

Al-Azhar University- Gaza

Postgraduate Studies and Scientific Research

Faculty of Education

Department of Curricula and Methodology



**Problems Of Teaching English in Middle School Classrooms
and their Relationship to Teaching Performance from
Educational Supervisors' Perceptions**

Thesis Submitted by

Reem Mohammed Abu Riash

Supervised by

Dr. Atta Hasan Darwish

Associate Professor of Curriculum

Al-Azhar University

Dr. Mohammed A. Hamdan

**Associate Professor of Curriculum
and English Methodologies**

**Dean of Mass Communication and
Language Faculty- Gaza University**

**A thesis submitted to the Curricula & English Methodologies Department Faculty of
Education in Partial Fulfillment of the requirements for the Master Degree of
Education**

2011

Dedication

I would like to dedicate my work to ...

My Father ,who is always exemplary and inspirational

My uncle, who believes in my abilities and gave me support

*My Mother ,and aunt who have supported me with love , encouragement and
prayers all through my life*

*To my lovely husband (Jaber) who helped and supported me and took care of
me*

To the soul of the martyr leader Bahaa El-deen Abu Jarad

To my kind daughter (Asia)

To my brothers And sisters

To my dear friends

Acknowledgement

This study would not have been possible without Allah Aza Wajall for his conciliation .

Special thanks are due to the Al-Azhar University and its staff for their help and advice .

I extend my gratitude to my supervisor Dr. Atta Darwish for his support, wisdom, and precious notes and advice.

I would like to take this opportunity to express my sincere thanks and gratitude to my supervisor Dr. Mohammad Hamdan .

Also I would like to thank Mrs Zulfa Badr Eldeen for her valuable notes in my study .

I would like to express my deep thanks and appreciation to a great teacher Mrs. Usra Al-kahlhot for her valuable notes that contributed to the improvement of the study .

My appreciation and gratitude are paid to the jury of the tool of the study, for their valuable and intellectual notes and suggestions.

Many thanks are due to the Ministry of Education and Higher Education and the supervisors who helped me a lot and supported me.

A lot thanks for Mr. Jihad Al-Musallami who helped me in revising the study and for supporting me in valuable notes .

I would also like to thank the teachers in every school I visited to get data for my study .

Many thanks are due to Al-Qattan Center and Virtuous teacher Mrs. Maha Barzaq for her help and her valuable notes .

I would also like to thank every one supported and helped me to do and complete this work.

Problems of teaching English in middle school classrooms and their
relationship to teaching performance from educational supervisors'
perceptions

Thesis submitted by

Reem Mohammed Abu Riash

Supervised by

Dr . Atta Hasan Darwish

Dr. Mohammed A . Hamdan

Abstract

This study aimed at investigating the Problems of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions, in order to achieve the aim of the study , the researcher adopted analytical approach.

The sample of the study consists of (20) supervisors of English language from Ministry of Education in Gaza , and (25) teachers of English language from some of governmental schools in Northern Gaza .

The researcher designed two tools in this research the first : An Observation card for supervisors of English language , the second is a questionnaire for English language teachers .

The data were analyzed statistically by using Pearson correlation coefficient and spilt- half coefficient ,Cronpach alpha ,Holsti formula , and T.test independent sample.

The results proved that there were statistically significant differences due to teachers' experience (high – low) the difference were in favor of high experience , the results also

indicated that there were statistically significant differences due to classroom environment (good- bad) the differences were in favor of good environment . the result also shown that there were statistically significant differences due to the using of teaching aids (using teaching aids – not using teaching aids) .

Based on the findings , the researcher recommended that teachers need more training and assistance to be competent in their works , she also recommended the Ministry of Education should try to make solution for getting rid of overcrowded classes and lessen the number of student in classes .

Finally, the researcher suggested that further researches should be conducted of Evaluation the content of English for Palestine text books from teachers' and supervisors' perceptions

مشكلات تدريس اللغة الانجليزية فى المرحلة المتوسطة وعلاقتها بالأداء التدريسي من وجهة نظر

المشرفين التربويين

رسالة مقدمة من الطالبة

ريم محمد ابو رياش

المشرفون

د: عطا حسن درويش د: محمد عبد الفتاح حمدان

تهدف هذه الدراسة الى معرفة مشاكل تدريس اللغة الانجليزية فى المرحلة المتوسطة وعلاقتها بالأداء التدريسي من وجهة نظر المشرفين التربويين ولكي تحقق الدراسة هدفها قامت الباحثة بعمل بحث وصفى لدراسة المشكلة وحيث ان عينة الدراسة اشتملت على 20 موجهة من اللغة الانجليزية فى وزارة التربية والتعليم العالي فى قطاع غزة و 25 مدرسا من اللغة الانجليزية من بعض مدارس محافظة شمال غزة .

كما وان الباحثة قامت بتصميم أداتان للبحث الأولى هى بطاقة ملاحظة لمشرفي اللغة الانجليزية والثانية كانت استبانة وزعت على مدرسي اللغة الانجليزية .

تم تحليل البيانات إحصائيا بواسطة معامل الارتباط بيرسون واستخدمت الباحثة التجزئة النصفية ومعامل الفا كرونباخ بالإضافة الى معامل هولست لقياس ثبات الأدوات كما وتم استخدام اختبارات لإيجاد الفروق بين متوسط عينة البحث ، اظهرت النتائج بأن هناك فروق ذات دلالة إحصائية تعزى لمتغير الخبرة هذا كان لصالح الخبرة العالية ، كما وان النتائج أظهرت ان هناك فروق ذات دلالة إحصائية تعزى الى متغير البيئة الصفية الجيدة ، بالإضافة الى ان هناك فروق واضحة وذات دلالة إحصائية تعزى الى متغير استخدام الوسائل التعليمية .

