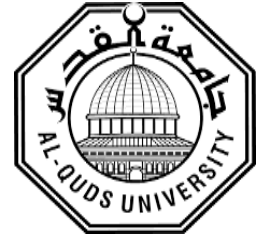


Deanship of Graduate Studies

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**Problems Facing EFL Students in Practicum Courses at
Palestinian Universities**

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M.A. Thesis

Jerusalem – Palestine

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**Problem Facing EFL Students in Practicum Courses at
Palestinian Universities**

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Thesis Approval

Problems Facing EFL Students in Practicum Courses at Palestinian

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Dedication

I dedicated this work with pleasure to:

my father, the man who scarified with everything in his life for my brothers,
sister and me,

my mother, who waited patiently for my success,

my husband who supported and encouraged me, whose hardworking and
sacrifices are unforgettable throughout my long journey of researching,

my brothers who encouraged me all the time,

my beloved and delightful sons, Marah, Mohammad and Karam, the candles
that lighten my path....May God bless and protect them,

my sister Tamara, the greatest sister in the world, who stands beside me,

my friends who encouraged and supported me especially Answer....thanks so
much,

my lovely Family and life- long companions,

my teachers, and instructors who paved the way and made it possible to
lighten my road,

my country Palestine, to our faithful martyrs.

Declaration

I certify that this is submitted to Al – Quds university, for the master's degree in Education is the result of my own research and work in design, except where otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signature:.....

Name: Wessal Rasmi Shaheen Jaradat

Date: 23 /12 /2019

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Abstract

This study aims at identifying problems facing EFL students in practicum courses at Palestinian universities. The population of the study consisted of all EFL students in practicum courses at Palestinian universities. The study adopted the descriptive method. It was applied on a proportional stratified random sample which consisted of EFL students in practicum courses in the second semester of the academic year (2018-2019) students' sample consisted of (25) male and (117) female. The researcher designed a questionnaire and a semi-structured interview. Validity and reliability were calculated for the two instruments of the study. The questionnaire consisted of six domains with (56) items. The selected five universities were Hebron university, Bethlehem university, AN-Najah national university, Birzeit University and Al-Quds Open University. The variables of the study were gender, cumulative average and university. The results of the study showed that the total degree of the problems facing EFL students during their practicum courses at Palestinian universities were medium. They also showed that there were no statistically significant differences between the mean scores of the subjects' responses on the problems facing EFL students in practicum courses at Palestinian universities due to gender, cumulative average or university. The results also showed that there were statically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in the practicum courses due to the university regarding problems related to the academic supervisor, so the H03 hypothesis of this domain is rejected. In light of the study results, the researcher has concluded some recommendations.

Keywords: Academic supervisor, cooperative teacher, cooperating school, practicum, student teacher.

مشكلات التربية العملية التي تواجه طلبة تخصص اللغة الإنجليزية في الجامعات الفلسطينية.

إعداد: الطالبة وصال رسمي شاهين جرادات.

إشراف: د. محمود جبرين اطميزه.

الملخص

هدفت هذه الدراسة التعرف على مشكلات التربية العملية التي تواجه طلبة تخصص اللغة الإنجليزية ودرجة اختلافها تبعاً لمتغيرات: الجنس، المعدل التراكمي، الجامعة. تكون مجتمع الدراسة من كافة طلبة التربية العملية تخصص لغة انجليزية في الجامعات الفلسطينية والتي شملت جامعة النجاح الوطنية، جامعة بيرزيت، جامعة الخليل، جامعة بيت لحم، جامعة القدس المفتوحة. حيث اشتملت عينة الدراسة على (25) طالباً، و(117) طالبة، مستخدمة الاسلوب الوصفي الذي يتناسب مع هذا النوع من الدراسات. طبقت الدراسة على عينة عشوائية طبقية نسبية من مجتمع الدراسة من العام الدراسي 2019/2018. ولتحقيق غايات الدراسة تم بناء استبانة اشتملت على (56) فقرة مشكلة وموزعة على ستة مجالات والتي تتعلق بالمشرف الأكاديمي، والطالب المعلم، والمعلم المتعاون، وطالب المدرسة وبرنامج التربية العملية. كما استخدمت الباحثة أداة المقابلة الخاصة بالطلبة. تم التأكد من صدق الأدوات بعرضها على عدد من المحكمين كذلك تم التأكد من ثبات الاستبانة (كرونباخ ألفا). تم جمع بيانات الدراسة ومن ثم تحليلها وتفسيرها باستخدام المتوسطات الحسابية والانحرافات المعيارية و " T-TEST و ANOVA و TUKEY " أظهرت نتائج الدراسة أن مشكلات التربية العملية التي تواجه طلبة اللغة الإنجليزية في الجامعات الفلسطينية كانت بدرجة متوسطة، وتبين عدم وجود فروق ذات دلالة إحصائية لاستجابات الطلبة تعزى لمتغير الجنس، المعدل التراكمي أو الجامعة. وأشارت النتائج أيضاً إلى وجود فروق ذات دلالة احصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في متوسطات إجابات الطلبة لمتغير الجامعة فيما يتعلق ببعيد "المشرف الأكاديمي". وبذلك ترفض الفرضية الصفرية H03 المتعلقة ببعيد المشرف الأكاديمي. وفي ضوء نتائج الدراسة خلصت الباحثة الى مجموعة من التوصيات.

الكلمات المفتاحية: المشرف الأكاديمي، المدرسة المتعاونة، التدريب، المعلم المتعاون، المعلم الطالب.

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Chapter One

1.1 Introduction

Education is considered as the nations' important instrument, for achieving more progress and development in the changeable world. During the twentieth and twenty first centuries, English language has been used as the first international communication instrument. Therefore, teaching English has become an education field which is worthwhile investigating within the general educational system in any country in the world. Studies and researches nowadays deal with many various issues in teaching English. All of these issues are generally related to the education of English teachers, who are one of the most important elements in the process of teaching and learning. Shaheen (2009) added that education is the key to the development and improvement of the society. The quality of education cannot be taught without the presence of a responsible and a qualified teacher academically and practically in schools especially in their classrooms. Thus the teacher plays a very important role in the process of learning and teaching in the past and in the present. The teachers' role goes beyond that to the whole educational process, and thus to the process of socialization. Hence, the status of the teacher among nations was high and great. It is also derived from the religious beliefs and values as well as from the educational philosophies which focus on the impertinence of the teacher in the societies. The teaching profession is considered a very important civilized human value.

Allen (2009) stated that since the professionalization of teaching process over thirty years ago, the main and sustainable challenges of pre-service teacher education programs has been to make a balance between both of theory and practice sides.

Yukel (2014) found that earning insights about how student teachers envisage themselves as teachers of 21st century and how they visualize themselves in terms of teaching competences would confer invaluable information to both teacher educators and policymakers who are responsible for shaping and reshaping policies decisions. These policies would characterize changes and modifications within student teachers(trainees),

and support them to gain the knowledge capability that will permit them to succeed. I think it is important to discover their beliefs and conceptions about teacher-student roles in teaching and learning process during the practical education program.

Kawaldeh and Ahmida (2010) stated that recent developments in educational systems emphasize the role of the educational systems and institutions in developing and improving the teacher training programs in order to perform new tasks. In order for the teaching process achieve its desired objectives, the attention should focus on preparing the teacher for the actual life, according to the contemporary international trends. That makes this preparation specialized, professional and scientific preparation through integrated dimensions that aim to lead to develop and reform the education outcomes.

Shaheen (2009) assured the importance of practical education and its role in preparation of the teachers' interested in researches and studies which addressed and analyzed the nature and its dimensions and the problems that they faced.

Mahmood and Iqbal (2018) maintained that teacher educators and government have strived hard to bring changes in teacher education by revising courses in pre-server teacher education preparing guides, embedding student- centered pedagogies, increasing duration of teacher education programs, offering extended teaching practice.

Zichner (1990) clarified that through his reviewing of educational literature related to the practical education at European universities, general features of such education programs constitute the obstacles for its effectiveness. The practical education has instructed experience in many of existence of preparation programs where the student-teacher finds himself/herself alone without guidance and serious follow- up.

Furthermore, the level of the supervision is low because of the poor professional preparation of the practical educations participants including cooperative teachers and the academic supervisors . Shaheen (2009) also added that the absence of single curriculum for the practical education weaken correlation between what students teachers study in universities and what they really need in schools. These problems have a negative impact on achieving the desired objectives of the student-teachers' training in any country in the world. Hamaidi, et.al (2014) added that teaching practice is an exercise that is carried out by all schools of education in Palestinian universities as well as worldwide.

Koross (2016) indicated that the term of teaching practice has been accepted almost in universities and uncritically by all concerned with the preparation of teachers and its use has embraced at all the learning experiences of student-teacher in schools. This concept has been handed down from the earliest days of the development of training colleges until nowadays. Today, it is considered as an essential and valuable activity for the qualifications of envisaged teacher. Thus, it needs to be conducted effectively.

Yousef and Fauzi (2012) stated that in order to give teachers a lot of scientific skills many countries have engaged them in practical training programs which are described (practical education). In Palestine, it has been realized that students-teacher's training is a necessary stage for the preparation of teachers. Students-teachers should acquire the necessary experiences and requirements in order to carry out their duties in the teaching process.

Generally speaking, this study aims to identify the problems that face the EFL student-teacher in practicum courses at Palestinian universities. It is hoped that this study may come up with some recommendations that highlight the design of practicum courses according to the student-teachers' needs to help them acquire professional and behavioral competencies they need in order to successfully perform the educational tasks in the classroom as well as outside.

1.2 Statement of the problem

Practicum can be considered as the true field that reveals the extent of awareness, knowledge and actual practice of teachers with regard to the various learning strategies that EFL students study at universities before they become teachers. In reference to many previous studies, the researcher found that there are many problems encountering EFL students in practicum courses at Palestinian universities. Leaving these problems without being investigated lead to fostering obstacles in the face of student-teachers and it may keep them suffering in future during the period of practicing teaching as official teachers.

In fact, having this area unaddressed may results in frustrated student teachers and a very weak generation of students. There are many problems that face EFL students in practicum courses at Palestinian universities. Therefore, the researcher thinks that addressing this area

may triggers innovative solutions for the problems that face EFL students during their practicum studies Moreover, it is necessary to conduct a scientific study according to a clear methodology. The researcher thinks that there are different problems that face the trainees at the universities and hosting schools.

So, it is of paramount important to focus more on the practical training for student-teachers. Specifically, the researcher think the importance of the study also flows from the specifications of problems that face EFL students in practicum courses at Palestinian Universities as appeared in the domains of the questionnaire. Results of this study, may help teachers, student-teachers, universities, hosting schools and administrative staff at universities become more aware of these problems so that they can prepare in advance some measures to encounter the aforementioned obstacles that may face the whole process. The problem of the study is generated from the researchers' conviction that the right of society and the right of student teacher in colleges of education is to have a complete training that meets their needs and prepare them for a better life

1.3 Objectives of the study

This study aims to investigate the following objectives:

1. Identifying the problems that facing EFL students in practicum courses at Palestinian Universities.
2. Identifying whether we have differences between participants' responses due to the gender, cumulative average and university.

1.4 Significance of the study

EFL students at Palestinian universities have a real opportunity to acquire teaching experiences and skills in reality at Palestinian schools as a requirement of the practicum courses. This is the only chance offered to EFL students to practice in reality all the theoretical materials learnt and studied throughout the four years spent at universities. In addition to the short period of practice, students face many other problems while meeting the requirements of the practicum courses.

The researcher thinks that it is so important for the officials in Palestinian universities and those in the Ministry of Education to be introduced to these problems and then to collaborate so as to resolve and overcome them. Student teachers themselves might get

benefit from this study as they become more aware of the obstacles that face their mates so that they can deal with them creatively.

This study may help syllabi designer in putting hands on these problems and then search for solutions to these problems. Hosting schools may get benefit from the findings of this study as they will be more well prepared in future. To the best of the researcher knowledge, this study is one of the rare studies addressing EFL students' problems faced in practicum courses at Palestine. Other researchers may benefit from the recommendations of this study to conduct further ones addressing different variables.

1.5 Questions of the study

The study tries to answer the following questions:

First question:

1. What is the arithmetic mean of the problems facing EFL students in practicum courses at Palestinian universities?

Second question:

2. Are there any differences in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to the variables of the study (gender, cumulative average, university)?

1.6 Hypotheses of the Study

The researcher convert the second question into null hypotheses:

The First null hypothesis (H_{01.1}): There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the problems that facing EFL students in practicum courses at Palestinian universities due to gender.

The second null hypothesis (H_{01.2}): There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the problems that facing EFL students in practicum courses at Palestinian universities due to cumulative average.

The third null hypothesis (H_{01.3}): There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the problems that facing EFL students in practicum courses at Palestinian universities due to university.

1.7 Limitations of the Study

The current study was limited to following:

Human limitations: This study consisted of EFL students in practicum courses at Palestinian universities.

Locative limitation: The study was applied and carried out at some Palestinian universities.

Temporal limitations: The study was carried out during the second semester of the academic year 2018/2019.

Subjective limitation: The study was limited to the topic contained therein.

Conceptual limitations: The study was limited to the concepts and definitions mentioned in it.

1.8 Definition of terms:

Problems of practicum: It is defined as the difficulties that facing the student teacher during his/her practicing for the practical education, these difficulties include the preparation of the student teacher in the colleges and universities, some of them related to the cooperative school in terms of its (classroom management , teachers , students) some are related to educational supervision, some of them related to the practical education program at the college or university, and these problems may hinder the realization of practical education to the desired objectives (Al- Sheoaa and Arhim, 2016).

The operational definition of practicum problems: It is defined as the obstacles facing student teachers (trainees) in the faculty of education in Palestinian universities while practicing practical education in the cooperative schools and its influence on the progress of the process of teaching and learning.

Practicum: A program that provides a meaningful field experience offered by the faculty of education sciences. It is applied as a part teacher preparation program (Hamaidi, 2014)

The operational definition of practicum: It is a program which is designed to allow student trainees to recognize the reality of the educational process through the application of theoretical courses which is being taught at Palestinian universities. During this process, student-teacher visits the hosting schools in order to practice the actual teaching.

Practicum course: It is an essential constituent of any teacher training program at universities. The practicum training provides teachers of the opportunity to practice inside the classroom, and to prepare them to real teaching and learning context to cultivate their experience in the classroom. (Farrah, 2019).

The operational definition of the practicum course: It is a course of study designed especially for Palestinian universities' students to equip them with practical teaching and

learning skills of that were previously studied theoretically. This course allows EFL students practice and demonstrate their learnt experiences in classroom at specific schools.

Student teacher: The student in the faculty of educational sciences is the one who practices teaching through practicum experience of the last year of his/her study. (Hamidi & et.al)

The operational definition of student teachers: The 4th year Palestinian student who practices teaching at the Palestinian hosting schools.

Chapter Two

Theoretical Framework & related Studies

2.1 Introduction

This chapter consists of the theoretical framework and the pertinent studies. Theoretically, the researcher attempted to shed light on problems that face EFL students in practicum courses at Palestinian universities. The first section consisted of some issues relevant to practical education such as its definition, sections, objectives, importance, principles and stages. It also covers the roles of the teacher in practical education, reasons for student teacher participation and problems affecting the practical education program. It also tend to highlight the practical education program at Palestinian universities. The second section addressed the pertinent studies on both the international level and the local one. These studies were arranged from the most up to date studies to the oldest ones.

2.2. Literature Review

According to (Hinkel,2005:22) stated that the practicum education are models of supervision, observations of teaching, reflective teaching and action research. Prior to that, the concentrate had been on supplying teachers with practical classroom skills through pre-service training courses, which were typically short and presented by teacher training agencies.

AL-Agha (2000) clarified that the teacher preparation is an ongoing process and need to be developed to keep pace of the progress as long as there is an existing of educational process. Learners need someone to prepare, guide, advice and to take their hands to the right way. What distinguishes the preparation process of the student teachers is that it is a regenerate, renewed and developed because it is associated with human education.

Chen, et.al (2008) mentioned that the Practical education is an important and necessary stage in the preparation of teachers. It is the period in which students are allowed to prepare theoretical, educational and administrative tasks that help them to gain experience and teaching requirements under the supervision and guidance of university supervisors as well as by the cooperating school.

practicum training is defined as a set of skills and experiences that are offered to students within an institutional framework or practice, so that knowledge is consciously and intentionally acquired to transfer trainees from a limited level of knowledge in terms of skills, attitudes, and understanding to a wider one. The Field of training represents the processes by which fieldwork is carried out using a range of foundations to help students acquire different knowledge and experience. In this way, practical education aims primarily at providing teachers with experiences and helping them acquire professional competencies and educational skills.

The researcher believes that due to the importance of practical training for teacher-students, many policies and strategies must be taken in order to improve students' skills as well as involving them in specialized training courses.

Practicum courses contribute to support student teachers in their learning process and provide enjoyable practicum experiences. Furthermore, it helps students to put learning into practice. The trainees should have the opportunity to engage in self-reflection and evaluation to identify the areas of strengths and weaknesses of the training program (Farrah, 2019).

2.2.1 Practicum Education

Jousoh (2011) stated that teaching practicum is a chance for student teachers to become a real teachers and experiment with various tasks in the hosting schools. Several studies have conducted the significance of the practicum in teacher education programs. According to Ayad (2013) the practical education is the program that is prepared by the faculties of education and teacher training institutes for the students who study in these faculties in order to practice their teaching profession. In this program, the student teacher is provided with an essential information, skills, values and attitudes in his/her performance as a future teacher.

Gonzalez et.al, (2019) mentioned that the practical education is an essential component of educational preparation, through which the practice of teaching skills is included. The application of information and skills learned theoretically in classrooms under the supervision of specialists who provide feedback lead to the modification of the behavior of educated learners. It also encourages students to apply appropriate teaching methods and educational techniques. Gonzalez et.al, (2019) also added that the practical education is all activities and experiences that are prepared and organized within the framework of teacher

preparation programs which are designed to prepare the student-teachers for the teaching profession and help them to acquire the teaching methods, professional competencies and behaviors needed during the performance of educational tasks and events inside and outside the classroom.

