies was high (3.5) out of (5).

The results of the study disagreed with the following studies: Al-Najar, 1997 showed that teachers practiced (46) teaching competencies from (70) which represented (%65) with a mean of (2.40) - (2.74) which is a moderate degree. Awn, 2000 which showed that the degree of possessing teaching competencies was moderate and represented (%62) with a mean (1.85) out of (3).

The results of the current study were better than the results of the above-mentioned studies because of the unique Palestinian conditions. Palestinians have found out that education is a means of living, facing occupation and proving themselves.

6:2 Discussion of the results related to the first question of the study.

Is there any effect for gender on the extent of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

The results of the study indicated that both male and female teachers practiced the teaching competencies at a high degree: its mean was (4.01).

The researcher found out that there were differences in the means of practicing English teaching competencies in favor of female teachers as their mean was (4.03) while male teachers' mean was (3.98).

The researcher ascribed the differences to women's interest in proving themselves .They could do jobs like or better than men. Their passion toward children makes them very close to the students. Furthermore, women are satisfied with their salary, unlike men whose circumstances are very different and their duties are more complicated. In other words, women have no other field of work except teaching because of the social traditions.

The relation of the study with other studies.

The results of the study agreed with the following studies: Alshalabi, 1995 showed that there were significant differences in teachers' attitudes toward training material and training environment due to gender in favor of females holding diploma. Abu Al-Halawa, 1996 showed that there were significant differences in using technologies due to gender in favor of females.Qaraq'e, 1999 showed that female teachers were more efficacious than male teachers in general and personal efficacy. Nader, 1999 explained that female teachers showed more positive attitudes than males toward formative evaluation. Awajjan, 1993 showed that there were significant differences in practicing instructional competencies due

to gender in favor of males. Al-Khadam, 1995 showed that there were significant differences in possessing and practicing instructional competencies due to gender in favor of males .Al-Hodali, 1997 showed that gender was positively effective in favor of male participants in in-service training program.

The results of the study disagreed with the following studies: Al-Najar, 1997 showed that there were no significant differences in possessing instructional competencies due to gender. Al-Drawish, 2000 found out that there were no differences in practicing educational competencies in the secondary stage due to gender. Abu Sway, 2003 found that there were no significant differences in classroom management practices according to gender.

6:3 Discussions of the results related to the second question of the study.

Is there any effect for years of experience on the extent of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

The results of the study indicated that there were differences in the means of the following teaching competency domains: instructional methods with a mean (4.58), content and objectives analysis (4.02), instructional activities (3.71) and instructional aids (3.58) in favor of those teachers who had moderate experience from (4 -7) years .

The researcher ascribed these differences to the high ability of those teachers to learn and apply updated methodologies and new methods of teaching. They didn't lose trust in the educational system.

It was found out that there were differences in the means of the following competencies: instructional planning (4.13) and class management (4.42) in favor of those teachers who had less than four years of experience.

The researcher attributed these results to the teacher's desire to have the satisfaction of his superior. These two competencies were a clear sign of efficient or inefficient teachers from the point of view of the supervisors or the principals.

It is important to explain that teachers of long experience (more than seven years) were the lowest in the use of the instructional aids: its mean is (3.42).

The researcher ascribed this result that those teachers lost trust in the educational system, the heavy financial responsibilities, and their desire to use the classic cognitive methods.

The relation of the study with other studies:

The results of the study agreed with the following studies: Awajjan, 1993 showed that there were significant differences in possessing and practicing the teaching competencies due to experience and it was in favor of those teachers of long experience. AlKhadam, 1995 showed that there were considerable differences in the degree of practicing the teaching competencies in favor of the more experienced teachers. Abu Al-Halawa, 1996 indicated that there were statistically significant differences in using educational technologies in favor of the more experienced teachers. Al-Sarayra, 1996 showed that there were statistical differences in the degree of instructional planning competencies in favor of the interaction between experience and qualification. Al-Najar ,1997 showed significant differences in possessing and practicing the instructional technical competencies due to experience in favor of those teachers of long experience (ten years or more) .Qaraq'e,1999 showed that the more experienced teachers had higher sense of efficacy more than the less ones. Nader, 1999 showed teachers with less than (5) years and more than (10) years of experience showed positive attitudes toward

using formative evaluation but those of (5-10) years of experience had fewer attitudes. Awn, 2000 showed that there were statistically significant differences in the means of the supervisors' views for the practiced competencies due to experience in favor of those of moderate experience.