مرورا بالنتائج قامت الباحثة بتوجيه نصائح الى المدرسين كي يقوموا بدورات علاجية أكثر لكي يكونوا أكثر كفاءة وأيضا وجهت الباحثة اقتراحا للوزارة بايجاد حلول لمشكلة ازدحام الفصول فى مدارس قطاع غزة

اقترحت الباحثة دراسة مستقبلية لتقييم محتوى منهج اللغة الانجليزية من وجهة نظر مدرسين ومشرفين اللغة الانجليزية

Table of Contents

	Title	page
	Dedication	I
	Acknowledgement	II
	Abstract in English	III
	Abstract in Arabic	V
	Table of content	VI
	List of tables	X
	Table of appendix	XI
	Chapter1	
	Study background	
1.1	Introduction	1
1.2	The Statement of the Problem	3
1.3	Research Questions	3
1.4	Objectives of the Study	3
1.5	The Importance of the Study	4
1.6	Hypothesis of the Study	4
1.7	Study Limitation	4
1.8	Methodology	4
1.9	Study Sample	5
1.10	Definition of Terms	5
1.11	Abbreviation	7
	Summary	8
	Chapter II	
	The Theoretical Framework	
	Introduction	10
2.1	Teaching English as Foreign language in Palestine	10
2.2	Objectives and Goals of Teaching English in Palestine	11

2.3	Who are Supervisors	11
2.4	Type of Supervisor	12
2.5	Domains of Supervision	12
2.6	Need for the Supervisors	14
2.7	The Activities that Educational Supervisors Do	15
2.8	Teaching Problems	16
2.81	The Problems of Teaching English in Middle Gaza Schools	17
2.9	Teaching Experience	21
2.9.1	English language Teachers	22
2.9.2	Effective Teaching	23
2.9.3	What is Teacher Efficiency	23
2.9.4	Qualities of Effective English Language Teacher	25
2.9.5	An Overview of Teacher-Training Programs in Palestine	26
2.10	The Classroom Environment	28
2.10.1	Class Atmosphere	28
2.10.2	The Physical Climate	29
2.10.3	Steps to Make Entertainment in English Classroom Learning	30
2.10.4	Classroom Decor: Facing the Blank Canvas	31
2.10.5	Crowded Classes	33
2.10.6	The disadvantage of crowded classes	34
2.11	Teaching Aids	35
2.11.1	The Use of Technology	35
2.11.2	The Benefits of Teaching Aids	36
2.11.3	The Modern Concept of the Teaching Aids	37
2.11.4	Common Errors Committed when Using the Teaching Aids	37
2.11.5	Type of Teaching Aids	37
2.12	Teaching English Strategies in Gaza	38
2.13	Methods of Teaching English Language	38
2.13.1	Grammar-Translation Method	39
2.13.2	The Direct Method	40
2.13.3	The Audio-lingual Method	42
2.13.4	The Cognitive-knowledge Method	43
2.13.5	Communicative Method	45

	Summary	46
Chapter III Previous studies		
	Introduction	48
3.1	First part: Studies Related to Problems of Teaching English and Teachers' Performance	48
3.1.1	Comment on the Previous Studies of the First Part	53
3.2	Second part: Studies Related to Classroom Environment	54
3.2.1	Comment on the Previous Studies of the Second Part	57
3.3	Third part: Studies Related to Educational Aids	57
3.3.1	Comment on the Previous Studies of the Third Part	61
3.4	General Commentary on the Pervious Studies	62
	Summary	63
Chapter IV Methodology and procedures		
	Introduction	65
4.1	The Research Design	65
4.2	Population of the Study	65
4.3	The Sample of the Study	66
4.4	Research Instrumentation	68
4.4.1	Validity of the Observation Card	68
4.4.2	Reliability of the Card	70
4.4.3	The Questionnaire	72
	Summary	75
Chapter V Discussion ,Results and Recommendation		
	Introduction	77
5.1	The Answer of the First Question	77
5.2	The Answer of the Second Question	82
5.3	The Answer of the Third Question	84
5.4	The Answer of the Fourth Question	86
5.5	Discussion	89
5.6	The Recommendations	90

5.7	Recommendations For Further Studies	91
	References	93
	Appendixes	101

List of Tables

No. of table	Title	Page
1	The distribution of study sample of experienced teachers	66
2	The distribution of study sample of classes environment	67
3	The distribution of study sample of teaching aids	67
4	A Correlation coefficient of each paragraph of the card with the total degree of the card	69
5	The agreement and disagreement Point of of the total degree to the card	72
6	Correlation coefficient of the questionnaire items internal Consistency	74
7	Standard deviations of the most important problems which related to teacher experience	78
8	Standard deviations of the most important problems which related to class room environment	80
9	Standard deviations to the most important problems which related to teaching aids.	81
10	The mean, standard deviations and the value of "T" to the observation card due to the experience variable (Low, High)	82
11	The mean, standard deviations and the value of "T" to the observation card due to classroom environment(good or bad)	84
12	The mean, standard deviations and the value of "T" to the observation card due to classes having teaching aids and classes that don't have teaching aids	85

Table of Appendix

No. of table	Title	Page
Appendix A	Observation card	101
Appendix B	Referees' List	102
Appendix C	Permission from the Ministry of Higher Education (1)	103
Appendix D	Permission from the Ministry of Higher Education (2)	104
Appendix E	Questionnaire	105

Chapter One

Study Background

Introduction

General Problem

Statement of the problem

Research Questions

Objectives of the study

Importance of the study

Hypotheses of the study

Study limitation

Methodology

Study sample

Statistical treatment

Definition of the terms

Abbreviations

Chapter 1

Background of the Study

1.1 Introduction

Nowadays, English language is almost taught and spoken everywhere in the world. Using English language rather than just knowing is paramount today. English is not hard to learn. However, it requires using it frequently to be fluent in it. Once you are fluent with the alphabets, gradually you can learn many words. It would always be better to follow the method of reading first, then writing. You can use the picture books for this purpose. When you feel that you are familiar with the words, you can form sentences. This is the most interesting stage to learn. You just think of a sentence in your mother tongue language, and try to write the same sentence in English. There could be some mistakes. But you should not bother about it. But, you have to write the same sentence using many different words till you are satisfied with your sentence. If you follow this way, very soon you can create sentences of your own (Sundaram,2006).