Furthermore, AL-Amri (2018) reported that the practicum process has received substantial critical attention, interest and become an increasingly important factor in teacher education to key stakeholders of teaching education including student teachers, classrooms, universities, supervisors and school administrators. Although, these parts have different inputs, and yet, are expected to have an important outputs through an effective teaching practicum program.

Koross (2016) mentioned that since the establishment and beginnings of training period in the middle and late 12th century. Teaching practice achieved an unchallenged necessary element in the preparation of generation of teachers. In Palestinian universities, practicum courses are considered as an important component for EFL learners before becoming teachers.

According to Marais and Meier (2004) teaching practice represents the range of experiences to which student-teachers are exposed to when they train in classroom and schools.

Barahmeh (2016) mentioned that successful practicum application entitles a stress-free atmosphere not only for the student teacher, but also for all the practicum parties such as: cooperative school, student teachers, academic supervisor, cooperative teacher and the school student. The practicum course is a key component of teacher preparation programs.

However, Laursen (2007) added that practical education should provide the student teacher with apace of freedom and creativity to develop their own teaching methods during the training period and prepare them for the future when they become in their actual teaching.

According to Hamidi, et.al. (2014) practicum allows student teachers to discover their future teaching process as well as to demonstrate that practicum helps student teachers to understand the real world of teaching and let them know about problems and obstacles of teaching that may face them in the future when they become actual teachers.

Morrison and Werf (2012) mentioned that "theory without practice is empty; practice without theory is blind". Furthermore, Merc (2010) added that the primary purpose of teaching practicum is to give the teachers a chance to prepare themselves as future teachers. Pre-service teachers see teaching practicum as the most important part of their

teacher education. Furthermore, the student teacher in the practicum stage is the "culminating experience" in teacher education.

Koross (2016) added that the teaching practice give the student trainees an opportunity to decide whether the right has been made or not. The practicum component in teacher training institutions around the world is given a great emphasis. The theory behind teaching practicum and the expected outcomes of the practicum program are quiet similar in all training institutions in all over the world as well as in Palestine.

Alamri (2018) showed that the purpose of teaching practicum courses is to make the potential teachers a reflective professional and support them in the practical field. This may help them apply the theoretical information during the practical courses.

Oladele e.t.al (2011) stated that filed practical training is considered as an important requirement for all students who register in any program in colleges and universities. In addition, schools should develop and improve the situations for promoting student-teachers skills by building their self-confidence and be able to overcome the challenges facing them.

Orosz (2018) who agreed with Alamri & Al-Darawish by stating that practical education provide the student teachers with information about language, language learning, methodology, knowledge and skills in order to make them good teachers. Muller & Hindin (2011) clarified that in preparing teachers candidates to meet the difficulties and obstacles of teaching in this world, it is not adequate to concentrate on knowledge and skills. Teacher's preparation programs also must converge on the moral, proper and ethical liabilities of pre-service teachers.

Yamamra and Takehira (2017) stated that practicum education also called field education that aims to train student teacher it carryout their educational duties and give them practical practice in order to face the field problems that may face them in any practical field either in school or classroom or in other fields in other situations in our life.

Characteristic of Practicum programs

Alagah (2000) stated that the characteristics that should be included in teacher practical programs are several, the most important ones are:

1. The programs should be balanced and comprehensive: Practical education programs should strike a balance between academic, cultural and professional aspects.
2. The preparation process is connected: The success of the educational process depends on the cooperative teacher who should take care of student teachers.
3. Clarity of objectives: The objectives should be clear and specific so that they can be assessed and know the extent to which the student have gained and acquired from these objectives.
4. Taking into account the needs of the student: When planning these programs, they must take into account the students' needs and desires and make the field open to him/her.
5. The program should keep pace with the events of educational theories: The world is changing and evolving in a tremendous speed and we are living in an age of cognitive explosion. Therefore, teacher's practical programs must provide students with the educational means, methods, and strategies to keep pace with this development.

2.2.2. Practicum Education Sections

Yusof & Fauzi (2012) mentioned that there are several terms used to describe practical training such as industrial training, internship program, industrial placement and practicum program. They clarified that practical teaching as an agenda for university students to experience what they have cultivated in universities. The knowledge they gained from universities can be transformed into a real practices in the practical teaching program.

According to (Merhi and Moustafa, 2014:10) who clarified that the practical education in universities is consisted of two important sections: the theoretical section and the practical section. Both of them are essential for the student teacher during the practicum training offered in all Palestinian universities.

- The first section is the theoretical side that aims to prepare students for the practical side in the cooperative schools. The trainees are evaluated in this section through written exams.
- The second section is the practical side in which all student-teachers practice in classroom situations performing and demonstrating activities, tasks, skills and experiences.

2.2.3 Objectives of Practicum Education

Houston (1990: 539) stated that there are five objectives which usually inclusive, explicitly or implicitly, in most induction programs including, to transmit the culture of the system to commencement teachers, to satisfy mandated requirements associated the induction and certification, to satisfy mandated requirements associated the induction and certification, to upgrade teaching performance, to increase the retention of auspicious pre-service teachers during the induction years and finally to encourage the personal and professional wellbeing of pre-service teachers by improving teachers attitudes towards themselves and the profession.

Furthermore, Gozalez..et.al (2019) added that Practicum education aims primarily at building the student teachers' character and prepare them professionally to engage in the teaching profession. It improves the teaching skills in the classroom or school and deepen the positive trends among student teachers towards the profession. They also gain a lot of experience and skills that essentially contribute to improve their performance. Furthermore, Saad (2008:28) added that the objective of practical education could be also manifested by providing student teacher with various educational competencies, training student teachers on teaching methods in a practical way, building student teachers self-confidence, helping student teachers to match between the theory side and practical side to bridge the gap between them, developing the student-teachers' creation, innovation, and social personality in addition to introducing and recognizing the student teacher to the elements of the educational system.

Practicum education also contributes mainly to create a realistic and direct opportunity for trainees to observe and learn pupils psychologically, behaviorally and educationally. This knowledge helps trainees to develop appropriate behavioral methods to interact with pupils and to address their needs and problems later.

Merc (2010) clarified that the primary objective of teaching practicum is to give the student teachers a gold chance to prepare themselves for actual teachers in future. Pre-service teachers see teaching practicum as the most important part of their teacher education. In addition, the student teacher in the practicum training is the laminating experience in teacher education. Yusof & Fauzi (2012) also stated that there are several objectives related to the practical teaching as seen below:

- Introducing the student teacher to the practices that are so relevant to courses specialization.

- Displaying the student teacher to the liabilities of professions of their choice.
- Improving students' communication skills needed for daily interactions.

Generally, Nasrallah (2001) concluded the following general objectives for the practicum Education that helping the student teachers to identify the components of the school system, the systemic interaction between these components, Linking theory to practice by putting what the student teacher have learned via the theoretical side of the courses studied at colleges and universities, Respecting the teaching profession and the services related to it, appreciating its staff and forming positive attitudes towards it and helping the student teachers and trainees to acquire the competencies and professionalism.

The practicum Education has many objectives that are very important at student teachers' life

Practicum Education objectives were also divided into the following types:

1. Individual Objectives

Khawaldeh and Ahmida (2010) Added that there are also several individual objectives that can be summarized as follows:

The student should recognize his/ her teacher's value as a respectable human being and as a citizen who believes in his work to achieve the goals of his/her nation and society, the student teacher should acquire customs, attitudes, information, skills, inclinations and values that enable students participate positively in the community services, students' professional conduct should be consistent with his/her personal dignity and with the dignity of his/her profession and ethics and the student teacher should help students to acquire positive attitudes towards the teaching profession.

2. Social Objectives

Furthermore, Gozalez et.al (2019) added that the social objectives can be summarized as follows:

The student acquires the skill of communication and the capacity to access the social environment, they know the methods and strategies of community service, they understand and contribute to solving local and national community problems, they play the role of a social leader at the school and community level and have the skill of human relations with learners, colleagues and school administration.

3. Cognitive Objectives

Khawaldeh, & Ahmida (2010) mentioned that cognitive objectives can be as follows:

The student teachers acquire the teacher trends of scientific thinking in all its forms, the student teachers understand the communication process, its skills and means, the nature of the learning process and the nature of the learner himself, the student teachers acquire self-learning skills to follow up on educational, professional and cognitive developments as well as procedural educational research skills, the student teachers will be able to use basic principles and concepts in measurement and evaluation and the student teachers know the methods of organizing and developing the curriculum.

4. Professional Objectives

Houston (1990:577) added that the Professional objectives are as follows:

The student should be able to formulate his / her educational activities behaviorally, the student should know the teaching methods and strategies and be able to use them in classroom education effectively, the student should be able to select and organize the content that is required for any educational situation in classes taking into account the individual differences among learners and the student will be able to employ modern strategies in education in addition to the use of techniques and teaching aids in classroom.

2.2.4 The Importance of Practicum Education

Blable (2014) has shown that practicum education is considered as an educational laboratory in which the student teachers apply the principles and theories of education in a realistic performance in which it deals with the parties of practical education. According to the practicum education guide of AL-Shaqra University (2014) there are several items that show the importance of practical education. Some of the most important ones are encouraging the student teachers to face the problems that may face them during the practical education and motivate them to think critically to overcome these problems, providing them opportunities to know the school students' behaviors, translating theoretical knowledge, principles and educational ideas into actual methods and helping them to adapt with the educational situations by gradually minimizing fears in the beginning of their training.

Houston (1990:499) stated that the Practicum education is the link between the two main sides in the field of the faculties of education, namely: the academic and the educational

side. In addition, the fact of preparing tomorrow's teachers cannot separate the former sides, if the preparation should include the educational aspect that helps the student's teacher to adapt the scientific material according to the needs, characteristics and demands of the development of the learners. On the other hand, the educational aspect has no meaning without scientific material on which the student teacher depends on as a real teacher. Therefore, the preparation of the planning must also include the scientific aspect that makes the teacher proficient in the material that he/she teaches, and controls all aspects in the classroom during the process of teaching. In short, both academic and educational sides should agree on practical education and support the practical education training.

Chikash and Majoni (2014) stated that teaching practice has an important role, while student teachers are improving and testing their teaching skillfulness. So, they obtain the suitable encourage, support, assistance and the opportunity to make a good beginning for their future profession.

Al – Faqawi (2011) added that the importance of practical education is that it's the cornerstone of teacher training programs which the student teachers have the ability at identifying of the ethical values which associated of the teaching profession and its practice. It also breaks the psychological barrier in front of the student teacher via speaking in front of others, as well as, the ability of producing fluent expression in some situations that they are exposed to.

Furthermore, AL-maliki (2017) agreed that the importance of the practical education in the education programs, lies in representing the applied side that the student teacher acquires through training based on the theoretical experiences. He also added that practical education could only achieve its objectives when being carried out in normal circumstances and situations. Therefore, there are several parties sharing the preparation of the program that consisted of the student, student teacher, cooperative teacher, the academic supervisor and cooperative school and its administrations. The effectiveness of the roles of these parties affects positively or negatively the reality of practical education.

2.2.5 Principles of Practicum Education

Rush (2000) showed that the principles of practical education are based on vocational training as well as teacher preparation. It is a planned and organized process with academic requirements. It is mainly based on educational courses and thoughts. It has academic,

educational aspects. Furthermore, AL- Rashaida (2008) added that the principles of the practical education lie in the following:

1. It is the backbone of vocational training as well as the teacher preparation for teaching in the future.
2. It is a planned, structured process.
3. It is a process that has its academic requirements, professional origins, educational thoughts and psychological and education decisions.
4. It is a bridge that connects two educational professional and social insinuations with a common mission in which more than one party cooperate.

Misleh (2015) clarified that the practicum education stage, is the stage of preparing the student teacher for an important period of his/ her life because it is a crucial stage in his/her profession life. It is also the only way to verify the validity of the theoretical and practic preparation of the courses they have successfully studied at universities.

2.2.6 Stages of Practicum Education

Practicum education has three important stages. Barahmeh (2016) clarified that the practicum courses pass in three stages:

1-Observation stage: In this stage, the trainees' students should spend their period of training at the cooperative schools where they have the opportunity to observe the school rules and environment. They attend classes with the actual teacher in these schools in order to know the practices and activities inside and outside classes. The goal of this stage is to have students be acquainted with school administrations, rules, and its life in general. Wallace (1991:80) showed that the student teachers must have a practical experiences in which they possess a number of several tasks and skills that are related to various and different aspects of school life.

Further more, Ayad (2013) added that the second stage is as important as the first stage, that the student teacher should follow it.

2- Participation stage: The student teacher in this side spend weeks in practicing educational activities, experiences and tasks inside and outside classroom. In this stage, it is expected from them to participate at schools committees, activities and

teaching with the help and support of the cooperative teacher. In this stage and during the training period, the academic practicum supervisor visits the student's trainees in order to give them orientation, advice, guidelines, ideas, encouragement and develop the educational practices that may help them to improve themselves and to learn more about school activities and tasks in these hosting schools.

Merhi and Mustafa (2014) added that the third stage in practicum education is the evaluation stage which is also an important stage at the practicum education.

3- Evaluation stage: The student teachers assessment process goes with academic supervisor who has to visit each trainer (student teacher) at least two times during the training period. In first visit, the supervisor provides technical support and feedback, observes and checks teaching aids and the checking lesson planning. Based on the second visit, the academic supervisor evaluates the student teachers' performance and gives grades. The major element in this process is the portfolio. Each student teacher should have a portfolio including the teaching aids, CDs, charts, daily diaries and lesson planning. Finally, he gives a report about the whole period of training for each student teacher.

2.2.7 Student-teacher's roles and responsibilities

A. roles of the student teachers.

Araya (2013) stated that the role of the student teachers could be summarized in these significant statements, teachers are designers of goals and a transferor of knowledge.

The role of the teacher in this area has become helpful for students in the process of learning and teaching where students contribute to the preparation of lessons. They also become in charge of research under the guidance of their competent teacher who is more aware of technical methods.

The teacher helps student teachers to apply knowledge in various fields of life. They also gain the ability to formulate educational goals and work to achieve them through lessons and classroom activities. So, the student teachers in this area needs to develop and regenerate ideas to achieve educational goals continuously, The role of the student's teacher as an expert and skillful in the teaching profession.

The role of the student's teacher as an engineer of behavior. Saad (2008) added that the role of the teacher here is not only to analyze the behavior of the learner and then modify it, but also include the geometry of his/her behavior in addition to arranging the learning

environment so that the teacher gets the desired behavior. It is clear that there are connections between behavior engineering, behavior analysis or modification in terms of the degree of interest and The role of the student's teacher as responsible for the level of student achievement is of paramount importance. The level of good achievement in various fields of education is a cognitive and a prestigious goal that the successful teacher seeks to pursue and achieve by using all methods of educational technology that care about students' achievement level throughout the academic year.

B. Student-teacher's responsibilities.

Araya (2013) summarized the responsibilities of student teacher during practicum program the Student teachers have many responsibilities the most important ones lie in the following paragraph they should visit various classes and teachers, student teachers must be ready to accept constructive feedbacks of their respective needed, student teachers should be open to various teaching strategies and techniques and being not reluctant to ask for help when needed student teachers should hold journals and conduct classroom researches during the practicum program and finally they must stick to excellence in teaching.

Raba and Tanni (2016) stated that the major component of effective training is the ability of student teachers to apply the knowledge and skills gained from the training into their work. They also need to transfer new learning from the training course into the learning process in the cooperative schools.

Also the teacher has become responsible for the preparation of educational materials such as educational complexes and self-learning packages.

2.2.8 Components of Practicum Education

The school-based practicum program implicates various activities such as school observation, peer teaching, reflection, independent teaching, and action research project. These activities are classified as the most significant part of the practicum program as they are supported with some related studies. Merhi and Mustafa (2014:10-11) mentioned that the components of practicum education are determined by theoretical and practical components. The components of practicum education may be defined by cognitive component's which include the educational and psychological concepts that the student teacher must recognize to become a successful teacher in the future. It also includes mental process in which student teacher should possess skills such as decisions making process,

comparison application process, analysis, installation, evaluation, interpretation and explanation. Emotional components are determined and included for the development of a positive attitudes towards the process of education and learning. The development of values of the student teacher that determine his/her behavior, motivation and orientation has a relationship with professional ethics.

2.2.9 Problems affecting the Practicum education program

Hazboun, G. (2008) added that the difficulties facing practical education appear through the partners who are involved in practical education. The training process is the basis for the preparation of qualified teachers, but there are many obstacles and negatives in the field of training which lead to the failure of achieving all the of the objectives. The related partners of the practical education process includes the student teacher, the cooperative teacher, the cooperative school, the academic supervisor and the school students. The most important difficulties facing the student teacher is the cooperative teacher who doesn't do his job because he is so busy to focus on the implantation of teaching plan or the evaluation during the lesson as well as lack of personal qualities such as shyness or self-confidence. Following are the main partners of the practicum.

1. Academic Supervisors:

Hamad (2005) added that the academic supervisor is a qualified faculty member from the college who is in charge of preparing and guiding the student's teachers (trainees) and develop their teaching skills. There are several qualities of educational supervision summarized as follows:

- Specialized Supervisor: He/she is often a member of an academic faculty who possesses a lot of experience and knowledge in the field of educational supervision.
- General Supervisor: It is usually a pedagogical qualified teacher preparation and supervision.
- Semi-specialized educational supervisor: He/she has experience and holds a university qualification (bachelor) in special education or holds a master's or doctoral degree in education, in particular the preparation and supervision of student's teachers.

The educational supervisors must be specialized in the subject matter that he supervises pedagogically well qualified. Furthermore, he/she must understand the directions of training, and be objective. According to Joseph and Godstime (2016) there are also many duties for the academic supervisor in the cooperating schools. He needs to guide the

cooperative teacher as well as evaluating him. He also should solve their problems and train them to acquire teaching skills and linguistic and communicative competencies. As supervisors, they have a significant role in managing the student teachers training and helping them with necessary skills to fulfill their role.