The results of the study disagreed with the following studies: Al-Rabiey, 1995 which showed that the teaching competencies were not affected by the years of experience. Al-Shalabi, 1995 found that there were no significant differences on teachers' attitudes toward training due to years of teaching experience. Al-Drawish, 2000 showed that there were no differences in practicing educational competencies in the secondary stage due to years of experience. Abu Sway, 2003 showed that there were no significant differences in classroom management according to years of experience.

6:4 Discussions of results related to the third question of the study.

Is there any effect for teaching stage on the extent of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

The results indicated that there were differences in the means of the following teaching competency domains: instructional methods (4.59), evaluation (4.24) content and objectives analysis (3.99) in favor of the secondary stage.

The researcher ascribed the results to the teachers' long experience. Besides, students have acquired good acquaintance and the Tawjihi exam might evaluate the teachers' performance and the students' achievements.

It should be noted that secondary stage is important because it is the transitional stage between school life and university life.

It is important to indicate that secondary-stage teachers were the least in practicing instructional aids competency (3.13).

The researcher attributed this result to the fact that the curriculum depends on the instructional knowledge more than using aids and activities. The teachers of the secondary stage prefer to use the classical educational methods more than using active teaching methods because of the overcrowded classes. Moreover; they have no time to activate the required activities and aids.

It was found out that there were differences in the means of the following teaching competencies domains: instructional planning (4.09) and instructional aids (3.65) in favor of the lower primary stage.

The researcher attributed this result to the fact that the curriculum of this stage mostly depends on using activities and aids. The teacher in this stage has an important role in the teaching process because the students depend on him to acquire knowledge .This suggests that the teacher should prepare a comprehensive plan to achieve the desirable objectives of the curriculum.

It was found out that there were no differences in the means between higher primary stage and secondary stage in the classroom management (4.39).This showed the importance of the effect of good classroom management on the whole teaching process.

It was also found out that there were no differences in the means between higher primary stage and secondary stage in the instructional activities (3.67). This showed that practicing instructional activities in these two stages is not positive enough and teachers paid attention to the teaching methods more than using activities.

It was found out that there were no differences in the means of content and objectives analysis competency (3.97) between higher primary stage and

lower primary stage. The researcher ascribed this result to the importance of this competency in all teaching stages.

The relation of the study with others studies.

The researcher concluded that there were no similar results of other studies. He found out that Al-Najar's, 1993 study disagreed with this study in its results. Al-Najar found out that there were no significant differences in possessing and practicing the instructional competencies due to the teaching stage while the current study found differences in this aspect.

6:5 Discussions of results related to the fourth question of the study.

Is there any effect for academic qualification on the extent of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

The results indicated that there were differences in the means of the following teaching competencies: instructional planning (4.10), instructional aids (3.60), instructional activities (3.69), and evaluation (4.26) in favor of the two-year diploma qualification. The researcher ascribed the result to good preparation of those teachers.

It was also noticed that there were differences in the means of content and objectives analysis competency (4.06) in favor of teachers holding bachelor degree & a diploma in education qualification.

The researcher attributed this result to the knowledge obtained by having bachelor degree. A diploma in education came as a plus for those teachers to provide them with extraordinary teaching competencies.

Although it was found out that there were differences in the means of the following competency domains: instructional methods (4.57) and classroom management (4.62) in favor of the master holders. They were the lowest in practicing the following teaching competencies: instructional

aids (2.88), instructional activities (3.54), instructional planning (3.55), and evaluation (4.10).

The researcher ascribed the high degree of practice of the first two competencies because master programs usually focus on teaching methods.

The researcher attributed the low degree of using the instructional aids to overloaded curriculum, overcrowded classes, the absence of financial support to plenish the required aids ,instruments and labs. Those teachers usually teach secondary stage where they are interested in giving knowledge to their students to enable them pass the Tawjihi exam.