Is English in the Arab world , second or foreign language ?

A second language is one which has some specific functions within a society and which is learned after the mother tongue , in Britain and United state of America for instance , English is a second language for immigrants and ethnic minority groups for whom English is not the mother tongue , and who need English in many spheres of life(e.g.. business , political , education) but not in others (e.g. home life , religion).

A foreign language is one which has no internal function in the learner's country and which is learnt in order to communicate with native speakers or interlingua users of the foreign language. In this setting , as in the Arab world , English has no official status. The

teaching of English , in the Arab world , is constantly emphasized because of its university and the sophisticated and advanced culture of the English speaking world, many Arab countries send an increasing number of students and academics to USA and Britain for undergraduate and postgraduate studies, the students normally benefit a great deal through integrating themselves with the people , the culture and modern technology.

English was first taught in UNRWA and government elementary schools when pupils are approximately ten and twelve years of age respectively. What is interesting is that all pupils from both types of schools join each other in government secondary schools. This means that UNRWA school students, who are the majority in Gaza strip, learn English for eight years, (from the fifth to the twelfth grade), while the others learn English for six years , (from seventh to twelfth grade.) During this 6-8 years period, English is only taught as a foreign language to the students. Students are scheduled to study six forty-five-minute periods of English per week . Moreover, English is a compulsory school subject that has a high ratio of the total mark for passing the general examinations of both preparatory and secondary stages . Passing the General Certificate Examination will enable the student to join a college or a university in Palestine or abroad (W. E .F,2007:22) .

In order to identify the problems, the researcher concerned with school variables such as English textbook , teachers' qualifications , teaching environment and teaching aids .The researcher investigates these problems that are reflected on the student's achievement and teachers' performance .

This study attempts to investigate the problems of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions.

1.2 Statement of the problem

1- What are the main problems that face teachers in teaching English middle school classrooms and their influences on teachers' performance from the supervisors' perception?

1.3 Research Questions

The main question is divided into the following questions

1- Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to the teachers' experience?

2 - Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to classroom environment ?

3 - Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to teaching aids

1.4 Objectives of the Study

The study aims at:

1-Identifying the problems of teaching English language from the educational supervisors' perceptions .

2- Viewing the problems of teaching English language from the supervisors' point of view.

3- Defining the most important problems of teaching English in the Palestinian curriculum.

1.5 The Importance of the Study

1- This study addresses an important and vital topic; it aspires to diagnose the problems of teaching English language that face teaching from the educational supervisor's point of view.

2-This study helps to assess the level of the students' understanding of English language and the justification of the Platform for the English language levels of students.

3-This study helps teachers to train at the modern methods, and renew their information to learn the language, that a good teacher can use the bad book in good manner and weak teacher can use the good book in bad way .

4- Finally, the study will identify the problems that face teachers during teaching English language and guide researchers and interested persons to know these problems and work to overcome them.

1.6 Hypotheses of the Study

1- There are statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teacher's performance due to the teachers' experience.

2- There are statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teacher's performance due to classroom environment .

3- There are statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teacher's performance due to teaching aids.

1.7 Study limitations

This study will be limited to the identification of the problems of teaching English in middle classes and their influence on teachers' performance in the Gaza Strip governmental schools. The sample of the study will include (20) supervisors of English language, they will apply an observation card on (60) teachers of English language from different schools of the Gaza Strip governmental schools in the academic year (2009–2010) . In addition to , the researcher will prepare questionnaire to define the problems that face English language teachers their number is (25).

1.8 Methodology

To fulfill the objectives of the study, the researcher will follow the descriptive-analytical method . The researcher uses two tools : (an observation card , and a questionnaire)

The researcher will design an observation card for supervisors to observe the teacher performance in teaching English in the middle classes in governmental schools in the Governorates of the Gaza Strip. The researcher designed the tools, which will be distributed to the teachers (the observation card and the questionnaire) then the researcher will analyze the data by the statistical processes.

1.9 Study Sample

The sample of the study consists of :

- 20 of English language supervisors working at the Ministry of Education .
- The teachers of English language in middle schools their number(25) in north and east of Gaza Governorate schools .

1.10 Definition of the terms

The researcher defines the terms of the study operationally

Problem of teaching

A problem always has to do with dissatisfaction about a certain situation. However, satisfaction is a relative concept, so problems are also of a relative nature. A big problem for one person may not be a problem at all for someone else. (Roozenburg:1995)

The researcher sees that the problems of teaching are the problems which face teachers in teaching English and affect at their performance from supervisors perception , there are three important problems centered in teacher's experience , classroom environment and teaching aids.

Teaching English

An academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel (Lindsey :2006) .

The researcher notes that the activities and articles that teachers use in the classroom to teach the students the language , thus the teacher use book or flash card or other material to understand the student the idea in a correct way.

Middle School classrooms

A school at a level between elementary and high school, typically including grades five through eight (Hamburg:2000) .

The researcher sees that the middle school classroom in Gaza refer to the levels from five to eight grades as it mentioned above , but this term changed as ministry of education stated to high basic level or intermediate level.