2.The cooperative teacher:

With regard to AL- Quds Open University, practical education guide (2018) mentioned that the second problem that affect the practical education is the cooperative teacher. The cooperative teacher in the cooperating school is a person who supervises student teacher and provide them with assistance that accompanied by teaching. He also provides appropriate educational guidance associated with the work done in the school. In addition to that, the cooperative teacher plays an important role in practicum education program as follows:

- Identifying the roles of student teachers at classes.
- Receiving the student teachers and assigning role for them.
- Helping them to acquire the skills and competencies.
- Helping them to acquire positive attitudes towards the teaching profession.

Choucair (2008) showed the cooperative teacher plays an important role in helping trainee students, in facing the problems they exposed to during the teaching process. He also helps in discussing the problems encountered during the explanation as well as to provide feedback to students after each explanation process. Cooperative teacher direct trainees' attention to their duties and responsibilities

3. The student teacher

According to (Fry et.al,2015:73) at every stage of the collaborative learning activity, the student teachers are supported by a member of the teaching team of the teacher preparation program, who observes and presents feedback on their teaching practice and the educational view that might be used to inform this real world experience. Student teachers are exposed to real practice of teaching and are enabled to further develop their identities as members of the teaching profession through engaging in asocial learning activity. The reality of experience and the immediacy of the deductive feedback received, helps students to link theory to practice and to critically scrutinize the effectiveness of such theory.

Huston (1990:557) x stated that there is another problem that affect the practical education which is the students teachers. The student teacher is one of the most important elements involved in the educational process because the preparation of the program is based

primarily on the extent of interaction with the school environment. It also based on the effective teaching attitudes, including experiences and activities to identify the curriculum that will be taught. It also recognizes the possibility of training in order to get benefit from it in its work. Reid (2011) showed that the qualities that the student teacher should possess are to be enthusiastic and able to convey enthusiasm to students. He also needs to show interest in his/her material, sympathetic to his/her students, has the ability to understand, know their needs, possesses a high ethic sense, a high taste, sanctify accurate knowledge and values language as an effective tool for the transmission of ideas.

Burton & Schneider (2005) added that the students teacher should plan daily lessons to create teaching aids. Additionally, he should be able to use the classroom activities in genuine methods of teaching. Furthermore, Taskin (2006) stated that students teachers in some practical training conditions and circumstances found that their chances of obtaining a real educational experiences were almost non-existent.

Nasrallah (2001:52) stated that the student teacher should take these general human and functional rights into account:

1. All trainees should be treated with objectivity, fairness and complete equality.
2. The rights of the student teacher to be trained and guided with fairly seriousness by the academic teachers without discrimination.
3. His/her right to be a ware and prior knowledge of the time that the supervisor will visit him/her at least one day and not to be suddenly.

Shaheen (2007) added that the student is the main element of the educational process in its various dimensions. This process aims first and foremost to the overall growth of the students' spiritually, mentally, cognitively and emotionally. The student-teachers are responsible for achieving these behavioral goals through his/her positive educational performance during the educational situation inside or outside the classroom. All these requires the teacher to have plans to ensure the achievement of behavioral goals that help in the integrated growth of the student. This area also requires the teacher to be able to diagnose the student's cognitive, psychological needs and to recognize their characteristics and learning patterns. They should also have the ability to analyze the curricula and courses taught at schools. Furthermore, the student teacher is required to have good human relations with the students and the entire school.

4.The Cooperating School

Aypan (2009) he added that the cooperating school is one of the problem that affect the practical education. So the success of any practical education program depends on the cooperation of the hosting school. When the cooperation is clear, the program succeeds in achieving its goals. Therefore, the school should encourage the student teachers to solve the problem that face them during the application period and to encourage them to do more during their training. The principal of the cooperating school must do a lot of tasks and duties. Most notably welcoming the student teachers familiarize them with rules, laws and instruction of its administrative as well as motivate them to exert effort in order to practice the profession and provide the appropriate atmosphere for the students teacher to perform there duties and identify the problem that the face them.

Furthermore, Saad (2004:55) clarified that for the success of the practical education program and to achieve the desired objectives of this program, specific schools should have been allocated to implement the program of practical education. Cooperating school is a cornerstone of the practical education program where it represent the natural training environment for student teacher.

5.The students of the school

According to Joseph and Godstime (2016) it is so important and essential for the student teacher to choose the appropriate teaching methods as well as the appropriate means in practical education. It should be taken in consideration that the learners' attitudes towards learning. The appropriate teaching methods that student teachers use while dealing with learners from the introduction to presentation and then to evaluation is also one of the main pillars of practical education. The student teacher should show respect to the school system. The first lesson learned by the student of practical education is the commitment to punctuality and consider time as sacred in the school. They should also show commitment to the general appearance that is acceptable and attractive. It is of paramount importance that student teacher behave in schools as a role model. The student teachers should take into consideration the students' attitudes, tendencies, desires and needs.

6.The practicum Program:

Merhi and Mustafa (2014:8) clarified that the sixth problem that affects the practical education is the practicum program. It is the content that being taught by the students teacher while recording the program of practical education which is considered as the theoretical part of practical education. This theoretical content is essential to prepare the

student teachers to practice the practical aspect in terms of identifying the educational competencies. This must be possessed by the outstanding teacher who plans for teaching, analyses the content, evaluates and prepares tests. The practicum program works on developing the communication skills and self-criticism in addition to identifying some educational views whether they are recorded or not such as micro-teaching. In other aspect Vick (2006) pointed out that the new trends in teacher education programs focus on the investigation of the problems associated with the training of students teachers.

AL-Darawish (2017) showed that any practicum program should emphasize some features such as personal characteristic, practicum requirements, pedagogical knowledge and demonstrating and criticism factor. Furthermore, Ucar (2012) showed that the training program of the student teacher plays an important role in developing beliefs about teaching and learning among student teachers. Jusoh (2011) showed that the study programs of teacher education in the university level should include interesting activities that provide students with a realistic experience for future teaching.

Dakhil (2017) added that practicum is one of such program in which student teachers are subjected to real life teaching experiences; they are given the opportunities to apply the theories into practice.

Chen et.al (2008) clarified that there are several challenges during the practicum courses. The pre-service teachers should not only prove the master of their subject matter, but they should also show competence in other teaching field experience skills. For example, classroom management, methodologies, and evaluation require from student teacher to possess many skills that enable him successfully manage in the main components of teaching and learning process. Practicum program can be dreadful and stressful to student teachers especially when they face challenges and difficulties in coping with new environment of the teaching.

Farrah (2019) maintained that the importance of micro teaching in universities, the most effective aspect as perceived by the participants is micro teaching. All of the participants without exception mentioned micro teaching as one of the most valuable elements in the practicum courses should be because it give the student teacher a lot of experiences in ho to manage a class, weather by grouping the students, using different games, having the full attention of the students in different ways, motivating them, and how to encourage them to participate in class. Knowing the positive and negatives of the micro teaching help them in knowing what maybe good for areal class and what may not.

2.2.10 Practicum at Palestinian Universities

This part of the study deals with practical education at Palestinian universities. In Palestine the practical education program include different credit hours which differ from university to another. Hamad (2007) clarified that the practical education in Palestinian universities seek to provide the student teacher with practical field training through a practical education course. This is often offered through two practical training courses: practical training (1) and practical training (2). Some universities and colleges offer more than a practical education course, one of which is based on observation and microteaching. In this present study, the researcher provides course descriptions of practical education at five Palestinian universities identifying the credit hours of these courses. The data about the practicum course was taken either from the university's academic portal or upon the visit of some of these universities.

1.Hebron University

Hebron University offers two courses as seen below.

Practicum Education (A)- Foundations

This one-credit-hour course is offered in the first semester of the second year from the date of the student's enrolment in upper basic level teacher preparation program. It introduces teacher students to the nature of practical education from all aspects. Students will be introduced to the mechanisms of their distribution on different schools through 16 hours throughout the whole semester. The course focuses on the cognitive, conceptual, values and theoretical content of practical education. In addition, it offers an overview of the most technical aspects necessitated by the classroom situation, the main teaching concepts, the mechanisms of evaluating teacher students throughout the whole period of the practical education. Students will also be introduced the registration mechanisms of the practical education, its regulations, and laws which includes rights and obligation for each part of the practical education.

Practicum Education (B) – Observation and Partial Internship

This course consists of two parts; theoretical part (16 hours) distributed over the semester in specific university meetings; and the other is practical (60 hours) in practical education schools. This course aims at introducing teacher students to the skills of observation,

monitoring, and teaching skills through various workshops inside the university (micro-teaching) or in the school, guided and supervised by academic advisors, supervisors, principals and educational mentors. Teaching skills include all elements of teaching situations, such as lesson planning, lesson implementation, verbal interaction, asking questions, class management, teaching strategies, and students' evaluation. The student teacher starts to observe the classroom and school environment, and they will be requested to implement a number of classroom situations, as part of the partial participation through co-teaching with another colleague (part of the lesson) in addition to another individual partial teaching under the observation of the colleague. They play the role as assistant teacher through helping the supervisor teacher in following up the implementation of classroom activities, and the evaluation of students. This course ends by classroom educational tasks with other colleagues where students observe a certain classroom and then implement a specific class.

2.An-Najah University

An-Najah University offers six courses as follows:

Practicum Training (1)

This course tackles the theoretical aspect of the practical training, its elements and systems. It prepares the students to all various aspects of school work, administrative and education work in addition to the implementation of the course requirements within a theoretical framework and duties. It includes a group of integrated experiences that aim at preparing students for various classroom situations. The course is implemented in 16 face-to-face meetings.

Practicum Training (2)

This course is implemented in two main tracks: the first includes 16 face-to-face meetings conducted at the university and tackles the mechanisms of observation and partial participation along with focusing and concentrating on the organized purposeful observation. The second is practical side where the students move to the school to attend 32 practical hours in which they observe, participate partially and get to know the classroom and school environment.

Practicum Training (3)

This course tackles practical education skills such as responsibility over the implementation of the activities of classroom for a whole class based on some specific standards. The student trainee would perform several events and activities that relate to the curriculum. During this internship period, the student teachers should be committed to the school's systems and regulations and have to spend 48 hours of practical training.

Practicum Training (4)

This course focuses on students and their implementation of classroom events and tasks within partner schools. It aims at getting students acquainted with how to be independent, how to perform meditation and how to accept criticism. It also concentrates on reflecting feedback between teacher student and the supervisor teacher. During the application, all difficult tasks and hardships will be discussed, and the student will spend 48 hours of practical training.

Practicum Training (5)

The student will be responsible of preparing, organizing, and implementing the assigned lessons under the supervision of the lead teacher and the cooperative teacher. Within this course, the student teacher will teach 77 complete actual classes over the whole semester, in addition to observing other classes implemented by the lead teachers and other colleagues.

Practicum Training (6)

This course is a continuation of Practical Training (5). The student trainee is required to prepare, organize, and implement lessons independently. This will include partial and full independency based on the estimation of each of the lead teacher and the cooperating teacher. It is worth mentioning that the student trainee is required to teach no less than 135 complete actual classes over the whole semester. These classes are to be observed and followed up by the lead teacher, cooperating teacher and the principal in the hosting school.

3. Al-Quds Open University

Practicum Education 1 (Credit Hours 2 (1 Practical / 1 Theoretical))

This course aims to prepare the student for various aspects of the teaching process, both at the administrative and pedagogical levels. It is divided into two sections, theoretical and practical. It has a range of experiences complementary to the theoretical experiences studied by the student in the previous semesters. It seeks to prepare students for the requirements of different classroom situations, so they can apply microteaching implementation of classes or parts of them. This course provides students with the opportunity to learn about the philosophy of practical education, its elements, laws, regulations, ethics of the teaching profession as well as knowledge of the tasks, rights, duties and regulations in schools.

Practicum Education 2 (Credit Hours 2 (2 Practical / 0 Theoretical))

This course provides students with necessary competencies for the teaching profession to instill positive attitudes towards it. It aims at providing students with an opportunity to apply the concepts, principles and theories of educational performance in a behavioral manner in the real field of these concepts and theories represented in schools. They will perform such performances in a way that leads to the acquisition of educational competencies required by the nature of multiple and variable roles adopted by teachers. Eventually, the student teacher will become able to exercise these competencies efficiently and effectively. Therefore, the student must spend a specific training period in primary and secondary schools that may last for 120 training hours distributed over (6) weeks. In this phase, student teacher practices daily professional tasks in primary and secondary schools. Practical education includes both theoretical and practical aspects, so implementation of the practical aspect ranges from the observation stage to the stage of partial participation, and finally to the stage of overall practice.

4. BirZeit University

Practicum in English Language Teaching 1

Distributed Training: (1 Credit hour at the University and 30 observational hours in schools).

This course aims at assisting students to develop the ideological and educational framework for learning and teaching in classrooms. It focuses on the definition of the practicum, its objectives and the analyses of its tasks. Further, it explains and discusses the teacher's basic competences and performance skills. It focuses also on learning ethics that serves as a resource that students could refer to during their teaching at schools.

Practicum in English Language Teaching 2

Distributed Training: (1 credit hour at the University, and 35 observational credit hours at schools).

This course is designed to equip students with skills required to perform specific planning and teaching tasks in classrooms. This can be achieved in cooperation between the hosting teacher and the academic advisor from the university. The emphasis in this course is on developing the teacher's teaching methods, assessment tools and classroom management skills.

Practicum in English Language Teaching 3

Distributed Training: (1 credit hour at the college, and 35 observational credit hours in schools).

This course aims at providing prospective teachers with the opportunity to practice performing teaching and learning activities in a school setting. It also focuses on the instructional and non-instructional roles and responsibilities of classroom teachers.

5. Bethlehem University

Bethlehem University is similar to the other Palestinian universities which conduct the practical education course in Faculty of Education Science College.

Course Description:

This is a practical course related to field experience. It aims at preparing prospective teachers to manage classes in real classroom situations in schools. Student teachers will be sent to classes to observe and experience foreign language instruction and practice teaching in grades (5-10) setting, and reflect on their classroom practices and teaching methods. At this stage, feedback is an important part of teacher's development process.

Course design:

1. The first session is set for orientation, students in schools and for the distribution and discussion of the course outline.
2. Students are expected to spend 5 hours per week in the assigned schools in accordance to a letter of agreement between faculty of Education and the nominated school/ cooperating school.
3. Students are expected to complete 60 hours of school fieldwork.
4. Regular meeting with the course instructor on a group tutorial will take place to exchange experiences and to follow up on course requirements.
5. There will be 2 field visits by course instructor on which students will be evaluated on their teaching demonstrations. the first visit is for guidance and support and the second one has evaluative function. Evaluation forms will be distributed explaining how he/ she will be evaluated.
6. After each field visit students will individually meet the course instructor on an appointed schedule to receive feedback on their classroom teaching practices.

2.3 Related Studies

2.3.1 Introduction

Reviewing the literature, it has been found that many studies were conducted inside and outside Palestine addressing practicum program. This chapter will present the pertinent studies related to the subject of the current study. These studies will be presented in chronological order. Some of them were conducted in the Arab world while others were investigated in foreign countries.

Farrah (2019) conducted a study that aimed to analyze the experiences and perceptions of group of MA students regarding an MA TEFL practicum course at Hebron University

during the second semester of the academic year 2015\2016 and whether their experience improve their levels to convey educational practices to better serve students . The study was steered by experiential learning theory. The study examined the MA students' experiences though investigating the usefulness of the course and its impact on the learners in the Palestinian context. The nature of the study was qualitative study as it allowed the participants to reflect their point view and experiences during the practicum course. The participants of the study were 12 MATEFL students enrolled in a practicum course. Reflective journals were used for data collection. In addition, the study let the participant, describe their practicum experience and were asked to reflect on their experiences. The results of the study indicated that the participants benefited from the various components of the practicum course during their practicum experience through micro-teaching, classroom observation, lesson planning, reflective practice, class management in addition to practical.

Alamri (2018) aimed in her study to investigate the perceptions of English as a foreign language (EFL) pre-service teachers towards the challenges they face in teaching experience during the practicum period. The sample of the study consisted of 35 Saudi EFL female pre-service teachers in the education diploma program (EDP) attending teaching practicum course in Taibh university, Saudi Arabia .A mixed method, Which contained both quantitative and qualitative were applied to obtain the research data collection. The research instruments were designed to measure the perceptions of EFL-pre-service teaching towards the challenges they faced in teaching experience during practicum. Results of the perceptions of EFL pre service teachers regarding classroom teaching skills were between highly and moderately to low challenging. Furthermore, workshops, meetings and the small discussion sessions need to be conducted between all the teachers in the practicum teaching to explore problems and anticipate possible solutions. Some recommendations based on the results of the study were derived such as, EFL pre-service teachers needed further development in teaching experiences in addition to the skills that related to the sessions which need to be conducted between all stakeholders in the practicum to explore problems and anticipate possible solutions.

Moussaid and Zerhouni (2017) implemented a study aimed to identify the problems of pre-service teachers during the practicum : an analysis of written reflections and mentor feedback. It also aimed to explore the most frequent problems of a cohort of English as a foreign language. The sample of the study consisted of 60 high school EFL teacher trainees

(aged from 22 to 36) enrolled in a year-long teacher training program. A qualitative methodology was employed since content analysis was used to identify the most frequent problems the participants faced during the practicum. Result of the study showed that an in-depth content analysis of post-lesson written reflections (n=1511) mentor feedback (n=1624) and end of each practicum report (n=337) reveal 23 frequent problems with teaching methodology, class control and time management as the top concerns . In addition, results also indicated that the trainees' development seems to go through five distinct stages: the five stages conceptual model of trainees' development, self-establishment stage, discrete teaching stage, holistic teaching stage, learner-focused teaching stage and initiation stage. The study stated some recommendations and implications for teacher education the most one appeared as supportive and adequately equipped practice environment as well as positive emotional feedback to boost self-confidence, especially at the outset of the practicum.