The relation of the study with other studies:

The results of the study agreed with Awajjan, 1993 showed that there were significant differences in teachers' possessing and practicing the teaching competencies due to academic qualification in favor of those teachers of high qualification (high diploma and master) . AlKhadam, 1995 found that there were significant differences in the teaching competencies due to higher educational qualification in favor of those teachers holding bachelor degree or more. Nader, 1999 indicated that teachers holding less than B.A degree showed positive attitudes toward using formative evaluation more than those holding bachelor degrees.

The results of the study disagreed with the following study: Al-Rabie'y, 1995 which showed that the teaching competencies were generally not affected by teachers' background especially the case of qualification.

Abu Al-Halawa, 1996 which showed that there was no statistically significant difference in using educational technologies among teachers holding different a academic degrees. Al-Najar, 1997 showed that there were no significant differences in possessing and practicing instructional technical competencies according to academic qualification.

Al-Drawish, 2000 found that there no significant differences in practicing educational competencies in the secondary stage due to qualification. Abu Sway, 2003 showed that there were no significant differences according to educational qualification on assessment class management.

6:6 Discussions of the results related to the fifth question of the study.

Is there any effect for training courses on the extent of practicing the teaching competencies by English language teachers in the governmental schools of Hebron directorate from their point of view?

The researcher found out that there were differences in the means of the following teaching competencies: instructional methods (4.56), evaluation (4.23) and content and objectives analysis (4.00) in favor of those teachers who had more than six-in-service training courses.

These results indicated that this density of training courses covered most of the domains of teaching competencies and led to better control and better planning.

It was noticed that there were differences in the means of the following teaching competencies: instructional activities (3.69) and classroom management (4.39) in favor of those teachers who had from (4-6) in-service training courses in.

This indicated that those teachers had the ambition for better positions as directors or supervisors.

It was found that there were differences in the means of the following teaching competencies: instructional planning (4.10), instructional aids (3.52) in favor of those teachers who had three or less in-service training courses.

The number of training courses pointed to the quality of those teachers who ended up to be mostly beginners .The new teachers interested in

training programs dealt with planning, instructional aids, and instructional methods which all led to the satisfaction of their superiors .They would also shape up their qualifications.

According to the researcher's knowledge, he didn't find any previous studies discussing the effect of training programs on the teaching competencies.

As we have seen above, it is noticed that using instructional aids and activities competencies is low. This emphasizes the importance of well organized training programs.

It was also noticed that teacher of long years of experience were the least in practicing all the competencies .This points to the fact that they lost trust in the rules of teaching system and their heavy family duties and responsibilities . So, it is important for the Ministry of Education should study well the roles of retiring age.

Farther more, two year diploma and bachelor with diploma of education were better than other educational qualifications in practicing English teaching competencies. This points to the importance of preparing the prospective teachers during their study at a university or a college.

Recommendations of the study:

Due to the results of the current study the researcher recommended the followings:

1-Training programs planners should study the obstacles of implementing what the teachers had been trained in their classes.

2-Training programs planners should share well qualified teachers in planning training programs.

3-Supervisors should follow up what the teachers had been trained in their supervision visits.

4-Teachers should be reinforced for their participating in training programs.

5-The Ministry of Education should improve teaching environment by offering buildings, labs, libraries, and educational needed equipments and aids.

6-The Ministry of Education should increase the number of supervisors in the directorates: five inspectors for (478) English language teachers in Hebron directorate are not enough.

7- The curricula of universities should include practical courses for the prospective teachers which should be implemented at schools and supervised by the university teachers.

8-The researcher recommended other researchers to conduct more studies on English teaching competencies.

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Appendices

Appendix (1)

Arbitration Form

Dear Dr ………………..

The researcher built the following questionnaire to investigate the extent of practicing the basic teaching competencies by English language teachers in the governmental schools of Hebron directorate. This study is conducted to fulfill the requirements of the master degree in methods at Al-Quds University.

The researcher will be so pleased for your partnership in arbitrating this questionnaire and investigating its validity to fulfill its purpose.

Your cooperation will be very much appreciated.