Teaching performance

Teaching performance is that to evaluate a teacher, like evaluating any other professional, one needs to determine what that professional needs to know and be able to do, and then how that professional demonstrates this knowledge through performance. (Milken: 2000).

The researcher notices that teaching performance is evaluated by the supervisors of teachers by the application of the domains of what available in the observation card in terms the performance of teachers inside the classroom , his control of adjust the class, in addition to the use of various of teaching aids .

Educational supervisor

Educational supervisors involve actions taken by the administrator to make sure a school is positive , safe place where learning occurs . It includes the administrator closely watching teachers' lessons and interactions with students to ensure they are effectively teaching state standards and are inspiring students to reach their highest potential possible. An educational supervisor should always be strived for school improvement and planned accordingly (Peter:2001) .

Educational Supervisors' perception

The researcher sees that the supervisors' point of view evaluative strategies in judging teachers by intending to the class and make conference with teachers to evaluate teacher performance inside the classroom .

1.11 Abbreviations

PNA	Palestinian National Authority
UNRWA	United Nation Relief and Work Agency
TEFL	Teaching English as Foreign Language
EFL	English Foreign language
FL	Foreign Language
WEF	World Education Forum
ALT	The Association of Teachers and Lectures
ELT	English Language Teaching
ETS	The Educational Testing Service
ESL	English as a Second Language
MEHE	The Ministry of Education and Higher Education

Summary

This chapter introduced the background of the study through providing an introduction about the topic, stating the statement of the problem, the objectives of the study , the importance of the study ,highlighting the hypotheses, limitations of the study , the methodology , the study sample , and the definition of terms, finally it introduced the procedures followed by the researcher to apply the experiment.

Chapter Two

Theoretical framework

Introduction

Theoretical framework

Summary

Chapter 2

Theoretical Framework

Introduction

This chapter presents teaching English as a foreign language in Gaza , objectives and goals of teaching English in Gaza , and it will tackle the supervisors , type of supervisors , domains of Supervision ,need for the Supervisors ,the activities that supervisors do , teaching problems which classified into three dimensions; teachers' experience , classroom environment, teaching aids, and teaching methods.

2.1 Teaching English as foreign language in Palestine

The starting point of the first Palestinian curriculum, English for Palestine, was in the year 2000 and the complete implementation of the series in Gaza and the West Bank was in 2008. Abu Malouh (2001:18) stated "Arabic is the medium of instruction in all levels. Due to the occupation and the traditional methods remained for twenty seven years undeveloped and unchanged."

The Palestinian National Authority (PNA) runs and manage all the governmental schools and has the supervision over the United Nation Relief and work Agency (UNRWA) which runs the low and high elementary schools for refugees. During the Israeli occupation of Gaza and the West Bank, the schools in the Gaza Strip implemented the Egyptian curricula, whereas schools in the West Bank implemented the Jordanian curricula. The teaching methods in Palestine were traditional methods.. Consequently, this reduced

the amount of English that students were exposed to and affected their level of competency. As result, a great inadequacy has existed among students in both written and oral communication, in addition to an overwhelming passive attitude towards English among learners (Roy, 1986:86) .

2.2 Objectives and Goals of Teaching English in Gaza

The ultimate aim of teaching English in Gaza strip is to enable students to develop basic proficiency in the language skills needed for study in the Palestinian schools to survive in academic situations. These situations include understanding and producing contextualized informative English to communicate orally in writing, to understand foreign culture, and to keep pace with some of the latest scientific, literary and technological findings.(Alquds Open University:2009).

2.3 Who are the supervisors?

Peter (2001:26)states that " In traditional meaning of supervision , anyone oversees the work of another is supervisor. If we limit the concept of supervision to management of resources and personnel, we are on firm ground in labeling the administrator a supervisor. Yet if we mean delimit supervision to the means of improving the curriculum and instruction , we may not conclude that every administrator is an instructional supervisor."

The researcher sees that any school official who assists teachers in improving curriculum and instruction is a supervisor . In practice , however , some individuals in the school system are charged with the management of resources and personnel as their primary task whereas others are assigned the improvement of curriculum and instruction as their major function .

Although principals have responsibility for the curriculum and instruction of the school , supervision of those aspects is only one of their many tasks .Unfortunately , instructional supervision is often a secondary task for many school principals, who commonly lament that they don't have time to devote the curriculum and instructional leadership because they are too busy with the day – to – day operation of the school (Peter : 2001).

2.4 Types of supervisors

Supervisors are special service personnel to be found on the staffs of administrators at the state , district , and school levels .In administrative parlance these service personnel are staff employees , whereas the administrators, equipped with the mantles of status and authority , are line employees. Staff personnel are hired by and responsible to the line employees. Line personnel below the top position (e.g., superintendent) are hired by and responsible to other line employees in the chain of command .(Hoover :1988)

The researcher notices that the supervisor has an essential role in the teaching process , thus he follows the performance of teachers from his visits to school, thus he evaluates the teachers from reports he wrote , that measure the teachers performance and using teaching method during the lesson .

2.5 Domains of Supervision

The supervisor exercises various roles within each of three domains : instructional , curricular, and staff development . Following one or more of these major areas , the supervisor assists teachers in the improvement of instruction , curriculum planning and

improvement , and personal and professional growth and development . In fulfilling the various roles within these domains the supervisor must bring to bear a wide repertoire of knowledge , skills, and techniques .(Oshea : 1988)

Edward Pajak (2000:)cited in Peter (2001:34) headed a study on identification of supervisory proficiencies sponsored by the Association for Supervision and Curriculum Development . he affirmed twelve domains with relevant knowledge , attitudes , and skills in each domain .These domains are cited below:

1. Staff development.
2. Planning and change.
3. Communication.
4. Curriculum – coordinating and integrating the process of curriculum development and implementation.
5. -Instructional Program.
6. Service to Teachers.
7. Observation and Conferencing.
8. Problem Solving and Decision Making .
9. Research and Program Evaluation .
10. Motivating and Organizing .
11. Personal Development .
12. Community Relations.