Koross (2016) conducted a study to identify the student teachers' experiences during teaching practice and its impact on their perception of the teaching profession. The study explained teaching in Kenyan universities. The study used the descriptive analytical approach. The sample of the study consisted of the third year student teachers at the University of Eldoret who had done teaching practice. To collect data, a survey design was used and a quantitative questionnaire was administered on 100 student teacher. Results of the study indicated that the students' experiences had an impact on their perception of the teaching profession and they did experience challenges during their teaching practice. The most important recommendations of the study were as the following: school of education and colleges should organize the teaching practice exercise very well so as to give the best professional practice to the trainee teachers. A proper orientation for student teachers should be carried out using efficient means of communication like; seminars, work shops, conferences and discussion before they go for teaching practice.

Furthermore, Barahmeh (2016) conducted a study which investigated the sources of EFL student teachers' anxiety during their practicum experience . The study also aimed to explore the different sources of anxiety EFL student teachers' experience while doing their practicum courses. Data were collected through student teachers' daily diaries and through the discussions among the student teachers and their university supervisors during the weekly meeting. the sample of the study consisted of all the 22 student teachers from the Arab American university faculty of Arts and service were participated in the study during

the scholastic year 2015\2016 who were diploma students enrolled in the teaching practicum courses as part of their graduation requirement .The researcher developed diaries for all the 22 student teachers during their teaching practicum. The results attempted to highlight student-teacher's sources of anxiety while doing their practicum anxiety. There were no doubt that student teachers benefited a lot through having a more fruitful experience .The findings of the study showed that EFL student teachers have suffered from several sources of anxiety. The main ones appeared in classroom management, time management, lesson planning. The study calls for more cooperation between the university and the cooperating schools. A meeting or even more should be held before sending student teachers to the cooperating schools.

Ruba and Tanni (2016) implemented a study aimed at investigating reality of teaching practical courses at An-Najah national university and AL-Quds Open University from student's teacher's perspectives, TEFL Majors. In order to achieve the aim of the study a questionnaire was developed. It was consisted of 4 item classified into four domains including the collaboration of the cooperating school. The sample of the study consisted of 84 male and female student teachers, selected randomly from both universities. The results of the study showed that there were no statistical differences between the sample's members due to gender, cumulative average and university. Furthermore, it showed that the reality of practicum course in both universities was not wishful_. In the light of the study's finding, the researcher recommended the following increasing the number of credit hours in all the faculties of education in the Palestinian universities specifying suitable and unified content for the practicum course in all faculties of Palestinian universities. As well as to conduct other research in other universities that offer teaching practice courses locally or regionally was another important recommendation of the study.

Johnson (2015) conducted a study entitled "Fourth year teachers' perception of the student teaching practicum in Abu Dhabi". The study aimed to analyze the perceptions of a group of pre-service teachers regarding the final practicum and if that experience enhanced their a ability to deliver educational practices for better serve students. The participants were a group of pre-service teachers in their final year of a fourth year BED program at a local college in Abu Dhabi. All students enrolled in year four with three section of 18 students. A qualitative inquiry design was developed and it was the most appropriate for the study to understand fourth year pre-service teachers. The questions of the study addressed pre-service teachers' experiences during the practicum period and how those experiences

contributed to their professional growth . The instruments of the study focused on individual face-to-face interviews of 8 pre-service teachers to assist pre-service teachers in assessing students' needs as well as to identify and to explore planning lessons . The implementation of the project could lead to positive social change by engaging pre-service teachers in professional learning communities. The project had a potential to contribute the-pre-service teachers professional growth which may lead to continuous learning in their professional learning environment. Transcripts of audio recorded interviews were coded to determine themes and the thoughts that related to the practicum. The data revealed that pre-service teachers felt that the practicum allowed them to experience the role of the classroom teacher and its day-to-day challenger.

Hamaidi et. al. (2014) implemented a study to explore the student teachers' perspectives of practicum practices and challenges. The sample the study included all student teachers at the faculty of educational services at the University of Jordan who enrolled in practicum course 2 in the second semester of the scholastic year 2012\2013 .Aquestionnaire was developed by the researcher to collect the data. The questionnaire that is consisted of 41 items was administered on (11) student teachers of early childhood education and classroom teacher majors'. Results of the study revealed that the participants have benefited from the practicum practices in the development of many teaching skills for example: the communication and interaction with students and classroom management skills. However, both classroom student teachers and early childhood student teachers highlighted certain common challenges they encountered during their practicum experience.

Mutlu (2014) implemented a study aimed to examine the self-reported challenges of Pre-service Teachers (PTs) and cooperating teachers (CTs) experience during their practicum practices . The data were collected in spring term of the academic year 2013\2014 through semi-structured interviews with both PTs and their CTs . the interview with PTs were focus-group interviews during the interviews open-ended questions asked about the challenges of Pts. All the interview were conducted in Turkish native language of the participants. The results of the study showed that all the participants stated that the practicum period provided them an effective understanding of the real teaching during the interviews. Negative points were presented due to the fact that the specific focus of the study was the challenges that PTs and their CTs experience in the process .For example they talk about the challenges of other components of practicum namely administrators in

cooperating schools, faculty supervisors, supervisor teachers that seem to be of most importance for having a deeper understanding of the reasons behind the problems.

Another different study was developed by Gan (2013) to investigate the challenges sixteen non-native pre-service ESL teachers in a bachelor of education (English language) (BEDEL) program from Hong Kong experienced in an eight-week teaching practicum. The participants of the study were 16 student teachers enrolled in a bachelor of education degree program majoring in English language teaching (BEDEL) at a Hong Kong university. The tool of the study were semi-structured interviews and reflective journals that collected from all the sixteen participants to obtain detailed description of the participants' perceptions of their field-based practicum experiences. Result showed that the pre-service teacher's practicum was characterized by a reality shock due to difficulties in experimenting with pedagogical practices they were taught in the (BEDEL) program, and a lack of sense of control in class. Inadequacy in English language competence also appeared to affect not only those student teachers' teaching performance but also how they established and maintained their teacher role and relationship with their student.

Ayad (2013) conducted a study aimed to identify the reality of practical education in institutions of higher education in the West Bank, Palestine, from the perspectives of student teachers science education for the first semester of the academic year 2012/2013. The researcher-developed questionnaire as a study tool which consisted of 62 item distributed on four domains included the cooperating of the training school, the effectiveness of the university supervisor, the student's teacher's evaluation, and the suitability of the theoretical content of the applied needs in schools. The study population consisted of all student teachers of practical education program- a fourth year level in all institutions of higher education that offer bachelor programs of practical education course of education specialization for the basic stage. 84 of the student teachers formed a random sample by (68.3%) percent of the study population. To obtain the results the researcher used the Statistical Analysis Program SPSS to calculate the mean and standard deviation, and to take the tests of independent samples test to examine the impact of the variable gender and one way a nova test to examine the impact of each of the following variables: the cumulative average, educational institution and the field training phase. The results of the study showed that there were statistically significant differences between the means of the respondents of the sample attributed to the variable of the educational institution in for our Al-Quds open university. The descending order of the means of the study domains

were as the following: the effectiveness of the university supervisor, the theoretical content, training phase, the cooperating school and finally the evaluation of the student teacher. The study came up with several recommendations, including increasing the number of credit hours for the practical education program, the theoretical content, evaluation mechanism and the readiness of cooperating schools physically and scientifically.

Saricoban (2010) conducted a study aimed to identify the problems encountered by student teachers during their practicum studies in order to scrutinize the potential problems of students teachers encounter during their practicum studies, the population of the study consisted of intern-teachers n=59 in the public primary schools, n=39 in the secondary schools, n=12 for public high school and n=8 for public Anatolian high school . The study used a questionnaire adopted from Ersen yanok. The survey mainly questions (a) lack of support in terms of materials and equipment's, (b) problems resulting from the course book, (c) problems resulting from the students, (d) problems resulting from the curriculum, and (e) problems resulting from the environment. Results of data analysis showed that the most problems take place due to the lack of mainly audio-visual materials, other supplementary materials needed, pronunciation, translation, reading, speaking, and writing activities. The study was agreed that overcrowded classrooms and sitting arrangement impede the effectiveness of foreign language instruction . the study could be helpful for foreign language educators , researchers and teachers to cope with practicum problematic situations .

Kharisha, et al. (2010) conducted a study aimed to identify the difficulties faced by students of practical education in the Hashemite University and Al-Isra private university. The sample of the study consisted of (133) student teacher distributed among (73) student teacher at Al-Hashemite university and (60) student teacher at Al-Isra private university. In order to achieve the objectives of the study, a questionnaire was developed which consisted of (26) difficulties distributed on five domains. The results showed that the most important difficulties faced by the student teachers during the field training period waste as follows: crowded classroom, increase the student teacher work load during the field training and the implement of the cooperating schools for the student teacher's place of residence. Also the results of the study showed that there were statistically significant differences between the averages of practical education difficulties attributed to the type of university and for the benefit of private universities. It also, showed that were no statistically significant

differences between the mean difficulties of practical education attributed to the gender and specialization.

Kawaldeh and Ahmida (2010) conducted a study aimed to identify the practical education problems facing student teacher in the education of child at queen Rania children's college, Hashemite university during the practical education period. The population of the study consisted of all the student teacher enrolled in the practical education course in the second semester of the academic year 2008/2007. Those who spend the period of practical education in cooperative kindergartens AL-Zarqa. The sample of the study consisted of all members of the study population. A questionnaire was developed by the researcher and addressed to the sample, consisted of 52 items distributed of six domains. The results showed that practical education problems facing student teachers in the education of childhood at queen Rania children's college were in the following order: problems related to cooperative kindergarten, practical education program, student teacher personalized, the supervision of practical education, the cooperative teacher and planning and implementing lessons. Furthermore, the results showed that there were statistical significant differences between the means of practical education problems due to the students teacher's gender, there was no effect due to the students teacher's cumulative average one of the results that emerged in the study was that the practical education program at queen Rania for childhood, despite the efforts exerted to apply it appropriately and employ it in order to give student teachers. The necessary competencies, however was a need for further development and adjustment in the line with international standards of this field, providing students teachers with tools and supplies to facilitate and implement the relevant activities. The study showed some suggestions, the most important one was that to take in consideration the selection of cooperative kindergarten to be trained in it, so as to be suitable for the objectives purposes and tasks.

Shaheen (2009) implemented a study entitled encountered field- training problems by AL-Quds open university which aimed to identify the practical obstacles facing AL-Quds open university learners during their training sessions indifferent cooperating partner school , and the effect of some demographic variables on perceptions of the obstacles that faced them. The questionnaire which consisted of 40 items covering four areas of the study. It was applied on a random cluster sampling of 246 learners from five educational regions . The results of the study based on learners' responses revealed that prioritized counseling needs were dependent on the role of the academic supervisor, the role of the cooperating

school the teaching plan and finally the students of the cooperating school. Furthermore, the results showed significant statistical differences between male and female learners in terms of the problems that they face in practicum courses during the period of training. Females had more difficulties than male in all domains specifically the fourth domains of the study.

Hudson et.al (2008) analyzed a study, which investigated the challenges for pre-service EFL teachers entering practicum additionally, to investigate pre-service teacher's thoughts and expectations before entering their practicum course and as a means of understanding respondent's views. The sample of the study consisted of 97 Vietnamese pre-service teachers who completed a four year under graduated course. The sample consisted of ninety-three female and four male pre-service EFL teachers. Most of them (67%) were 22 years of age, 16% were at the age of 21 and the rest were between 22 and 24 years of age. For the sake of data analysis, themes and categories were coded for each of the questions and descriptive statistics were used to quantify the data. the pre-service teachers were asked about challenges they perceived for learning how to teach EFL writing during their practicum. An open ended questionnaire was used to gather data from the pre-service EFL teachers at the beginning of their last field experience. Results of the study showed that the pre-service EFL teacher appeared to underestimate the challenge they will face during their practicum teaching. There was a gap between their knowledge of classroom practices from their university education and reality of the classroom. Additionally, the study showed results that could assist teacher educators and school mentors for providing feedback on pre-service teacher's EFL teachers learning to teach writing .

Shaheen (2007) implemented a study that aimed to evaluate the practical education program at Al-Quds open university from student-teacher's perspective. The study tried to investigate students views towards several domains including the objective of the program, its procedural steps and roles of both school administration and collaboration teacher. The sample of the study consisted of (389) student who were randomly selected from the strata of the population counted (1557) student-teachers. The sample counted 25% of the population. In order to get the views of student-teachers, a thirty-six item questionnaire was used in the study . 365 of the questionnaire copies returned and offer statistical analysis. The teachers' ratings of the program were high although there were some points of weakness distributed among the four domains of the questionnaire. the researcher provided several recommendations in the study. The most important one was to re-

organize the practical education program so as to keep up with the requirements of the modern age and the peculiarities of the Palestinian society. There was also an extreme necessity of making a special manual that could be used by the academic supervisors, students, school headmasters and collaborating teachers. Finally, integration between the roles of all who are care about the program is an urgent necessity, but it should be done according to fixed and exact criteria .

In another study by AL-Amayra (2004) conducted a study to investigate and identify the problems facing the student teacher of the Eighth chapter of the faculty of educational sciences university/UNRWA. It also aimed at finding out if there were statistically significant differences among the participants due to the variable of specialization (classroom teacher, an Arabic language teacher field) in terms of the severity of the problems they face during the practical application. A questionnaire was used for data collection. It consisted of five domains and 95 item. To discover and reveal a set of acute problems that faced the student teachers during the practical application severe problem for them were. Domains of the questionnaire were related to the director of the practical education program, the practical education, the cooperating school, to the supervisors' classroom visits. The results also revealed that the problems related to the first domain of the course of the practical education/ theoretically did not form severe problems for the student teacher during the practical education. The results showed that there were statistically significant differences between males and females at the significant level ($0,074=\alpha$) the mean in the favor of females in the problems that faced them during the practical application.

2.3.2 Conclusion: similarities and differences between previous studies.

Chapter two introduced numerous number of related studies handle different variables. Some of which are Arabs, others are foreign and few of them are Palestinians studies. There are similarities and differences between them referring to various aspects such as aims, procedures, population, sample, data collection and data analysis and results. The following points show some details about the previous studies. Most of the previous studies were conducted on the student teachers at universities and colleges. All of them targeted practicum courses at Palestinian universities. Results of the present study is in line with that of many the previous studies such as

Farrh(2019),Johanson(2016),Mutlu(2014),Ayad,(2013),Saricoban(2010),Shaheen(2009), ALamari(2018),khawledh and Ahmida(2010),Moussaid and Zerhouni(2017), kross(2016), Barahmeh(2016), Ruba and Tanni (2016), Hamidi(2014), Shaheen (2007), Alamayra(2004), Hudson, et.al(2008), Karisha et.al(2010)

However, they differ in the population, sample, place and time. All of them used a questionnaire as an instrument, others used qualitative instruments such as structured and semi- structured interviews. one of them used the observation and an interview as an instrument. Also these studies used the mixed approach (qualitative and quantitative). While others analyzed the data quantitatively as shown in the following studies Moussaid and Zerhouni(2017), Shaheen(2009),Karisha

et.al(2010),Hamaidi,et.al(2014),Kawaldeh,Ahmida,(2010),Saricoban(2010),Shaheen(2007) , Ayad(2013), Al-Amayra(2003), Ruba and Tanni(2016). However, Mutlu (2014), korss(2016), Farrah(2019), Barahmeh (2016) analyzed the data qualitatively.

On the other hand, Johnson(2015), Hudson et.al (2008), and AL-Amari(2018). Used a mixture of both descriptive analysis (qualitative and quantitative).

The revision of the previous studies has benefited the researcher a lot through being introduced to the following:

1. Scientific research methods used in each study.
2. The instruments and the statistical analysis used by researchers.
3. The varied ways of researchers' discussion of results their studies.
4. The resources utilized by the researchers that enables the researcher to compare and contrast the results of the current study with that of the aforementioned ones.

Generally speaking, the present study is different from most of the previous ones since it used the mixed approach to collect data. Some similarities and differences between the current study and those in this chapter pertaining to researching methods, data collection and analysis. However, this study, to best of the researchers knowledge, is the only one conducted in Palestine with its instruments, sample and concept. It is also distinguished by its methodology (mixed method) and its instruments. For example, the questionnaire covers six domains which haven't been seen together in any of the previous studies. None of the previous studies individually addressed this number of the Palestinian universities to

trace the difficulties that may face student teachers while practicing their practicum courses. Finally, to the best of the researcher's knowledge, this study with its tools and sample can be considered the only one of its kind targeting the English Language major students in practicum courses at Palestinian universities.

Chapter Three

Methods and procedures

3.1. Introduction

This chapter is elaborating about the design methods, population, research instruments, reliability, validity of the instruments, data collection and data analysis.

3.2 Population of the study

The population of the study consisted of all EFL students in practicum courses at Palestinian universities which are (224) EFL student teachers of practicum courses at the Palestinian universities in the second semester of the academic year (2018/2019).

3.3 Sample of the study

The researcher chose proportional stratified random sample. It consisted of (142) EFL students distributed into (25) males and (117) females. The EFL students in the practicum courses at Palestinian universities in the second semester of the academic year (2018/2019). The sample was distributed according to the independent variables of: gender, cumulative average and university. The distribution of the participants of the study due to the five universities of the study as shown in the table (3.1).

Table (3.1): Population and Sample size

University	Population	Sample
Hebron University	30	20
Bethlehem University	47	29
An-Najah National University	67	42
Birzeit University	30	20
Al -Quds Open University	50	31
Total	224	142

***Demographic data of the sample**

The following table shows frequencies and percentages of the demographic distribution of the Sample.

Table (3.2): Sample distribution by gender, cumulative average and university.

Variables	level	Number	Percentage(%)
Gender	Male	25	17.6%
	Female	117	82.4%
	Total	142	100.0%
cumulative average	60 less than 69	29	20.4%
	70 less than 79	62	43.7%
	80 less than 89	40	28.2%
	more than 90	11	7.7%
	Total	142	100.0%
University	Hebron University	20	14.1%
	Bethlehem University	29	20.4%
	An-Najah National University	42	29.6%
	Birzeit University	20	14.1%
	Al -Quds Open University	31	21.8%
	Total	142	100.0%

As seen in the table (3.2) males has a percentage of (17.6%) and (82.4%) for females.