The researcher

Nasri Rashid Sabarna

Appendix (2)

The names of the arbitration committee

Number	Name
1	DR. Afif Zeidan
2	DR Raghd Dweik
3	DR Ghassan Sarhan
4	DR Hanna Toshiyeh
5	DR Ibrahim Al-Sha'er
6	DR Ibrahim Al-Sulaibi
7	DR Mohammad Farrah
8	DR Mehsen Adas
9	DR Willis Edmondson

Appendix (3)

A Letter to participants

Dear colleague:

I would like to conduct this study as apart of my requirements for master degree in teaching methods at Al-Quds University .The main purpose of the study is to investigate the extent of practicing the basic teaching competencies by English language teachers in the Governmental School of Hebron Directorate.

I hope that you will respond to each item in the questionnaire honestly and seriously. I assure you that your response will be top secret and used for the purpose of the research only.

With best regards

Researcher

Nasri Sabarna

Appendix (4)

The First Part of the Questionnaire

Teacher's Personal Information.

Dear colleague,

Please, insert (x) in the proper box.

1) Your gender is: 1: ( ) male.   2: ( ) female.

2) Your years of experience are:
   1: (   ) less than four years.
   2: (   ) from (4 – 7) years
   3: (   ) more than seven years.

3) The stage which you are teaching now is:
   1: ( ) Lower Basic Stage.   2: ( ) Higher Basic Stage.
   3 :( ) Secondary Stage.

4) Your academic degree is:
    1 :( ) Two-year Diploma.   2: ( ) B.A .Degree.
    3 :( ) B.A. Degree & Diploma in Education   4 :( ) Master Degree.

5) You have received………………
   1- ( )   three or less in-service training courses.
   2- ( )   from (4 – 6) in-service training courses.
   3- ( )   more than six in-service training courses.

Appendix (5)

The Second Part of the Questionnaire

Dear colleague:

Please insert an (x) in the proper box.

Note:

(5)= Very high   (4) =High   (3) =Moderate   (2) = Low   (1) = Very low

	The teaching competencies items	5	4	3	2	1
I	**Instructional planning domain.**					
1	I prepare a complete plan in the light of instructional objectives.					
2	I utilize other teachers' teaching plans in preparing my plan.					
3	I analyze teaching units content to find out facts, concepts, and principles					
4	I establish specific objectives.					
5	I choose suitable methods to achieve the objectives of the lesson.					
6	I choose suitable aids to achieve the objectives of the lesson.					
7	I choose suitable activities to achieve the objectives of the lesson.					
II	**Content and objectives analysis domain.**					
8	I analyze the main objectives of the lesson into minor ones.					
9	I depend on students' needs in forming objectives.					
10	I perform objectives that harmonize with general objectives of teaching English language.					
11	I establish objectives which could be measured.					
12	I analyze the instructional content in writing.					
13	I connect objectives with instructional content.					
14	I connect instructional content with suitable methods, activities, and aids.					
III	**Instructional aids domain.**					
15	I form instructional aids in the light of students' abilities.					
16	I benefit from surrounding environment in preparing instructional aids.					
17	I examine the practicality of aids before using them in the classroom.					
18	I use cards in teaching.					
19	I use pictures in teaching.					
20	I use cassettes in teaching					
21	I use television in teaching.					
22	I use the computer laboratory in teaching.					

IV	**Instructional methods domain.**					
23	I start the lesson with greeting students.					
24	I review the previous lesson relating it to the new one.					
25	I ask some initial questions as a prelude to the subject of the new lesson.					
26	I choose methods which harmonize with students' individual differences.					
27	I use methods which suit instructional objectives.					
V	**Instructional activities domain.**					
28	I use activities that suit the textbook and its objectives.					
29	I specify the objectives of every activity.					
30	I take into consideration students' individual differences in selecting the instructional activities.					
31	I allow my students to take part in planning activities.					
32	I adjust time to suit the size of the activities.					
33	I give the chance to every student to play the part in the activity that suits him /her.					
34	I write down all my observations about participants' performance in the activity.					
35	I write down the obstacles and difficulties that may hinder implementing the activity.					
VI	**Classroom management.**					
36	I teach my students with respect.					
37	I provide a proper class environment (ventilation, light, cleanness....)					
38	I encourage my students to be active and co- operative in the instructional situation.					
39	I accept the students' opinions.					
40	I try to know the students' problems and find suitable solutions to them.					
41	I encourage students to assure their role in class management.					
42	I face sudden situations wisely.					
43	I show firmness in situations which requires it.					
VII	**Evaluation domain.**					
44	I maintain a suitable atmosphere for the exam in the class.					
45	I take into consideration individual differences in making questions.					
46	I keep a renewed questions file to use continually.					
47	I establish a standard specifications table before making test questions.					
48	I prepare answer keys before correcting the questions.					
49	I prepare a remedy plan to the students' weak points.					
50	I modify my teaching style according to the results of evaluation.					