Eleven to Twelve domains – essentially ways of working with individuals and groups within the schools. The external aspects of the supervisor's job that is , community relations ,which is certainly an important domain not only for supervisors but also for administrators, teachers, and other school personnel find less treatment here. For help in the domain of

community relations , the reader should consult some of the literature on public relations, building community support , and power structure . Building positive community relations is extremely important for every school person . However , the designated administrator should assume the primary task of leadership in community relations and allow the instructional supervisor to concentrate on the task for which he or she is uniquely equipped: service to teachers.(Allan:1988).

The researcher agrees with Pajak(2000) in his opinion about the previous domains that relevant knowledge , attitudes and skills , thus domain "7" Observation and Conferencing is consider basic domain related to supervisor in his work during his visits to school , also as Pajak stated about community relation which researcher agrees with his opinion that it considered important not only for supervisors , but also to teachers and other school personnel.

2.6 Need for the Supervisors:

Ross and Dean Evan (1990) explained the need for supervision in the following way :

"Supervision , then , seems destined to be essential to deciding the nature and content of the curriculum , to selecting the school organizational patterns and learning materials to facilitate teaching , and to evaluating the entire educational process . Effective coordination of the total program, kindergarten through high school, has never been achieved in most school systems , although this is one of the most pressing needs in American public education today ".

Supervision is , therefore , a necessary service to teachers for a number of reasons, the stage has not yet been reached when the services of these specialized personnel may be eliminated . In fact , there is a present need for more supervisors who are better trained and more highly skilled in the performance of their tasks.(Allan : 1988).

The researchers' visit to the Ministry of Education of Gaza and meeting some of English supervisors , one supervisor stated that "every supervisor has a special report for teachers who supervise them in schools , this report concentrate at teacher performance and the general situation of the school and classroom environment from lightening , cleaning , management of the student inside the class and the relationship between teacher and student".

Also another supervisor sees that supervisor can evaluate teacher's performance from the beginning of the lesson to the end , and he can write a descriptive report , then teachers can see this report at the end of semester from degrees showed to administrators.

2.7 The Activities that Educational Supervisors do:

- 1- **Communicating with Supervisors, Peers, or Subordinates** : Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- 2- **Establishing and Maintaining Interpersonal Relationships** : Developing constructive and cooperative working relationships with others, and maintaining them over time.
- 3- **Making Decisions and Solving Problems** : Analyzing information and evaluating results to choose the best solution and solve problems.

4- **Developing and Building Teams** : Encouraging and building mutual trust, respect, and cooperation among team members.

5- **Guiding, Directing, and Motivating Subordinates** : Providing guidance and direction to subordinates, including setting performance standards and monitoring performance (Al- Banna: 2003).

The researcher agrees with (Al-Banna :2003) in these points which related of activities , thus there are some supervisors work together as one team . thus in meeting with some of supervisors in the Ministry of Education in Gaza they are agree with previous points that they are communicate with each other and establish relationships between them selves in their work .

In the following point the researcher will introduce new title which consider the first problem which related of the title of this study "teaching problems" and what is classified under this topic

2.8 Teaching Problems

In today's education debates, many experts call for school vouchers, smaller classes, more standardized testing, or rigorous teacher accrediting as the key to improving student performance. Remarkably, none of these approaches addresses what actually goes on in the classroom. (Larry :2008)

The first problem of schools is the larger school size and student population. On an average, most schools are twice the size of private schools. According to a study, public schools have an average of 40 students per teacher, whereas private schools have an

average of 15 students per teacher (Aqel:2005).The researcher adds here that the number of students in each class reached to more than 45 students.

The researcher notices that large school size and student population is considered a real problem , but the researcher disagree with the writer of that private schools select students on the basis of their assessment , because any one have a lot of money can go in private school .

Though the schools have some teaching problems, there are certain advantages of school education. Since the student populace is more in public schools, exposure to various kinds of people from different socio-economic backgrounds, teaches students to get along with people, irrespective of their social status. In spite of these teaching problems in the schools, a study has revealed that students of the schools get better grades in college than those in private schools (Cloudia:2008) .

The researcher notices that these problems are really teachers suffer from it in our schools in Gaza. In Gaza where our classes are crowded with students are difficult to teacher to communicate with students inside the class and give them chance to participate . Here the researcher will present the problems that relate to school , teacher , and teaching methods as it stated from "ILO\UNESCO:2009 and MEHE:2009"point of view.

2.8.1 The Problems of Teaching English in Middle Schools Classrooms can be classified into the following themes:

1- Problems Related to School

- Education consists of several elements and time is one of its important elements. Time neither indicates significance of efficiency nor the highest result that leads to it. The majority of schools in Gaza work in two shifts .The devoted time to teaching English language is in sufficient (ILO/UNESCO:2009) .

- Separation between the English and the other study materials led to a substantial gap between these materials and methods of teaching. This marked differences in the type of vocabulary and structures that presented in the course materials and the English language (ibid) .
- Students' participation is rare; they are expected to speak only when they are asked to read or to hear the letter of the texts preserved. Language interpretation is exercised only through the process of conservation or recitations (ibid) .
- Class Atmosphere (Physical environment) is generally poor and lack of facilities.
- Lack of libraries that meet the needs of students and satisfy their interests in primary school(ibid).

The researcher notices that the previous point reflect the fact of the problems that schools of Gaza suffer , thus there is no coherence between English and other subjects , the rare of students participation and lack of libraries which helps students to enrich their minds of information .