Regarding the Cumulative Average, the percentage of the categories were as follows: (60-69) is (20.4%) , (70-79) is (43.7%) , (80-89) is (28.2%), and the percentage of the category

(90+) is (7.7%) from the total number of the sample size. Regarding the Universities, the percentage of students from Hebron University is (14.1%), Bethlehem University is (20.4%), An-Najah National University is (29.6%), Birzeit University is (14.1%) and the percentage of students from Al -Quds Open University is (21.8%) from the total number of the sample size.

3.4 Instruments of the study

The researcher developed two instruments to achieve the goals of the study: a questionnaire and a semi structured interview. Data was collected via these two tools.

3.4.1 The Questionnaire of the study

The researcher used a six- domain questionnaire to collect data on the problems that face EFL student in practicum courses at Palestinian universities. In this study, some of the items of the questionnaire were adopted from Mutlu (2014), Koross (2016), AL-Amiri (2018), AL-Darawish (2017), AL-Salkhi (2008),and Shaheen (2009), and then developed to suit the students in practicum courses at Palestinian universities. Some of the items of the questionnaire were generated from my experience and the responses I got from other practicum courses students when I asked them about the problems they face during the practical education stage. The questionnaire consisted of six domains with (56) items. Domain (1) contained items about the problems related to the academic supervisor. Domain (2) contained items about the problems related to the cooperative teacher. Domain (3) contained items about the problems related to the school students. Domain (4) contained items about the problems related to the cooperative school. Domain (5) contained items about the problems related to the student teacher. Domain (6) contained items about the problems related to the practicum program. The researcher developed the

questionnaire in the form of a five point of Likert scales ranging from high degree to very low degree. (See Appendix 1)

3.4.2 Structured Interview

The Interview questions were designed in a way that supports that of the questionnaire. It was constructed to measure the problems facing EFL students in practicum courses at Palestinian universities. The interview was structured, with open-ended questions to let the participants express their thoughts, ideas freely and individually. The data collected for this research was recorded in a quiet space at the Palestinian universities and then written down for data analysis. The interview was designed to draw out certain aspects of problems that face the EFL students in practicum program at Palestinian universities (see Appendix 2)

3.5 Validity of the instruments (See Appendix 3)

In the present study, an attempt was made to gain valid and meaningful data. Generally speaking, validity is described as a process that measure what it claimed to measure. Furthermore, the questionnaire and the interview were handed to twelve professional arbitrators with varied educational qualifications in several Palestinian universities. They evaluated the content and the domains of the questionnaire and the interview in terms of relevance and appropriateness to the research purposes. Upon their notes, suggestions and feedback, some changes and improvements have been taken place. Their comments and advice were incorporated into the final version of the questionnaire and interview.

(See Appendix 4)

The next table shows the Pearson Correlation Coefficients for all items of each domain. As tables show below, it is clear that all of them are significantly correlated with the total degrees (P-Values less than 0.05) which means that we have high level of validity.

3.6 Reliability of the Questionnaire

The researcher verified the reliability of the instrument by determining the extent to which the items in the questionnaire are related to each other. Reliability coefficient value which represented by the overall index to the repeatability or internal consistency of the scale as a whole, enables to signify problem items that should be excluded from the scale. The next table shows **Cronbach's alpha** coefficients which represents the most common procedure to assess scales of reliability. Table(3.3) below shows the reliability coefficient for the domains of the questionnaire and their total scores.

Table (3.3) Reliability co-efficient for the domains of the questionnaire

Domain	Items #	Cronbach's Alpha
The first domain: problems related to the academic supervisors	9	0.84
The second domain: Problems related to the cooperative teacher	10	0.77
The third domain: Problems related to school students	9	0.70
The fourth domain : Problems related to the cooperative school	11	0.64
The fifth domain: Problems related to the student teacher	9	0.73
The sixth domain: Problems related to the practicum program	8	0.65
Total	56	0.91

The table (3.3) shows that the overall reliability coefficient (*Cronbach's alpha*) is 0.91 and the values are between (0.64-0.84) for study domains. So, it can be concluded that the acceptable reliability levels for data has been achieved.

3.7 Design of the study

This study adopted the mixed method by using both quantitative and qualitative research instruments (a questionnaire and an interview) in order to combine detailed descriptions and numerical explanations of the collected data. The researcher adopted this method due to its relevance and suitability to the purpose of the study.

3.8 Variables of the study

3.8.1 Independent variables

A. Gender: It has two levels: (male, female)

B. Cumulative average: It has four levels: (60 less than 69, 70 less than 79, 80 less than 89, more than 90)

C. University: It has five levels: (Hebron university, Bethlehem University, An-Najah National University, Birzeit University and AL-Quds Open University)

3.8.2 Dependent Variables:

Problems facing EFL student in practicum courses at Palestinian universities.

3.9 Procedures of the study

The researcher implemented the following procedures to carry out this study:

- 1.** Getting application form of facilitating researcher's task from AL-Quds university (see Appendix 5)
- 2.** Determining the population of the study which was limited to EFL students in practicum courses at Palestinian universities.
- 3.** Choosing the sample of the study which was limited to EFL students in practicum courses at Palestinian universities: in a proportional stratified sample.

4. Adopting and developing a questionnaire to measure the problems facing EFL students in practicum courses at Palestinian universities.
5. Constructing the questions of the structured interview.

3.10 Data Analysis

In order to analyze the data collected, the researcher used the Statistical Package for Social Sciences (SPSS).

The respondents' responses were coded as the following (strong Agree =5), (Agree=4), (undecided=3), (Disagree =2) and (strongly disagree=1).

The statistical methods used in the statistical analysis of the study were:

1. Frequencies and percentages to describe personal and demographic variables.
2. Means (averages), standard deviations to measure perceptions of the respondents toward the questionnaires' items.
3. Analytical statistics (independent t-test and one-way analysis of variance (Anova) for testing the hypotheses of the study.
4. Pearson correlation coefficients for validity.
5. Cronbach's alpha scales of reliability.

3.11 Correction key

To determine the degree of responses means of the study participants, the following levels have been adopted:

Table (3.4): The degree of means of the study participants.

Level	Mean
Very low	less than 1.8
Low	1.8- less than 2.6
Medium	2.6-less than 3.4
High	3.4-less than 4.2
Very High	4.2 or more

Chapter Four

Findings of the study

4.1 Introduction

This chapter presents the results of the questions and hypotheses pertaining to the problems facing EFL in practicum courses at Palestinian universities.

4.2 Questions of the study

4.2.1 Results related to the first question

First question:

1. What is the arithmetic mean of the problems facing EFL students in practicum courses at Palestinian universities?

To answer this question, means and standard deviation scores for the study sample responses on the problems facing EFL students in practicum courses at Palestinian universities were calculated as shown in the table (4.1). The following table shows Means, Standard Deviations and Percentages for study domains:

Table (4.1): Means, standard deviations and degrees of all domains.

Study Domains	Mean	SD	Degree
The first domain: Problems related to the academic supervisors	3.02	0.77	Medium
The second domain: Problems related to the cooperative teacher	3.01	0.70	Medium
The third domain: Problems related to school students	3.05	0.60	Medium
The fourth domain : Problems related to the cooperative school	3.11	0.53	Medium
The fifth domain: Problems related to the student teacher	3.11	0.64	Medium
The sixth domain: Problems related to the practicum program	3.25	0.64	Medium
The total Degree of problems	3.09	0.47	Medium

The table (4.1) shows that the total degree of the problems that EFL students face during their practicum courses at Palestinian universities is medium. The total mean value is (3.09) with a medium degree. This means that the total degree of all domains is medium. For example, the sixth domain 'Problems related to the practicum program' was the highest with a mean of (3.25), while the lowest domain was the second one (Problems related to the cooperative teacher) with mean of (3.01) scoring a medium degree.

Table (3.6) below shows means, standard deviations and degrees of students' answers about problems related to the academic supervisors.

Table (4.2): Means, standard deviations and degrees of students' responses toward problems related to the academic supervisors.

No	problems related to the academic supervisors	Mean	SD	Degree
1.	The academic supervisor doesn't provide enough instructions and directions when he/she visits the student teachers	3.12	1.06	Medium
2.	The academic supervisor's instructions are difficult to be applied in the field	3.11	1.19	Medium
3.	The academic supervisor doesn't care about the problems that face the student teachers in the hosting school	3.11	1.28	Medium
4.	The academic supervisor doesn't provide developmental feedback on the student teacher's performance during the training process	3.05	1.20	Medium
5.	The academic supervisor assigns additional duties irrelevant to the objectives of the practicum course	3.02	1.09	Medium
6.	The academic supervisor provides no alternative solutions to problems that face the student teacher during the training period	2.98	1.22	Medium
7.	The academic supervisor doesn't suggest useful and appropriate instructional aids	2.96	1.02	Medium
8.	The academic supervisor doesn't suggest useful and appropriate teaching practices to the student teacher	2.92	1.17	Medium
9.	The academic supervisor doesn't accept my point of view	2.89	1.21	Medium
	Total	3.02	0.77	Medium

The total value of mean indicates that the respondents' responses are medium, since the total mean value is (3.02) and the standard deviation is (0.77) with a medium degree. So, it is concluded that the total degree of problems related to the academic supervisors is

medium. The highest item according to the means is the item (The academic supervisor doesn't provide enough instructions and directions when he/she visits the student teachers) with a mean of (3.12) and standard deviation of (1.06). On the other hand, the lowest item according to the means is the item (The academic supervisor doesn't accept my point of view) with mean a mean of (2.89) and standard deviation of (1.21) with a medium degree.

The following table shows means, standard deviations and percentages of students' answers about problems related to the cooperative teacher:

Table (4.3): Means, standard deviations and degrees of students' responses toward problems related to the cooperative teacher.

No	problems related to the cooperative teacher	Mean	SD	Degree
10.	The cooperative teacher deals with the student trainee with pride and arrogance	3.18	1.26	Medium
11.	The cooperative teacher doesn't have the necessary competencies on the teaching process	3.13	1.13	Medium
12.	The cooperative teacher assigns to the student teacher some duties irrelevant to the requirements of the practicum	3.11	1.13	Medium
13.	Cooperative teachers provide inconsistent instructions while supervising their students teachers	3.09	1.16	Medium
14.	The cooperative teacher doesn't allow the student teacher to teach more than one class daily	3.08	1.37	Medium
15.	The cooperative teacher doesn't use the modern instructional materials	3.06	1.16	Medium
16.	The cooperative teacher doesn't help the trainees to be initiative and innovative	2.99	1.23	Medium
17.	The cooperative teacher doesn't provide the facilities and the necessary means needed in the practicum course	2.83	1.27	Medium
18.	The cooperative teacher doesn't give the student teacher the opportunity to express his ideas and opinions during the training period	2.80	1.27	Medium
19.	The cooperative teacher doesn't provide the student teacher with feedback that he or she needed in the Practicum	2.78	1.14	Medium
	Total	3.01	0.70	Medium

As seen in the table (4.3), the total value of means indicates that the respondents' responses are medium since the total mean value is (3.01) and the standard deviation is (0.7). So, it can be concluded that the total degree of problems related to the cooperative teacher is

medium. The highest score was for the item (The cooperative teacher deals with the student trainee with pride and arrogance) with a mean of (3.18) and standard deviation of (1.26) and a medium degree. Nevertheless, the lowest mean score according to the means scores is the score of the item (The cooperative teacher doesn't provide the student teacher with feedback that he or she needed in the Practicum) with mean of (2.78) and standard deviation of (1.14).

Table (4.4): Means, standard deviations and degrees of students' responses toward problems related to school students.

No.	problems related to school students	Mean	SD	Degree
20.	Lack of discipline among school students during the lessons	3.33	1.02	Medium
21.	Student's teachers face difficulties in dealing with troublemakers at classes.	3.33	1.13	Medium
22.	The school students can't identify the individual differences among teaching	3.23	0.93	Medium
23.	Successful students raise difficult questions that confuse student teachers during training	3.15	1.08	Medium
24.	Students don't comply to duties assigned by the student teacher	3.12	1.05	Medium
25.	Students fear of getting bad grades from the student teachers The school	2.98	1.26	Medium
26.	Students don't interact actively in the lessons	2.85	1.18	Medium
27.	Students don't trust the student teachers' linguistic competencies	2.79	1.06	Medium
28.	The school students don't comply to my instructions inside the classroom	2.66	1.14	Medium
	Total	3.05	0.60	Medium

As seen in the table (4.4) the total value of means indicates that the respondents' attitudes are medium since the total mean value is (3.05) and the standard deviation is (0.6) with a medium degree. The highest mean was for the item (Lack of discipline among school students during the lessons) with a mean of (3.33) and standard deviation of (1.02) and a medium degree. The lowest mean score according to the means is that of the item (The school students don't comply to my instructions inside the classroom) with mean of (2.66) and standard deviation of (1.14).

Table (4.5) below shows means, standard deviations and degrees of students' answers about problems related to the cooperative school:

Table (4.5): Means, standard deviations and degrees of students' responses toward problems related to the cooperative school.

No	problems related to the cooperative school	Mean	SD	Degree
29.	The limited number of cooperative schools lead of having many student teachers in the same school	3.58	1.26	High
30.	Large classes in the cooperative` school affect negatively on the student teacher's ability to manage the classroom well	3.42	1.12	High
31.	The cooperative school doesn't prepare a special training program for the student teachers that takes into consideration their circumstances and their training needs	3.23	1.19	Medium
32.	The administration of the cooperative school doesn't permit student teacher to participate in the meetings held for teachers	3.19	1.23	Medium
33.	Lack of confidence of the cooperative school administration with the capabilities of the student teachers	3.13	1.11	Medium
34.	The duties assigned to student teacher from the cooperative school are unclear	3.04	1.07	Medium
35.	The cooperative school doesn't monitor the cooperative teachers regarding to duties and performance	3.00	1.09	Medium
36.	The cooperative school and its administration give the student teachers many duties other than teaching	2.99	1.20	Medium
37.	The cooperative school give the student teachers extra duties that are irrelevant to the requirements of the practicum course	2.96	1.04	Medium
38.	There is a lack of interest of cooperative school and its administration at student teacher's perseverance during the implementation of the practical education	2.95	1.09	Medium
39.	Lack of the Students' books and the teachers' books at schools	2.74	1.12	Medium
	Total	3.11	0.53	Medium

As seen is table (4.5), the total value of means indicates that the respondents' responses are medium since the total mean value is (3.11) and the standard deviation is (0.53) with a medium degree. So, it is concluded that the total degree of problems related to the cooperative school is medium. The highest two means according to the mean scores are that of the items (The limited number of cooperative schools lead of having many student teachers in the same school) and (Large classes in the cooperative` school affect negatively

on the student teacher's ability to manage the classroom well) with means of (3.58) & (3.42) and standard deviation of (1.26) & (1.12) respectively with **high** degree. However, the mean of the item (There is a lack of interest of cooperative school and its administration at student teacher's perseverance during the implementation of the practical education) and the mean of the item (Lack of the Students' books and the teachers' books at schools) scored the lowest means

The following table shows means, standard deviations and degrees of students' answers about problems related to the student teacher:

Table (4.6): Means, standard deviations and degrees of students' responses toward problems related to the student-teacher.

No.	problems related to the student teacher	Mean	SD	Degree
40.	The student teacher finds it difficult to coordinate between the practicum course and other courses in the same semester	3.63	1.21	High
41.	The student teacher frightened of supervisors' evaluation	3.41	1.19	High
42.	The student teacher faces many difficulties while he or she prepares instructional materials	3.20	1.13	Medium
43.	The student teacher feels confused during the presence of the supervisor	3.13	1.14	Medium
44.	The students teacher unable to deal with the individual differences among students	3.10	1.10	Medium
45.	The student teacher finds it is difficult to manage classrooms appropriately	2.92	1.20	Medium
46.	The student teacher does not know his/her rights nor his/her duties	2.91	1.14	Medium
47.	The student teacher can't construct valid and reliable tests	2.87	1.14	Medium
48.	The student teacher can't communicate knowledge and information to students	2.85	1.04	Medium
	Total	3.11	0.64	Medium

The table (4.6) shows means, standard deviations and the degrees of students' answers toward problems related to the student teacher items. the items are sorted discerningly by

means. The total value of means indicates that the respondents' responses are medium since the total mean value is (3.11) and the standard deviation is (0.64). So, it can be concluded that the total degree of problems related to the student teacher is medium. The highest means according to the means scores are the that of the item (The student teacher finds it difficult to coordinate between the practicum course and other courses in the same semester) and (The student teacher is frightened of supervisors' evaluation) with means of (3.63) & (3.41) respectively with a **high** degree. On the other hand, the lowest means according to the means scores is for that of the item (The student teacher can't communicate knowledge and information to students) with a mean of (2.85) and a standard deviation of (1.04).

The following table shows means, standard deviations and percentages of students' answers about problems related to the practicum program.

Table (4.7): Means, standard deviations and degrees of students' responses toward problems related to the practicum program.

No	problems related to the practicum program	Mean	SD	Degree
49.	Lack of microteaching practice at universities before student teachers initiate their practicum at schools	3.78	0.90	High
50.	There is a gap between what has been learnt at universities and the real environment at schools	3.62	1.20	High
51.	The distribution of student teachers to schools doesn't take time into account the students' place of residence	3.49	1.06	High
52.	There are many student teachers at the same school	3.30	1.31	Medium
53.	Practicum has no focus on integrating technology into the teaching and learning process	3.23	1.17	Medium
54.	Practicum focused on the theoretical knowledge more than the practical Knowledge	3.00	1.23	Medium
55.	The practicum program negatively changed my attitudes towards teaching profession	2.80	1.27	Medium
56.	Teaching practice doesn't help the student teachers develop the skills of working as a team	2.76	1.30	Medium
	Total	3.25	0.64	Medium

As seen table (4.7), the total value of means indicates that the respondents' attitudes are medium since the total mean value is (3.25) and the standard deviation is (0.64). So, it can be concluded that the total degree of problems related to the practicum program is medium. The highest means according to the means scores are for the items (Lack of microteaching practice at universities before student teachers initiate their practicum at schools), (There is a gap between what has been learnt at universities and the real environment at schools) & (The distribution of student teachers to schools doesn't take time into account the students' place of residence) with means of (3.78), (3.62) & (3.49) respectively. All of the three items scored **high** degrees. However, the lowest item according to the means is (Teaching practice doesn't help the student teachers develop the skills of working as a team) with a mean of (2.76) and a standard deviation of (1.3).