Appendix (6)

Al-Quds University	جـامـعـة الـقـدس
Faculty of Arts	كلية الآداب
Department of Education & Psychology	دائرة التربية وعلم النفس

الرقم: ت ع ن/12/55

التاريخ: 2007/03/5

حضرة أ. نزار شحاده المحترم

مدير التربية والتعليم في محافظة الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

يقوم الطالب: **نصري رشيد صبارنه** ورقمه الجامعي (20220069)، بدراسة تتعلق برسالة ماجستير بعنوان:

"The Extent of Practicing the Basic teaching competencies by English language teachers in the Governmental Schools of Hebron Directorate"

لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه في ذلك.

شاكرين لكم حسن تعاونكم.

والله الموفق

د. غسان سرحان

رئيس دائرة التربية وعلم النفس

82

Palestinian National Authority	وزارة التربية والتعليم العالي
Ministr of Education & Higher Edu	مديرية التربية والتعليم / الخليل
Directorate of Education / Hebron	

الرقم: ٢٠٢/١/١٩

التاريخ : / / 200م

الموافق : هـ

حضرات مديري/ات المدارس الحكومية المحترمين
الموضوع: تطبيق استبانة

بعد التحية،،،

ارجو مساعدة الطالـب/ة .لجـمي.رشيد جبـارينـه. والقـادم/ة إلينـا مـن جامعـة
.القـدس./ابـو.ديـس......تخصص ...ماجـسـيما.اللغـه.الـنجلـيزيـة.. من أجـل تطبيـق
استبانته/ها المرفقة وهي بعنوان...." The extent of practicing the basis
teaching competencies by English language teachers
in the Governmental school of Hebron Directorate "

مع الاحترام

أرجو اعادة الاستبانة لمرفقها الى قسم التعليم العام في موعد اقصاه يوم السبت الموافق ٢٠٠٧/٤/٢١

مدير التربية والتعليم
أ. نزار شحادة

ع.ج/ت.د/التعليم العام

Appendix (8)
The means and standard deviations of the competency items

Competency items	N	Mean	Std. Deviation
1	467	4.44	.695
2	467	2.60	1.277
3	467	3.78	1.014
4	467	4.41	.817
5	467	4.48	.643
6	467	4.27	.750
7	467	4.20	.744
8	467	3.75	.903
9	467	3.96	.752
10	467	4.23	.701
11	467	4.26	.756
12	467	3.29	1.089
13	467	4.15	.748
14	467	4.17	.720
15	467	4.22	.739
16	467	4.02	.929
17	467	4.15	.817
18	467	3.90	1.218
19	467	4.16	.896
20	467	4.31	.919
21	467	1.54	.926
22	467	1.53	.963
23	467	4.91	.443
24	467	4.64	.567
25	467	4.41	.688
26	467	4.32	.659
27	467	4.36	.634
28	467	4.12	.703
29	467	4.04	.764
30	467	4.07	.794
31	467	3.29	1.055
32	467	3.90	.808
33	467	3.27	.983
34	467	3.44	1.065
35	467	3.21	1.027
36	467	4.68	.582
37	467	4.50	.626
38	467	4.40	.632
39	467	4.43	.619
40	467	4.10	.738
41	467	4.09	.761
42	467	4.24	.659
43	467	4.53	.642
44	467	4.54	.655
45	467	4.46	.662
46	467	4.47	.776
47	467	3.49	1.099
48	467	4.43	.811
49	467	4.01	.841
50	467	4.12	.721
Total	467	4.0067	.34580