2- Problems Related to Teachers

Unqualified teachers may suffer the following problems according to (ILO/UNESCO:2009 report) the general qualification of teachers in developing countries is inconvenient. The report also stated: "In developing countries, where supply considerations may necessitate short-term intensive emergency preparation program for teachers, a fully professional, extensive program should be available in order to produce corps of professionally prepared competent teachers to guide and direct the educational enterprise". Teacher shortages remain a major challenge in education systems worldwide. In developing countries, the increase in enrolment of students in recent years has not been met

by an increase in qualified teachers. However, Palestine is not only a developing country but it lives under special circumstances (the Israeli occupation, war and siege). Moreover, due to political ideologies, the majority of experienced teachers quitted; therefore, hundreds of unqualified teachers were recruited. Generally, unqualified teachers suffer from the following as MEHE(1999) stated:

- They are inefficient in using realistic evaluation methods, such as files of achievement and the methods of observation, interviews and performance measures, to know the level of students.
- They are inefficient in designing activities and other preventive and remedial actions for coping weak students.
- They are inefficient in designing enrichment activities to reinforce, to strengthen and to accelerate learning.
- They do not cooperate with the family in the assessment of pupils to improve their education and performance.
- Their encouragement to students to express their opinions, feelings and point of views about what is offered to them and what is being studied is almost rare.
- They use traditional methods, strategies and culture of memorization not culture of innovation and creativity to master their performance.
- The absence of teachers' desire to self-learning and self-activities.
- They are not aware of the clear objectives and goals of curriculums.
- The use of inefficient methods, techniques and procedures result in making English lessons less effective and less interesting.

The researcher notices that teachers in Gaza are faithful . but they need some of training programs and enrichment activities and courses of teaching methods to be able to

teaching students in good and perfect way without boring and to increase students achievement, so these courses can make teachers have more efficiency and experiments.

3- Problems Related to Teaching Methods

Communicative approach is adopted to be the teaching method in Palestine. In spite of that, teaching English in Gaza focuses on writing and reading skills and neglects the listening and speaking skills. Many teachers claim that they don't have enough time to carry out activities that enable students to communicate with native or non native speakers, and they claim they are not conducted sufficiently. Other teachers added that the evaluation process focuses on the linguistic performance. In other words, exams and tests do not measure the students' mastery of the four skills; they focus on isolated points of language. Oral communication skills are not tested neither at monthly school tests nor at public exams.(Lindsey :2006).

Aqel (as cited Keshta ,2005) considered the following points as problems facing the teaching of English in the Gaza strip:

- 1- At high school level, there was a decline in students' performance particularly during the seven years of Intifada (i.e. , uprising against the Israeli occupation.) During the Intifada, students were almost the only sector of society which involved in patriotic action and that disrupted the whole educational process.
- 2- The average of class size was quite large; consequently, in such an environment it was extremely difficult for students to get the proper care and attention .
- 3- Some teachers were not motivated and well trained to teach English in the Palestinian schools; moreover, and some of them had entered the teaching profession because they were unable to find other jobs.

- 4- The vast differences in vocabulary and structure between the Arabic and English language made learning English more complicated. In addition, the classical methods adopted in teaching English, along with the limitation of unqualified teachers, lowered the students' performance in English.

The four points that "Keshta :2005" explained are summarized as the problems that the teaching process suffers from. Thus, the researcher agrees with (Keshta :2005) that the Intifada and the latest war were reflected and appeared in the teaching process, because the siege and occupation closed the ways and cross points to enter the materials to Gaza Strip such as books, papers, etc.... such that they made a great problem for the Ministry of Education to supply them for students, also crowded classes in Gaza specially make a big problem because there are no materials for building and constructing new schools or classes to make students take their chance of study, also teachers are not qualified enough to practice teaching jobs, so these problems are really essentially problems which distract the process of teaching.

The next point will explain about the first problem of this study which related to teachers' experience

2.9 Teacher's Experience

Studies on the effects of teachers' experience on students' learning have found a relationship between teachers' effectiveness and their years of experience (Murnane & Philips: 1985) , but not always a significant one or an entirely linear one . While many studies have stated that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers; the benefits of experience appear after about five years (Rosenholtz:1986).

A possible cause of this curvilinear trends in experience effects is that older teachers do not always continue to grow and learn and may grow tired in their jobs. Furthermore, the benefits of experience may interact with educational opportunities. Veteran teachers in setting that emphasize continual learning and collaborating continue to improve their performance (ibid).

Similarly, very well- prepared beginning teachers can be highly effective. For example, some recent studies of a five-year teacher education programs(programs which include a bachelor degree in the discipline and master in education as well as a year-long student teaching placement)have found graduates to be more confident than graduates of a four-year programs and as effective as more senior teachers (Andrew & Schwab:1995)

2.9.1 English Language Teachers

Teachers in Gaza schools are hired by the ministry of education, they tend to have bachelor in TEFL or diploma in TEFL . The candidates have to pass the abilities test which measures their abilities in English linguistics, methodology, grammar, vocabulary, writing, reading comprehension , and phonetics . Then they have to pass an interview in English.(Al-Ghussin:2008)

The new teachers, however, are not exposed to pre-service training prior to beginning their jobs. The in-service training is made available during their first year of work . This training usually consists of teaching methods and is conducted in English . After this initial training ,teachers have to attend workshops and seminars during their summer holidays and during the academic years these workshops and seminars are mostly for teachers of all subjects and cover educational issues in general . (Sorour.2009)

The teacher's job and aim is to help learners to learn. This relates both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happens in the classroom- what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on. It is also part of teacher's job to encourage learners to take responsibility for their own learning and become active learners. (IBID)

As (Al-Ghussin :2008) and(Sorour :2009) wrote about English language teachers , the researcher agrees with their opinion that any person has bachelor in TEFL must attend exam to measure his abilities . Also they must take and attend courses to train them at teaching methods and strategies to be competent and experienced teacher .