4.2.2 Results related to the second question

Second question:

2. Are there differences in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to the variables of the study (gender, cumulative average, university)?

In order to answer this question, the following null hypotheses have been investigated:

The first hypothesis (H01): *There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to gender.*

The following table shows the results of T-test for independent samples. It shows the differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to gender:

Table (4.8): T-test results for gender variable.

Domain	Gender	N	Mean	Standard Deviation	t-value	DF	Sig.
problems related to the academic supervisors	Male	25	2.84	0.87	1.270	140	0.206
	Female	117	3.06	0.75			
Problems related to the cooperative teacher	Male	25	2.87	0.73	1.058	140	0.292
	Female	117	3.03	0.69			
Problems related to school students	Male	25	2.89	0.60	1.443	140	0.151
	Female	117	3.08	0.59			
Problems related to the cooperative school	Male	25	2.95	0.54	1.723	140	0.087
	Female	117	3.15	0.53			
Problems related to the student teacher	Male	25	3.03	0.47	0.742	140	0.459
	Female	117	3.13	0.67			
Problems related to the practicum program	Male	25	3.27	0.63	0.151	140	0.880
	Female	117	3.24	0.65			
Total Degree of Problems	Male	25	2.97	0.47	1.437	140	0.153
	Female	117	3.11	0.46			

According to the results in the table (4.8), T-test for independent samples shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to gender in all study domains. Since all of the P-values are greater than (0.05), the hypothesis H01 has been accepted.

The second hypothesis (H02): *There are no statistically significant differences at*

($\alpha \leq 0.05$) between the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the cumulative average.

First, the researcher calculated means and standard deviations of the respondents' responses regarding the problems facing EFL students in practicum courses at Palestinian universities due to cumulative average.

Table (4.9): Means, standard deviations of the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to cumulative average.

Domain	Cumulative average	N	Mean	SD
problems related to the academic supervisors	60-69	29	2.66	0.65
	70-79	62	3.09	0.75
	80-89	40	3.23	0.83
	90 +	11	2.83	0.65
	Total	142	3.02	0.77
Problems related to the cooperative teacher	60-69	29	3.01	0.74
	70-79	62	2.94	0.70
	80-89	40	3.21	0.64
	90 +	11	2.65	0.62
	Total	142	3.01	0.70
Problems related to school students	60-69	29	2.95	0.54
	70-79	62	2.99	0.59
	80-89	40	3.25	0.64
	90 +	11	2.90	0.47
	Total	142	3.05	0.60

Problems related to the cooperative school	60-69	29	3.01	0.43
	70-79	62	3.12	0.58
	80-89	40	3.27	0.51
	90 +	11	2.75	0.38
	Total	142	3.11	0.53
Problems related to the student teacher	60-69	29	2.87	0.51
	70-79	62	3.23	0.63
	80-89	40	3.26	0.67
	90 +	11	2.60	0.59
	Total	142	3.11	0.64
Problems related to the practicum program	60-69	29	3.05	0.56
	70-79	62	3.32	0.66
	80-89	40	3.29	0.68
	90 +	11	3.17	0.60
	Total	142	3.25	0.64
Total Degree of Problems	60-69	29	2.93	0.45
	70-79	62	3.11	0.49
	80-89	40	3.25	0.41
	90 +	11	2.80	0.37
	Total	142	3.09	0.47

To make sure that the differences in the mean scores of the respondents' responses pertaining the problems facing EFL students in practicum courses at Palestinian universities due to cumulative average, the researcher used the ANOVA test as seen in table (4.10) below.

Table (4.10): One Way ANOVA test results for the cumulative average variable

Domain	Source of Variation	Sum of Squares	Df	Mean Square	F value	Sig.
problems related to the academic supervisors	Between Groups	6.214	3	2.071	3.689	0.014*
	Within Groups	77.497	138	0.562		
	Total	83.711	141			
Problems related to the cooperative teacher	Between Groups	3.403	3	1.134	2.414	0.069
	Within Groups	64.852	138	0.470		
	Total	68.255	141			
Problems related to school students	Between Groups	2.410	3	0.803	2.313	0.079
	Within Groups	47.924	138	0.347		
	Total	50.334	141			
Problems related to the cooperative school	Between Groups	2.663	3	0.888	3.287	0.023*
	Within Groups	37.272	138	0.270		
	Total	39.936	141			
Problems related to the student teacher	Between Groups	6.284	3	2.095	5.556	0.001*
	Within Groups	52.024	138	0.377		
	Total	58.308	141			
Problems related to the practicum program	Between Groups	1.620	3	0.540	1.321	0.270
	Within Groups	56.395	138	0.409		
	Total	58.015	141			
Total Degree of Problems	Between Groups	2.706	3	0.902	4.445	0.005*
	Within Groups	28.010	138	0.203		
	Total	30.717	141			

* *significant at 0.05 level.*

With regard to the results in the table above, and according to ANOVA test, it can be concluded that there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the cumulative average for the domains (problems related to the academic supervisors, Problems related to the cooperative school and Problems related to the student teacher in

addition to the total degree of the domains). Since the P-values (Sig.) of the test for these domains are less than 0.05, so the hypothesis H02 is rejected.

On the other hand, there are no statistically significant differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the cumulative average for the domains (Problems related to the cooperative teacher, problems related to school students, and problems related to the practicum program), since the P-values of the test for these domains are greater than 0.05, so the hypothesis H02 has been accepted regarding to these domains.

To precisely identify the source of the significant differences in domains related to the academic supervisors, Problems related to the cooperative school, Problems related to the student teacher, and the total degree of problems, Tukey Post-Hoc Test was used as shown in table(4.11)

Table (4.11): Tukey Post-Hoc Test regarding cumulative average variable

Domains	Cumulative average (I)	Cumulative average (J)	Mean Difference (I-J)	Sig.
problems related to the academic supervisors	60-69	70-79	-0.431	0.056
		80-89	-0.570	0.012*
		90 +	-0.173	0.915
	70-79	60-69	0.431	0.056
		80-89	-0.139	0.797
		90 +	0.258	0.720
	80-89	60-69	0.570	0.012*
		70-79	0.139	0.797
		90 or more	0.397	0.408
	90 +	60-69	0.173	0.915
		70-79	-0.258	0.720
		80-89	-0.397	0.408
Problems related to the cooperative school	60-69	70-79	-0.108	0.794
		80-89	-0.253	0.193
		90 or more	0.260	0.492
	70-79	60-69	0.108	0.794

		80-89	-0.146	0.513	
		90 or more	0.368	0.138	
	80-89	60-69	0.253	0.193	
		70-79	0.146	0.513	
		90 or more	0.514	0.022*	
	90 +	60-69	-0.260	0.492	
		70-79	-0.368	0.138	
		80-89	-0.514	0.022*	
	Problems related to the student teacher	60-69	70-79	-0.358	0.051
80-89			-0.386	0.053	
90+			0.274	0.590	
70-79		60-69	0.358	0.051	
		80-89	-0.028	0.996	
		90 +	0.632	0.011*	
80-89		60-69	0.386	0.053	
		70-79	0.028	0.996	
		90 +	0.660	0.010*	
90 +		60-69	-0.274	0.590	
		70-79	-0.632	0.011*	
		80-89	-0.660	0.010*	
Total Degree of Problems		60-69	70-79	-0.181	0.285
			80-89	-0.322	0.020*
			90 +	0.123	0.867
	70-79	60-69	0.181	0.285	
		80-89	-0.141	0.412	
		90 +	0.304	0.170	
	80-89	60-69	0.322	0.020*	
		70-79	0.141	0.412	
		90 +	0.446	0.022*	
	90 +	60-69	-0.123	0.867	
		70-79	-0.304	0.170	
		80-89	-0.446	0.022*	

* the differences between means significant at 0.05 level.

With regard to problems related to the academic supervisors, the mean score for the GPA group (80-89) (Mean=3.23) is significantly higher than the mean score for the GPA group (60-69) is (2.66). With reference to problems related to the cooperative school, the mean score for the GPA group (80-89) is (3.27) and significantly higher than the mean score for the GPA group (90 or more) which is (2.75). The problems related to the student teacher their mean score for the GPA group (70-79) is (3.23) and group (80-89) is (3.26) are significantly higher than the mean score for the GPA group (90 or more) which mean is (2.6). The mean score for the GPA group (80-89) is (3.25) that is significantly higher than the mean score for the GPA group (60-69) which has a mean of (2.93). The GPA group (90 or more) has a mean of (2.8).

The third hypothesis (H03): *There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the university.*

First, the researcher calculated means and standard deviations of the respondents' responses regarding the problems facing EFL students in practicum courses at Palestinian universities due to university variable. Table (3.16) below shows standard deviations and mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to university variable.

Table (4.12): Means, standard deviations of the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to university.

Domain	University	N	M	SD
problems related to the academic supervisors	Hebron University	20	2.99	0.65
	Bethlehem University	29	2.62	0.88
	An-Najah National University	42	3.31	0.66
	Birzeit University	20	2.89	0.70
	Al -Quds Open University	31	3.08	0.79
	Total	142	3.02	0.77
Problems related to the cooperative teacher	Hebron University	20	3.18	0.71
	Bethlehem University	29	2.78	0.51
	An-Najah National University	42	3.11	0.73
	Birzeit University	20	2.82	0.79
	Al -Quds Open University	31	3.09	0.70
	Total	142	3.01	0.70
Problems related to school students	Hebron University	20	3.33	0.61
	Bethlehem University	29	2.92	0.51
	An-Najah National University	42	3.10	0.57
	Birzeit University	20	2.83	0.67
	Al -Quds Open University	31	3.07	0.61
	Total	142	3.05	0.60
Problems related to the cooperative school	Hebron University	20	3.16	0.42
	Bethlehem University	29	2.90	0.47
	An-Najah National University	42	3.23	0.57
	Birzeit University	20	2.99	0.51
	Al -Quds Open University	31	3.20	0.57
	Total	142	3.11	0.53
Problems related to the student teacher	Hebron University	20	3.19	0.77
	Bethlehem University	29	2.96	0.61
	An-Najah National University	42	3.25	0.59
	Birzeit University	20	3.08	0.61
	Al -Quds Open University	31	3.05	0.68
	Total	142	3.11	0.64
Problems related to the practicum program	Hebron University	20	3.25	0.43

	Bethlehem University	29	3.34	0.67
	An-Najah National University	42	3.16	0.76
	Birzeit University	20	3.29	0.70
	Al -Quds Open University	31	3.25	0.53
	Total	142	3.25	0.64
Total Degree of Problems	Hebron University	20	3.18	0.43
	Bethlehem University	29	2.91	0.38
	An-Najah National University	42	3.19	0.46
	Birzeit University	20	2.98	0.53
	Al -Quds Open University	31	3.12	0.49
	Total	142	3.09	0.47

To make sure that the differences in the mean scores of the respondents' responses pertaining the problems facing EFL students in practicum courses at Palestinian universities due to university variable, the researcher used the ANOVA test as seen in table (3.17) below. Table (3.17) below shows the results of One Way Analysis Of Variance (ANOVA) test and the differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to university variable.

Table (4.13): One Way ANOVA test for the university variable.

Domain	Source of Variation	Sum of Squares	df	Mean Square	F value	Sig.
problems related to the academic supervisors	Between Groups	8.751	4	2.188	3.998	0.004*
	Within Groups	74.960	137	0.547		
	Total	83.711	141			
Problems related to the cooperative teacher	Between Groups	3.479	4	0.870	1.840	0.125
	Within Groups	64.776	137	0.473		
	Total	68.255	141			
Problems related to school students	Between Groups	3.111	4	0.778	2.257	0.066
	Within Groups	47.222	137	0.345		
	Total	50.334	141			
Problems related to the	Between Groups	2.419	4	0.605	2.208	0.071

cooperative school	Within Groups	37.517	137	0.274		
	Total	39.936	141			
Problems related to the student teacher	Between Groups	1.733	4	0.433	1.049	0.384
	Within Groups	56.574	137	0.413		
	Total	58.308	141			
Problems related to the practicum program	Between Groups	0.632	4	0.158	0.377	0.824
	Within Groups	57.382	137	0.419		
	Total	58.015	141			
Total Degree of Problems	Between Groups	1.863	4	0.466	2.211	0.071
	Within Groups	28.854	137	0.211		
	Total	30.717	141			

* significant at 0.05 level.

According to the results in table (4.13), there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the university only according to problems related to the academic supervisors since the P-value (Sig.=0.004) of the test for this domain is less than 0.05, so the hypothesis H03 is rejected regarding this domain.

On the other hand, there are no statistically significant differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the university according to: (Problems related to the cooperative teacher, problems related to school students, problems related to the cooperative school, problems related to the student teacher, and problems related to the practicum program), since the P-values of the test for these domains are greater than 0.05, so the hypothesis H03 has been accepted regarding to these domains.

To find out the source of these differences in problems related to the academic supervisors, the researcher used Tukey Post-Hoc Test. Table (4.14) shows the results.

Table (4.14): Tukey Multiple Post-Hoc Test regarding university variable

Domains Variable	university(I)	university(J)	Mean Difference (I-J)	Sig.
problems related to the academic supervisors	Hebron University	Bethlehem University	0.374	0.414
		An-Najah National University	-0.320	0.504
		Birzeit University	0.106	0.991
		Al -Quds Open University	-0.088	0.994
	Bethlehem University	Hebron University	-0.374	0.414
		An-Najah National University	-0.694	0.001*
		Birzeit University	-0.268	0.724
		Al -Quds Open University	-0.462	0.117
	An-Najah National University	Hebron University	0.320	0.504
		Bethlehem University	0.694	0.001*
		Birzeit University	0.426	0.218
		Al -Quds Open University	0.232	0.675
	Birzeit Universit	Hebron University	-0.106	0.991
		Bethlehem University	0.268	0.724
		An-Najah National University	-0.426	0.218
		Al -Quds Open University	-0.194	0.892
	Al -Quds Open University	Hebron University	0.088	0.994
		Bethlehem University	0.462	0.117
		An-Najah National University	-0.232	0.675
		Birzeit University	0.194	0.892

*The differences between means significant at 0.05 level.

Regarding problems related to the academic supervisors, the mean score of An-Najah National University (3.31) is significantly higher than the mean score for Bethlehem University (2.62).

4.3 Interview analysis

4.3.1 Introduction

This section deals with the results of 20th interviewees who are EFL students in practicum courses at Palestinian universities. The rationale for applying interview in qualitative researches is to obtain valuable data which reveals and reflect individual's experiences. It should be highlighted in this section that having an interview in this study aims at connecting the interview results to that of the questionnaire. The data collected via the interview will be displayed by questions.

4.3.2 Data analysis of the interview

Q.1) How many times dose the academic supervisors visit you?

According to the interviewees' responses to the first question, the academic supervisor visited them twice in most cases and less frequently once. 70% of the subjects said that academic supervisors visit them twice during the training period at schools. 30% of the respondents declared that they have been visited only once by their supervisors.

Q.2) After which visit dose the academic supervisor give you the final grade?

65% of the respondents showed that supervisors give the final grade at the end of the semester while others said that they got their final grades after the first visit. But other subjects declared that they have their final grades after the second visit. This shows that either there was not stable criteria to be adopted by teachers, or supervisors themselves do not adhere to rules and regulations.

Q.3) Are you generally satisfied with the way according to which you are assessed?

With regard to the interviewees' responses, most of them were not satisfied with the way they were assessed by. They stated that they need much more time and more visits in order

to be assessed appropriately. Most of the interviewees replied by saying 'it is unfair to be assessed in such a short period of time'. They also added one or two visits are not enough to judge them properly.

Q.4) Starting from your placement at your cooperating schools, what difficulties have you experienced on the practicum programs?

Concerning to the interviewees' responses, all of them faced difficulties in the practicum courses. For example, they mentioned that teachers gave them subjects theoretically without teaching them how to implement or apply them in the real classroom. In addition, some student teachers added that the cooperative teachers deal with them arrogantly without showing them how to deliver lessons in a perfect way. The distance from their places of residence to the hosting school is also one of the problems they normally face. The students at schools are so demotivated and rarely participate in lessons and that forms a big problem to us. The most common answer by most of the respondents is related to the huge gap between what they have learnt at universities and what they have experienced at schools. Some of them said they didn't think that teaching was that difficult to practice.

Q.5) Do you think the practicum programs prepares you for actual teaching after you graduate?

Here there were varied answers as they mentioned theoretically they have been taught many courses that show how actual teaching should be practiced in the field, but when it comes to reality, the issue is not so easy to practice. Most of them said that 'While at university, we believed that most of the learnt theoretical issues are applicable, but when we entered schools facing real students with all difficulties accompanied with the teaching and learning process, we discovered that the mission was not as easy as we thought'. They

also added, this requires from universities to reconsider the design of the practicum program as a whole.

Q.6) Do you have any suggestions for the improvement of the practicum programs? If you were to restart the programs, what changes would you like to see?

Most of the subjects suggested some changes and improvements. They said that before going to schools teachers should make sure that student teachers are able to give lessons, manage classes, plan lessons through assigning hands-on activities. According to their responses, most of them assured that before going to school and start training program, they should have been given a good chance to practice teaching via microteaching in the universities. They added that only through microteaching, they could gain self-confidence and be more able to manage in the practical education requirements. Some of them mentioned that fear from audience is the main reason that stand behind our weakness in giving classes. They also emphasized that teachers should choose schools that are not far away from their places of residence as this consumes much time and effort and demotivate them to accomplish the mission. Some of them proposed hiring buses to ride them to schools. They also suggested that schools should have the necessary technological devices to enable students apply what we have learnt at universities in reality.

Q.7) What qualities do you think the university supervisor should possess?