2.9.2 Effective Teaching

Good (1979:52) has tried to define operationally the term "effective teaching "by describing it as teaching that produces higher- than-predicted gains on standardized achievement tests. (Dunkan and Biddle:1974:26) claims that "teaching is a dynamic interactional process in which the teachers' method results from the process of interaction between the teacher, the learners and the instructional tasks and activities overtime".

This interaction reveals itself as a quite different approach to teaching , one in which teachers are involved in observing and reflecting upon their teaching as well as the learning behaviors of their students.

2.9.3 What is Teacher's Efficiency?

Teacher's efficiency is defined as a level of performance that satisfies requirements for the position held and it can be questioned at any time. Teachers' inefficiency is unacceptable because of its disadvantages to education and welfare of students. Moreover,

inefficient teachers fail to respond adequately to a structured improvement program. (Swaffar: 1982)

Action to improve efficiency to an acceptable standard is essential. This is a shared responsibility of the concerned teacher, executive staff and the principal. It is important to remember that teachers may have difficulties which affect their efficiency for a number of reasons including any or all of the following:

- a) Professional problems including classroom management, teacher - student relationships, planning and communicating.
- b) School management, organization and system shortcomings.
- c) Personal difficulties are being experienced both within and outside the school. Principals should be both sympathetic and careful to understand the reasons of the personal difficulties experienced by members of their staff.
- d) Health problems where teacher's poor performance appears to be directly related to a health problem, fitness to continue teaching may be determined by referral to Health Quest.(Swaffar et al. :1982) .

It is necessary to distinguish between inefficiency and misconduct. Misconduct can be a single incident which can be proved or disproved. One incident of a teacher having difficulty does not prove that the teacher is inefficient but simply shows that he or she has experienced difficulty once. Whilst misconduct can be an isolated or specific event, inefficiency is a pattern of behavior. Misconduct may require a prompt disciplinary response, in contrast to the process for managing inefficiency which is more comprehensive and developmental . (Chacon: 2005)

The researcher sees that teacher's efficiency doesn't measured by his performance or his behavior , because the circumstances that around him in school or his environment may be affect his efficiency like school management or his love for the subject that he

teach , thus , there are some teachers work at teaching field without caring to the material , because they joined this field to get a job not to teach pupils.

2.9.3.1 Basic Principles Underpinning This Commitment are

- 1- Students have a right to be taught by competent teachers.
- 2- Teachers are responsible for performing their duties efficiently and competently.
- 3-Teachers have a right to fair treatment, to receive honest, valid and constructive feedback to be fully informed of matters which significantly affect them, to be given the opportunity to respond to statements or decisions affecting them and to have that response fully considered, and to have access to professional support and training.
- 4- Teachers have the right to request a support person throughout these procedures.

(Brown : 2006)

2.9.4 Qualities of Effective English Language Teachers

Traditionally, language teachers have defined themselves in terms of what they do. However, language teaching professionals have become very interested in trying to understand how to deal with the many dimensions of what they do. It is essential to look back on the history of the problematic situation in teacher education which can be characterized by a gap between theory and practice (Al- Mutawa:1997:42)

The researcher sees that teachers in Palestine are faithful , but they are need more training and experience , they need training programs at using teaching aids and how to employ it during the lesson , and they need courses of developing their performance in teaching method and any method they will use in the class and which one can suit the level of the students . So teachers in Palestine not bad , they want great training to be efficient, the researcher thinks that teachers are not blamed due to the political and economic

circumstances which affect teacher's efficiency and make teachers feeble and disable to practice their works perfectly and accurately.

2.9.5 An Overview of Teacher-Training Programs in Palestine

Most English teachers in Palestinian schools are graduates of either the English Literature or Education departments in local universities, or of vocational training institutes run by the Palestinian Ministry of Higher Education or the United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA). If teachers are graduates of Literature departments, they have very little, if any, training in teaching methodologies. If they are graduates of Education departments, they will have very few, if any, opportunities to improve their own English language competence. There is therefore the combined challenge of the majority of newly qualified teachers being unskilled in methods and having a very low level of English, sometimes lower than the level they will actually be teaching. Any teacher-training programs which do offer a course on ELT methods are, unfortunately, focus on theory rather than feasible ideas for practical application in the classroom. An evaluation of teacher-training programs in Palestine finds that this focus on theory is not unique to English as a core curriculum subject; indeed, the study concludes that many programs are overly theoretical and neglect the practical dimension of real school settings. The study finds, moreover, that training focuses on the coverage of theories and facts more than developing critical and reflective practitioners (QCERD:2001).

(**Sabri :1997**) called for improvements in Palestinian teacher training programs, arguing that competencies related to the practical issues of classrooms are more important than other theoretical issues of education. Teacher-training programs in the Palestinian

universities should give place more emphasis on classroom applications and teaching techniques rather than concepts and theories of learning. If Palestinian teachers were equipped with solid English language teaching methodologies as pre-service teachers, they would presumably have the necessary skills and strategies to implement the textbooks in a communicative manner. They would be able, for example: to introduce vocabulary items using pictures, mime, gesture, personalization, etc. which ensures students' comprehension and storage in the long-term memory; to utilize pair and group work activities which help to manage large classes and promote communication; and make the classroom more fun and more alive.