All of them agreed that the university supervisors should possess many characteristics such as being cooperative and knowledgeable. They should be so accurate in giving information to students and fair in giving grades. Most of the interviewees preferred to be visited more than once, other asked to be visited more than twice. In addition, they added that university supervisors should be more flexible, patient, impartial and more tolerant. The supervisors should take into account that 'some students have different subject matter (major) from that

of the supervisor'. This means that each subject in some specific areas has some specific methods and techniques that are different from one subject to another.

Q.8) What qualities do you think cooperating teachers should possess?

Cooperating teachers should be more sociable and cooperative. They also added that they should be flexible, ready to give advice when in need. They also need to give more chance for the trainees to practice teaching and be kind to them. They should also introduce the trainees to methods of teaching. Cooperative teachers should be more patient and to give them the opportunity to practice what they learnt in university.

Q.9) What professional competencies are teacher trainees expected to possess by the time they finish the practicum programs?

All of them expected that there are many professional competencies the teacher trainees should possess by the time they finish the practicum program training such as being able to manage their classes, making lesson plans and dealing with large classes at schools. They also added that they are expected to better understand the students' behaviors and use teaching strategies and methods that fit to the students' levels, desires, abilities, and needs. They also mentioned that they think they will be more able to deal with individual differences between students. Furthermore, the student teachers will foster his ability to interact with other teachers in the hosting schools. They hope that it will prepare them to teach well in their future and to overcome the problems they faced during the period of training in cooperating schools. Student teachers asked to be given more chance to practice teaching not only one period daily in most cases.

Q.10) Are there any comments that you would like to add?

Some students left no comments, others said they would like to decrease the amount of reports included in the practical education file (the portfolio). They assured that these reports are a waste of time and the focus should be on the practical side not on writing

reports. Some of them asked head teachers to give them more chance to practice teaching. They assured once again that the number of visits should be no less than two times and if it becomes three that would be better. Some students assured the fact that some cooperative teachers do not do their best to help the trainees or even giving advice to them in some occasions. They also added, in few cases, that the cooperative teachers treat the trainees with inferiority as they let them down in many situations and consider themselves as supermen.

4.3.3 Summary

In short, this chapter has been devoted to the presentation analyses of the data collected through students questionnaire and interview. The results were demonstrated statistically by tables, graphs and comments.

The results can be summarized as follows:

- 1- The importance and degree of problems facing EFL students in practicum courses at Palestinian universities are medium.
- 2- The highest domain was sixth domain (problems related to the practicum program with a mean of (3.25)
- 3- The lowest domain was the second one (problems related to the cooperative teacher) with a mean of (3.01).
- 4- All EFL students need more practicum courses at the Palestinian universities and decrees the reports which included in the practicum education because it's a waste of time according to their responses.

Chapter Five

Discussions, conclusions and recommendations

5.1 Introduction

This study aimed at determining problems facing EFL students in practicum courses at Palestinian universities. Discussion, conclusions and recommendations will be highlighted in this chapter. For this purpose, the researcher conducted the current study on a sample which consisted of EFL students in practicum courses at Palestinian universities. The discussion of the findings is presented in this chapter according to the questions of the study is presented in chapter four, the problems facing EFL students in practicum courses at Palestinian universities can be summarized as follows:

5.2 Discussion of the finding related to the first question

Q1) What is the arithmetic mean of the problems facing EFL students in practicum courses at Palestinian universities?

The results showed that the total degree of the problems that EFL students facing during their practicum courses at Palestinian universities is medium. This means that most students rate the problems they face in practicum courses nearly in the same way. But the issue is different regarding some items in some domains. For example, regarding the cooperative school domain the two items (The limited number of cooperative schools lead to having many student teachers in the same school) and (Large classes in the cooperative school affect negatively the student teacher's ability to manage the classroom well) were in

a high degree with means of (3.58) & (3.42) and standard deviation of (1.26) & (1.12). The researcher thinks that the hosting schools play a crucial role in shaping the practical education program. Since there are a small number of schools, the universities oblige students to go to specific ones though they are far away from the students' place of residence. This may result in additional complications that lead to the failure of the whole process in some cases. Schools themselves are not to be blamed in some cases as they are overloaded with trainees who may annoy schools rather than helping them. The large classes are also one of the big problems that students face. Having a high degree for this item was not a surprise to me. The researcher believes that crowded classes play a significant role in hindering student teachers from doing their jobs properly. All trainees are novice teachers who lack planning, genuine methods of teaching, strategies for classroom management etc. How about having all of these problems with overcrowded classrooms that worsen the situation that may lead sometimes to the withdrawal from the scene.

From the student-teacher domain, two items scored high degrees which were (The student teacher finds it difficult to coordinate between the practicum course and other courses in the same semester) and (The student teacher is frightened of supervisors' evaluation) with means of (3.63) & (3.41) respectively. The researcher thinks that it is time for universities nowadays to minimize the number of courses taken at the same semester of the practicum course. Since students are overloaded, they can't coordinate between these courses in a way that guarantees a kind of balance between the time dedicated for each of these courses. I think student-teacher's fear from the supervisor's evaluation is something odd as they should focus on the process as a whole and think how to get benefit from all stages of the practical education instead of thinking in grades. Nevertheless, a few of these fears are justifiable, as some of the supervisors evaluate students holistically depending on his

impression without any criteria or rubric. This fear can be enhanced when some of the interviewees mentioned that some supervisors do not provide clear cut instructions and do not care about the problems the students face.

Despite the fact that the total degree of the cooperative teacher's domain was medium, some students declared that the cooperative teachers deal with the trainees with pride and arrogance. They also added that the cooperative teacher doesn't have the necessary competencies on the teaching process, and he assigns to the student teacher some duties that are irrelevant to the requirements of the practicum. This is really widen the gap between student teachers and cooperative teachers, and that worsen the situation adding further difficulties. I think such fragile relationship won't lead to fruitful practicum program. The relationship between trainees and cooperative teacher should be built on mutual understanding, respect and collaboration. To solve this problem, I think a manual should be sent to schools to help each partner to know well what role he/she should play in the practicum program.

Pertaining to the domain of the practicum program in which three items scored the highest means which are (Lack of microteaching practice at universities before student teachers initiate their practicum at schools), (There is a gap between what has been learnt at universities and the real environment at schools) & (The distribution of student teachers to schools doesn't take time into account the students' place of residence) with means of (3.78), (3.62) & (3.49) respectively. All of the three items scored a high degree. It is noticed that the respondent's responses to these three items were supported by the answers of the students to the questions of the interview. The harmony between student's responses to the questionnaire and that of the interview validate the results of this study. Responding to both tools, students emphasized the gap between the theoretical side and the practical side. They also mentioned that the distance between schools and their homes form a great

problem to them. They also emphasize the importance of adopting microteaching at schools. The researcher believes that microteaching may result in bridging the gap between the course taken at universities and the practical side at schools. Students should be given as authentic opportunities as many as possible to practice teaching at universities before sending them to schools. The results of the study agreed with Raba and Tanni study (2016), AL-Amiri study (2018), Alamayra study (2004), khawaldeha and Ahmida (2910) that showed medium degree. While it differs with Shaheen study (2009), Shaheen study (2007), Karisha et. al (2010) and Hamidi et. al (2014) that showed a high degree.

5.3 Discussion of Findings related to the second question.

Q2) Are there any differences in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to the variables of the study (gender, cumulative average, university)?

Three hypotheses were derived from this question:

The first null hypothesis (H01): There are no statistically significant differences at ($\alpha \leq 0.05$) in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to gender.

Results showed that there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to gender in all study domains. The researcher can attribute such a result to the fact that males and females live in the same circumstances. They are studying at the Palestinian universities in the same geographical area (West Bank). They also came from the same social background and being exposed nearly to the same curricula with slight differences. They also practice teaching at Palestinian schools that follow the rules and regulations.

The second null hypothesis (H02): There are no statistically significant differences at ($\alpha \leq 0.05$) in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to cumulative average.

The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the cumulative average according to: (problems related to the academic supervisors, problems related to the cooperative school, problems related to the student teacher). The researcher thinks that these three partners are of paramount importance in the practicum program. On the other hand, the results showed that there are no statistically significant differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the cumulative average according to (Problems related to the cooperative teacher, problems related to school students, problems related to the practicum program), so the hypothesis H02 was accepted regarding these domains. Regarding problems related to the academic supervisors, the mean score for the Cumulative average group (80 less than 89) is significantly higher than the mean score for the group (60 less than 69). Regarding problems related to the cooperative school and student teacher, the mean score for the group of Cumulative average (80 less than 89) is significantly higher than the mean score for the Cumulative average group (more than 90).

The third null hypothesis (H03): There are no statistically significant differences at ($\alpha \leq 0.05$) in arithmetic means among EFL students' responses pertaining to the problems they face in their practicum courses at Palestinian universities due to university variable.

Results showed that there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the university according to problems related to the academic supervisors, so the

hypothesis H03 was rejected regarding this domain only. On the other hand, results showed that there are no statistically significant differences in the mean scores of the problems facing EFL students in practicum courses at Palestinian universities due to the university according to problems related to the cooperative teacher, problems related to school students, Problems related to the cooperative school, problems related to the student teacher and problems related to the practicum program. So, the hypothesis H03 was accepted regarding these domains. The problems related to the academic supervisors, the mean score of An-Najah National University is significantly higher than the mean score of Bethlehem University.

Having a look at the pertinent studies in chapter two, it can be concluded that the results of the current study is in line with the results of many of the previous studies. For example, Alamri (2018) stated that the challenges that face student teachers were generally moderate. Moussaid and Zerhouni (2017) showed that teaching methodology, class control and time management were classified as the top concerns to student-teachers. Furthermore, Barahmeh (2016) showed that EFL student teachers have suffered from several sources of anxiety. The main ones appeared in classroom management, time management and lesson planning. Mutlu (2014).For example talked about cooperating schools, faculty supervisors, supervisor teachers to be the most challenges that student teacher face. Gan (2013) emphasized the problems with pedagogical practices that students face. However, the present study is distinguished from all previous studies due to the following factors. First, this study is more comprehensive as it addresses many domains that were not covered in any of those studies. Second, the current study includes multiple variables that are generally neglected in most of the previous studies. Third, this study adopted the mixed approach through using quantitative and qualitative tools. Fourth, this present study was not restricted to the students of one Palestinian universities. Finally, to the best of the

researcher's knowledge, this study with its all components is the only one of its kind conducted at Palestine.

5.4 Discussion of the Findings of the Interview.

As seen in student's response to questions one, two and three, students emphasized the fact that one or two visits were not enough to evaluate students and giving appropriate feedback. This is in line with the questionnaire item that says (The academic supervisor doesn't provide developmental feedback on the student teacher's performance during the training process). That came with a medium degree. The researcher can attribute this shortage in developmental feedback to the pressure of time under which the academic supervisor work. So, he can't provide detailed feedback since time wouldn't allow him to do so.

Regarding the cooperative teacher domain, the item (The cooperative teacher deals with the student trainee with pride and arrogance) was in harmony with the answers of some respondents to the interview question No. 9. Students here showed their resentment from some cooperative teacher's behavior as they consider themselves superior to the trainees, those teachers sometimes do not provide trainees with the necessary help they asked for. The questionnaires item (The cooperative teacher doesn't allow the student teacher to teach more than one class daily) was in line with some of the student's responses to the questions of the questionnaire when they showed their wish to be given the chance to teach more than one period daily.

Pertaining to the domain of the school students, the item (Students don't interact actively in the lessons) was in agreement with some of the respondents' answers to the interview mainly in question 4 when some of them mentioned that students are so passive and rarely participate in lessons. This creates one of the main problems that student teachers face at the hosting schools.

Regarding the domain of the cooperative school, the item (The cooperative school doesn't prepare a special training program for the student teachers that takes into consideration their circumstances and their training needs) was in line with the interview answer that says (They also suggested that schools should have the necessary technological devices to enable student teachers apply in reality what they have learnt at universities).

With regard to the domain of the student teacher, most of the respondent's answers in the questions of the interview were in line with most of the items in that domain. Most student's responses highlighted the difficulties they face during the implementation of the whole program and more specifically when they are at the hosting schools. For example, they showed weakness in dealing with large classes, classroom management, dealing with teen's odd behaviors, involving and engaging students into lessons etc.

Related to the problems of the domain of the practicum program, the item (Lack of microteaching practice at universities before student teachers initiate their practicum at schools) agreed with the responses seen in question 6 in which most of student-teachers assured that before going to school and start the training program, they should have been given a good chance to practice teaching via microteaching in the universities. They added that only through microteaching, they could gain self-confidence and be more able to manage in the practical education requirements. The item (The distribution of student teachers to schools doesn't take time into account the students' place of residence) agreed with the responses of some students who assured that schools should not be far away from their places of residence. The item (There is a gap between what has been learnt at universities and the real environment at schools) was in accordance with many responses in the interview in which we saw how student teachers were shocked when they went to the field as they have discovered the huge gap between what has been learnt at the university and the real practice at schools.

5.5 Recommendations

Upon the results of the study, the researcher recommends the following:.

1. working on the development of suitable and unified theoretical content for practicum education that an keep with the development of scientific educational and age variables locally, regionally and globally.
2. More visits should assigned for the trainees to have a wider chance to practice their English language and More courses on practical education should be added to the practicum program.
3. The need for providing appropriate facilities as well as technological and educational means necessary for practical training.
4. Student teacher training sessions should be increased, and a mechanism should be adopted to force students be committed to the training schedule.
5. There should be a longer period of time for the training student-teachers.
6. Enhancing collaboration between the student teacher and the hosting schools.
7. The distance between trainee's place of residence and the hosting schools should be taken into account before sending trainees to these schools.
8. School administration should urge the cooperative teachers to offer more help and support to the trainees so that they can get the optimal benefit from the training course and Some changes on the practicum program should take place pertaining to its content. These courses should include more hands-on activities such as microteaching.
9. The practicum program should show a strong connection between the theoretical side and the practical one.
10. The academic supervisors and cooperative teachers should treat the trainees in respectfully and considering them as the colleagues of the future.

11. Further studies can be conducted to investigate problems that may face trainees in other disciplines at other Palestinian universities.

5.6 Suggestions

The researcher suggested that some significant changes should take place in the practicum program. These changes should include all of the components of the program. The researcher proposes focusing on hands-on activities at universities and on microteaching so that students be more qualified to appropriately teach at hosting schools. The cooperating schools and the cooperative teachers should be equipped with booklets or guidelines that specify their roles, responsibilities and duties. The selected hosting schools should be equipped with all technological and logistic facilities needed for the student teacher. All academic supervisors should have the same major of the students' not different specializations as it happens in some universities.

In the light of some scientific local researches, there should be a clear cut criteria that identify roles of all participants during the whole process of practicum. This is supposed to include the cooperating schools, academic supervisors, student teachers, cooperative teachers, and head teachers. It is of paramount importance that some schools should stop treating the student teachers arrogantly. Instead, they should provide all means of facilities and help. Counseling and guidance should be activated to well prepare the teacher students to the new environment they are going to encounter at the hosting schools. The researcher also suggests launching specialized administrations in the Ministry of Education that support teacher students and strictly monitor the whole process. Incentives should be given to the best cooperating schools that really help the teacher students. Finally, there should be a thorough periodical evaluation from all sides to practicum programs. Universities should pay more focus on microteaching at lectures as it prepares students for the practicum process before trainees join the cooperating schools.

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Appendix

Appendix (1): study Questionnaire



جامعة القدس
كلية الدراسات العليا

Dear Dr. /Mr. / Mrs.:-----

The researcher is conducting a descriptive study entitled "Problems facing EFL students in practicum program at Palestinian Universities". It is submitted in partial fulfillment of the requirements for the Master degree in Methods of Teaching the English Language. The following questionnaire and semi-structured interview will target the EFL senior students who have passed the practicum courses at Palestinian universities. Initially, thank you in advance for agreeing to act as a referee. Kindly, review all items showing their importance, legibility, suitability or relevance to the domains of the questionnaire and the theme of the study. Feel free to modify, alter, add any item or enrich the tools of the study with creative ideas. I highly appreciate your invaluable participation that means a lot to me. The information provided will solely be used for scientific purposes.

The researcher

Wessal Jaradat

The Supervisor

Dr. Mahmoud Itmeizeh



AL- Quds university

Deanship of Graduate Studies

Questionnaire:

"Problems Facing EFL Students in Practicum Courses at Palestinian Universities"

Dear students,

The researcher investigates the problems facing EFL students in practicum courses at Palestinian universities. The information included in the questionnaire will be solely used for scientific purposes, So I hope that you answer each item frankly, accurately and objectively reflecting your own point of view.

The questionnaire is divided into two sections:

The first section covers the personal information of the sample of the study.

The second section includes the items of the questionnaire that consists of six domains:

- 1) **The first domain:** Problems related to the academic supervisor.
- 2) **The second domain:** Problems related to the cooperative teacher.
- 3) **The third domain:** Problems related to the school students.
- 4) **The fourth domain:** Problems related to the cooperative school.
- 5) **The fifth domain:** Problems related to the student teacher.
- 6) **The sixth domain:** Problems related to the practicum program.

Please put (√) in the appropriate box:

Personal information:

1- Gender: Male Female

2- Cumulative Average (At University):

60-69 70-79 80-89 90+

3- The university:

- Hebron University
- Bethlehem University
- An-Najah National University
- Birzeit University
- Al -Quds Open University

Please put (√) in the box that indicates the level of your agreement with every statement under each domain.

No.	The problems	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
●	The first domain: problems related to the academic supervisors					
1-	The academic supervisor doesn't provide developmental feedback on the student teacher's performance during the training process					
2-	The academic supervisor's instructions are difficult to be applied in the field					
3-	The academic supervisor doesn't accept my point of view					
4-	The academic supervisor doesn't care about the problems that face the student teachers in the hosting school					
5-	The academic supervisor doesn't provide enough instructions and directions when he/she visits the student teachers					
6-	The academic supervisor assigns additional duties irrelevant to the objectives of the practicum course					
7-	The academic supervisor provides no alternative solutions to problems that face the student teacher during the training period					
8-	The academic supervisor doesn't suggest useful and appropriate teaching practices to the student teacher					

9-	The academic supervisor doesn't suggest useful and appropriate instructional aids					
● The second domain: Problems related to the cooperative teacher						
10-	The cooperative teacher doesn't help the trainees to be initiative and innovative					
11-	The cooperative teacher assigns to the student teacher some duties irrelevant to the requirements of the practicum					
12-	The cooperative teacher deals with the student trainee with pride and arrogance					
13-	The cooperative teacher doesn't use the modern instructional materials					
14-	The cooperative teacher doesn't allow the student teacher to teach more than one class daily					
15-	The cooperative teacher doesn't give the student teacher the opportunity to express his ideas and opinions during the training period					
16-	The cooperative teacher doesn't have the necessary competencies on the teaching process					
17-	Cooperative teachers provide inconsistent instructions while supervising their students teachers					
18-	The cooperative teacher doesn't provide the student teacher with feedback that he or she needed in the Practicum					
19-	The cooperative teacher doesn't provide the facilities and the necessary means needed in the practicum course					
●The third domain: Problems related to school students						
20-	Students fear of getting bad grades from the The school student teachers					

21-	The school students don't comply to my instructions inside the classroom					
22-	Lack of discipline among school students during the lessons					
23-	Students don't trust the student teachers' linguistic competencies					
24-	The school students can't identify the individual differences among teaching					
25-	Students teachers face difficulties in dealing with troublemakers at classes.					
26-	Students don't comply to duties assigned by the student teacher					
27-	Successful students raise difficult questions that confuse student teachers during training					
28-	Students don't interact actively in the lessons					

•The fourth domain : Problems related to the cooperative school

29-	The limited number of cooperative schools lead of having many student teachers in the same school					
30-	The duties assigned to student teacher from the cooperative school are unclear					

31-	Lack of the Students' books and the teachers' books at schools					
32	The cooperative school doesn't monitor the cooperative teachers regarding to duties and performance					
33-	The cooperative school give the student teachers extra duties that are irrelevant to the requirements of the practicum course					
34-	Lack of confidence of the cooperative school administration with the capabilities of the student teachers					
35-	The administration of the cooperative school doesn't permit student teacher to participate in the meetings held for teachers					
36-	The cooperative school doesn't prepare a special training program for the student teachers that					

	takes into consideration their circumstances and their training needs					
37-	Large classes in the cooperative` school affect negatively on the student teacher's ability to manage the classroom well					
38-	There is a lack of interest of cooperative school and its administration at student teacher's perseverance during the implementation of the practical education					
39-	The cooperative school and its administration give the student teachers many duties other than teaching					

•The fifth domain: Problems related to the student teacher

40-	The student teacher does not know his/her rights nor his/her duties					
41-	The student teacher faces many difficulties while he or she prepares instructional materials					
42-	The students teacher unable to deal with the individual differences among students					
43-	The student teacher frightened of supervisors' evaluation					
44-	The student teacher finds it is difficult to manage classrooms appropriately					
45-	The student teacher feels confused during the presence of the supervisor					
46-	The student teacher finds it difficult to coordinate between the practicum course and other courses in the same semester					
47-	The student teacher can't communicate knowledge and information to students					
48-	The student teacher can't construct valid and reliable tests					

•The sixth domain: Problems related to the practicum program

49-	Lack of microteaching practice at universities before student teachers initiate their practicum at schools					
50-	The distribution of student teachers to schools					

	doesn't take time into account the students' place of residence					
51-	There is a gap between what has been learnt at universities and the real environment at schools					
52-	There are many student teachers at the same school					
53-	The practicum program negatively changed my attitudes towards teaching profession					
54-	Teaching practice doesn't help the student teachers develop the skills of working as a team					
55-	Practicum focused on the theoretical knowledge more than the practical Knowledge					
56-	Practicum has no focus on integrating technology into the teaching and learning process					

Appendix (2): Interviews' Questions



جامعة القدس

كلية الدراسات العليا

II. The semi-structured interview

Dear EFL students,

The researcher conduct this study, Problems Facing EFL Students in Practicum Courses at Palestinian Universities, to complete the requirements for obtaining a master's degree in English Language teaching methods at Al- Quds University. In order to achieve the objective of this study, please study the questions of the interview and answer them in an objective manner. As a reminder, all of your answers will be used for scientific research only and be kept strictly confidential and will be solely used for scientific purposes.

I hope your answers will be as accurate as possible reflecting your own point of view.

Q1_ How many times does the academic supervisor visit you?

Q2) After which visit does the academic supervisor give you the final grade?

Q3) Are you generally satisfied with the way according to which you are assessed?

Q4) Starting from your placement at your cooperating schools, what difficulties have you experienced in the practicum programs?

Q5) Do you think the practicum programs prepares you for actual teaching after you graduate?

Q6) Do you have any suggestions for the improvement of the practicum programs ? If you were to restart the programs, what changes would you like to see?

Q7) What qualities do you think university supervisors should possess?

Q8) What qualities do you think cooperating teachers should possess?

Q9) What professional competencies are teacher trainees expected to possess by the time they finish the practicum programs?

Q10) Are there any comments that you would like to add?

Thanks in Advance

Appendix (3): validity of the questionnaire

Pearson correlation coefficients for problems related to the academic supervisors domain and its significance.

No.	Item	Pearson Correlation	Sig.
12.	The academic supervisor doesn't provide developmental feedback on the student teacher's performance during the training process	0.664	0.000
13.	The academic supervisor's instructions are difficult to be applied in the field	0.606	0.000
14.	The academic supervisor doesn't accept my point of view	0.730	0.000
15.	The academic supervisor doesn't care about the problems that face the student teachers in the hosting school	0.699	0.000
16.	The academic supervisor doesn't provide enough instructions and directions when he/she visits the student teachers	0.635	0.000
17.	The academic supervisor assigns additional duties irrelevant to the objectives of the practicum course	0.587	0.000
18.	The academic supervisor provides no alternative solutions to problems that face the student teacher during the training period	0.694	0.000

19.	The academic supervisor doesn't suggest useful and appropriate teaching practices to the student teacher	0.722	0.000
20.	The academic supervisor doesn't suggest useful and appropriate instructional aids	0.617	0.000

Pearson correlation coefficients of the problems related to the cooperative teacher domain and its significance.

No.	Item	Pearson Correlation	Sig.
21.	The cooperative teacher doesn't help the trainees to be initiative and innovative	0.570	0.000
22.	The cooperative teacher assigns to the student teacher some duties irrelevant to the requirements of the practicum	0.432	0.000
23.	The cooperative teacher deals with the student trainee with pride and arrogance	0.508	0.000
24.	The cooperative teacher doesn't use the modern instructional materials	0.525	0.000
25.	The cooperative teacher doesn't allow the student teacher to teach more than one class daily	0.542	0.000
26.	The cooperative teacher doesn't give the student teacher the opportunity to express his ideas and opinions during the training period	0.658	0.000
27.	The cooperative teacher doesn't have the necessary competencies on the teaching process	0.653	0.000
28.	Cooperative teachers provide inconsistent instructions while supervising their students teachers	0.498	0.000

29.	The cooperative teacher doesn't provide the student teacher with feedback that he or she needed in the Practicum	0.661	0.000
30.	The cooperative teacher doesn't provide the facilities and the necessary means needed in the practicum course	0.687	0.000

Pearson correlation coefficients of problems related to school students items and its total degree.

No.	Item	Pearson Correlation	Sig.
31.	The school Students fear of getting bad grades from the student teachers	0.444	0.000
32.	The school students don't comply to my instructions inside the classroom	0.650	0.000
33.	Lack of discipline among school students during the lessons	0.548	0.000
34.	Students don't trust the student teachers' linguistic competencies	0.607	0.000
35.	The school students can't identify the individual differences among teaching	0.552	0.000
36.	Student's teachers face difficulties in dealing with troublemakers at classes.	0.520	0.000
37.	Students don't comply to duties assigned by the student teacher	0.583	0.000
38.	Successful students raise difficult questions that confuse student teachers during training	0.484	0.000
39.	Students don't interact actively in the lessons	0.545	0.000

Pearson correlation coefficients of the problems related to the cooperative school items and its total degree.

NO.	Item	Pearson Correlation	Sig.
40.	The limited number of cooperative schools lead of having many student teachers in the same school	0.313	0.000
41.	The duties assigned to student teacher from the cooperative school are unclear	0.400	0.000
42.	Lack of the Students' books and the teachers' books at schools	0.361	0.000
43.	The cooperative school doesn't monitor the cooperative teachers regarding to duties and performance	0.564	0.000
44.	The cooperative school give the student teachers extra duties that are irrelevant to the requirements of the practicum course	0.464	0.000
45.	Lack of confidence of the cooperative school administration with the capabilities of the student teachers	0.620	0.000
46.	The administration of the cooperative school doesn't permit student teacher to participate in the meetings held for teachers	0.495	0.000
47.	The cooperative school doesn't prepare a special training program for the student teachers that takes into consideration their circumstances and their training needs	0.419	0.000
48.	Large classes in the cooperative` school affect negatively on the student teacher's ability to manage the classroom well	0.431	0.000
49.	There is a lack of interest of cooperative school and its administration at student teacher's perseverance during the implementation of the practical education	0.625	0.000

50.	The cooperative school and its administration give the student teachers many duties other than teaching	0.477	0.000
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Pearson correlation coefficients between problems related to the student teacher items and its total degree.

Number	Item	Pearson Correlation	Sig.
51.	The student teacher does not know his/her rights nor his/her duties	0.540	0.000
52.	The student teacher faces many difficulties while he or she prepares instructional materials	0.602	0.000
53.	The students teacher unable to deal with the individual differences among students	0.640	0.000
54.	The student teacher frightened of supervisors' evaluation	0.594	0.000
55.	The student teacher finds it is difficult to manage classrooms appropriately	0.640	0.000
56.	The student teacher feels confused during the presence of the supervisor	0.577	0.000
57.	The student teacher finds it difficult to coordinate between the practicum course and other courses in the same semester	0.411	0.000
58.	The student teacher can't communicate knowledge and information to students	0.631	0.000
59.	The student teacher can't construct valid and reliable tests	0.442	0.000

Pearson correlation coefficients between problems related to the practicum program items and its total degree.

NO.	Item	Pearson Correlation	Sig.
60.	Lack of microteaching practice at universities before student teachers initiate their practicum at schools	0.377	0.000
61.	The distribution of student teachers to schools doesn't take time into account the students' place of residence	0.627	0.000
62.	There is a gap between what has been learnt at universities and the real environment at schools	0.499	0.000
63.	There are many student teachers at the same school	0.543	0.000
64.	The practicum program negatively changed my attitudes towards teaching profession	0.546	0.000
65.	Teaching practice doesn't help the student teachers develop the skills of working as a team	0.491	0.000
66.	Practicum focused on the theoretical knowledge more than the practical Knowledge	0.532	0.000
67.	Practicum has no focus on integrating technology into the teaching and learning process	0.709	0.000

Pearson correlation coefficients between study domains and its total degree.

Domain	Pearson Correlation	Sig.
The first domain: problems related to the academic supervisors	0.745	0.000
The second domain: Problems related to the cooperative teacher	0.757	0.000
The third domain: Problems related to school students	0.702	0.000
The fourth domain: Problems related to the cooperative school	0.755	0.000
The fifth domain: Problems related to the student teacher	0.689	0.000
The sixth domain: Problems related to the practicum program	0.687	0.000

Appendix (4) List of Arbitrators:

NO	Name	Specialization	Institution
1-	Dr. Mohsen Adas	Curriculum and methods of teaching	AL-Quds university
2-	Prof. Mohammad Shaheen	Curriculum and methods of teaching	AL-Quds open university
3-	Dr. Ghassan sarhan	Curriculum and methods of teaching	AL-Quds university
4-	Dr. Raghad Dweik	Dean of the Faculty of Arts	Hebron university
5-	Dr. Hazem bader	Curriculum and methods of teaching	Hebron university
6-	Dr.Bassam AL-sahib	Head of English Department	Hebron university
7-	Dr. Riad zahida	Curriculum and methods of teaching	Hebron university
8-	Dr. Mohammad Farrah	Curriculum and methods of teaching	Hebron university
9-	Dr.. Raja Osaily	Curriculum and methods of teaching	AL-Quds open university
10-	Dr-Adel Rayan	Curriculum and methods of teaching	AL-Quds open university
11-	Prof. Aziz Khalil	Dean of the Faculty of Arts	Palestine Ahliya university
12-	Dr. Naim Salah	Depart of English Language	Palestine Ahliya university

Appendix (5): Facilitating letters

جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs

التاريخ: ٢٠١٩ / ٤ / ٢٤

السيد م. السيد محمد محمد السيد
لن يهمة الامر
المدرس
كليه ديد
لما نغ من تزويد الاستبانة
المرفقة على طلبة الجامعة
٣١٦٢٠٠٨٦
تقوم الطالبة وصال رسمي شاهين جرادات ورقمها الجامعي (٢١٦٢٠٠٨٦)، بدراسة بعنوان

الموضوع: تسهيل مهمة
تحية طيبة وبعد،،،

Problems Facing EFL Students in Practicum Courses at Palestinian
Universitie*

وهي متطلب للحصول على درجة الماجستير في اساليب التدريس.
يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه وذلك لتطبيق الدراسة.
شاكرين لكم حسن تعاونكم

جامعة الخليل / المحترمين
جامعة النجاح الوطنية / المحترمين
جامعة بيرزيت / المحترمين
جامعة القدس المفتوحة / المحترمين

منسق برنامج أساليب التدريس
د. إبراهيم الخرجان

الدراسات العليا / حرم نورا
Higher Studies/ Dura campus

Tel 972-2798753 Fax 972-2799916 Jerusalem P.O. Box 20002
تلفون: ٩٧٢-٢٧٩٨٧٥٣ فاكس: ٩٧٢-٢٧٩٩٩١٦ القدس ج. ب. ٢٠٠٠٢

بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برنامج الدراسات العليا

التاريخ: ٢٠١٩/٢/٣

د. محمد البشير الكنتام
د. سمير شتورم بفتوح الكنتام
د. نوره الخندسك بقرارة الكنتام
اراعته وتعلمه بالبروز
١٩٠٣

لمن يهمه الامر

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،،

تقوم الطالبة وصال رسمي شاهين جرادات ورقمها الجامعي (٢١٦٢٠٠٨٦)، بدراسة بعنوان

Problems Facing EFL Students in Practicum Courses at Palestinian

Universitie*.

وهي متطلب للحصول على درجة الماجستير في اساليب التدريس.

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه وذلك لتطبيق الدراسة.

شاكرين لكم حسن تعاونكم

جامعة الخليل / المحترمين

جامعة النجاح الوطنية / المحترمين

جامعة بيرزيت / المحترمين

جامعة القدس المفتوحة / المحترمين

منسق برنامج أساليب التدريس

د. ابراهيم عثمان

الدراسات العليا / قسم دورات
Higher Studies/ Divra compals





التاريخ: 2019 /4/22

حضرة /رئيس جامعة بيت لحم المحترم

الموضوع: تسهيل مهمة الطالبه (وصال رسمي شاهين جرادات)

تحية طيبة وبعد،،

تقوم الطالبة وصال رسمي شاهين جرادات (21620086) تخصص ماجستير أساليب تدريس يعمل

رسالة ماجستير بعنوان (Problems facing EFL students in practicum courses at)

Palestinian universities)

يرجى من حضرتكم التعاون مع الطالبه للحصول على البيانات والمعلومات البحثيه اللازمه لرسالته

وشكرا على حسن تعاونكم .

وتفضلوا بقبول فائق الاحترام ،،

الدراسات العليا / حرم دور
Higher Studies/ Dura campus
منسق برنامج أساليب التدريس
د. ابراهيم عرمان

8 أيار 2019

حضرة الدكتور إبراهيم عرمان المحترم
منسق برنامج أساليب التدريس / جامعة القدس
أبو ديس - فلسطين

الموضوع: الطالبة وصال رسمي شاهين جردات

تحية طيبة وبعد،

لقد تم السماح للطالبة المذكورة أعلاه بتوزيع الاستبانة الخاصة بها وهي متطلب للحصول على درجة الماجستير وذلك في جامعة بيرزيت.

مع فائق التقدير والاحترام،

د. علا الخليلي

رئيسة دائرة المناهج والتعليم



Ref.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم :

Date

التاريخ : 2019/04/23

حضرة الدكتور ابراهيم عمران المحترم.
منسق برنامج أساليب التدريس/جامعة القدس

الموضوع: الطالبة وصال رسمي شاهين جرادات.

بعد التحية ،،،

لقد تم السماح للطالبة المذكورة أعلاه بتوزيع الاستبانة واجراء المقابلة الخاصة بها، بخصوص
دراستها الموسومة "مشكلات التربية العملية التي تواجه طلبة تخصص اللغة الانجليزية في
الجامعات الفلسطينية" استكمالاً للحصول على درجة الماجستير في أساليب التدريس.

مع الاحترام.

عميد كلية التربية
د.كمال مخامرة

د. كمال مخامرة



Date: 9 May, 2019

Re: **"Problems facing EFL students in practicum courses at Palestinian Universities"**

Dear Ms. Wessal Jarradat,

The above-referenced has been APPROVED following a full review by experts in the field and/ or the Research Council (RC) at Bethlehem University. The experts/ Council concluded that it is in line with Bethlehem University guidelines governing the protection of participants' rights.


Please, be advised that this approval does not grant permission to distribute the questionnaire to BU faculty and staff via email, without prior notification and approval of the DOR. This approval is valid as far as there is no change in the procedure of data collection or modification in any aspect of the research protocol. This approval does not also replace any departmental or any other approval that may be required.

Furthermore, it is anticipated that you will inform participants of the purpose of the research and explain to them the way the data will be used. Please, download the consent form from the DOR website and make sure that each participant completes the form and understand it.

Finally, Bethlehem University kindly requests that you submit either a soft or a hard copy of the final product of your research (e.g., master's thesis, publication, etc.) to the Office of Dean of Research for copy right protection and future references.

Thank you for your interest in Bethlehem University and you may have our best wishes for success in conducting this research project.

Sincerely,



Dr. Janud Khader
Dean of Research
Professor of English