In addition, a suitable teacher training program would train teachers to foster pupils' critical thinking skills and to provide plenty of opportunities to personalize the language. For example, teachers would learn to encourage the pupils to talk about themselves, their likes and dislikes, what they love, hate, and fear and then compare their answers with each other. Teachers would learn to invite the children to talk about their challenges and successes in learning a language, and learn to encourage them to keep a little diary to note down their thoughts and opinions about each project or unit. Finally, teachers would learn to support the children to express themselves in English, using different modes of expression including drawing, stickers and puppets. All of these practices, introduced in a solid teacher-training program, would enhance pupils' thinking skills, developing their creativity and foster their emotional intelligence (Parry: 1998).

In the next point the researcher will present the second problem in this study which relates classroom environment.

2.10 The Classroom Environment

Many researches refer to the learning environment as one important factor that affects the students achievement level in schools and teachers' performance .Effective education to every student is a moral imperative for all teachers. Educators are obligated to avoid issues that present a conflict of interest in order to create a healthy learning environment for all students; creation of a healthy learning environment requires teachers and facilitators who are culturally competent. Faculty members of higher education are obligated to treat each student fairly and expect high standards from them regardless of their diversity makeup (Mujtaba: 2004).

Teaching English environment in school to be effective, the needs to be conducive to learning, allowing the pupils space and time to interact within the learning and teaching process. creating and maintaining stimulating teaching environments can be achieved through effective classroom organization , interactive and whole school displays and climate of innovation, research has shown that factors such as positive learner and teacher attitudes, which are interrelated to motivation , must be sustained for successful transfer of language teaching (Finocchiaro:1998).

2.10.1 Class Atmosphere

Classrooms in the Gaza strip , as in other developing countries, are crowded. In the Gaza Strip , classrooms may exceed fifty students. The Palestinian Ministry of education does not open a new class if the number of the students is less than 50. In crowded classes, students do not seem to receive enough attention (MEHE:1999).

Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students do not get individual attention. Lot of them become frustrated and stressed and that makes them unable to concentrate or stay on task while in class. A positive atmosphere can make a classroom more pleasant place to be and, in turn, more effective, motivating place to learn. It's simple to do, and it can have positive results on the achievement of students. (Lane & Wehby: 2002).

The researcher agrees with this point that large mount of students inside the class especially in governorate schools make real problem in teaching process because the large class make students disable to concentrate in the class and it make violence among the students and this will be reflected at the teacher , thus he \ she will do his work in bad way , so bad classroom affects both teacher and students.

2.10.2 The Physical Climate

Classroom lighting and temperature will affect student achievement. They should be comfortable and conducive to student learning. Some students need more light than others; some may need to be warmer or cooler than others. These things will have to be worked out through compromise and sometimes with the help of a few sweaters. Generally speaking, teachers should make sure that the room temperature is moderate to cool. Warm classrooms tend to lead students to be more sleepy, inattentive, and consequently bored and disruptive. If necessary use a fan to maintain a good airflow and to keep the room cooler. If the room has windows that open, it must be checked to make sure that they can be opened easily. Outside air is a bonus for several months of the year. Make sure that the lighting in the room is adequate. If you have bulbs that need to be replaced, ask the school custodian to change them. If the room has windows with blinds, make sure that they are operable so

that you use natural light as an additional lighting source. You might also consider bringing some lamps into your classroom, if fire regulations permit. Plants are an excellent way to make any room look more welcoming. They also improve the air quality in air-conditioned buildings(Gable, Hendrickson, Tonelson, &Van Acker:2002).

After meeting some supervisors in the Directorate of Education in the north of Gaza, they agree that there are a lot of schools in north of Gaza need for maintenance and re building , as Abu Jahjough stated" In my visit to one of schools in the north of Gaza , I surprised from the suit of the class , because there are no windows or door to protect students from cold , in addition to that there is no enough lightening to make students see the writing on blackboard , all these disadvantages make students get low marks , because there is no good environment for teaching" .

2.10.3 Steps to Make Entertainment in English Classroom Learning

1- **Change the way you act, talk, teach, communicate with your students.** From today, communicate positively with every single one of them in a way that tells them that you have total confidence in them and their abilities(even though you might not have). Your body movement language and tone of voice make up the majority your overall communication, so include it in your changes.

2- **Encourage the students with positive feedback whenever possible.** Praise for successes is a far stronger motivation than criticism.

3- **Cover the walls of your classroom with positive messages:** posters with motivational pictures and words; inspirational quotations from great people, positive paintings, drawings, prose and poems, done by your students.

4- **Create a class dictionary of positive words.** Start with an A - Z template and get your students to add positive words to the template. Make it big and put it on the wall.

5- **Create an Effective Physical Classroom Environment:** Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help building a classroom community. But for many teachers, setting up the physical environment of their classrooms can be quite daunting, especially when faced with older buildings, crowded classrooms and insufficient storage space. You can make the most of your classroom environment by carefully considering your needs and the needs of your students.(Johnson: 2001).

2.10.4 Classroom Decor: Facing the Blank Canvas

Encourage students to make the classroom space their own, welcome their contributions to its decoration, and urge them to take responsibility for its maintenance. Here are some easy, low-cost ways to make your classroom into an inviting, effective space for all:

1- Dress Up the Walls

- Interesting and attractive visual aids, such as bulletin boards and posters, are key components of an effective classroom. Wall decorations should be colorful, appealing and relevant to current class work. They should be rotated and refreshed frequently.
- Be sure to think about the cultural backgrounds of your students when dressing the walls. Try to represent your students' diversity on posters or bulletin boards.
- Set aside a section of the bulletin board to be your designated "Student Work Museum" and post children's drawings, written work and other projects there. Make sure that each student's work is displayed often.

- Post daily schedules in a place where students can read them easily. This accessibility of the classroom schedule can help students grow comfortable with class and school routines. For younger students, make a daily schedule that includes pictures or icons. (Levy & Chard 2001).

2-The Greenhouse Effect

Caring for live plants can give your classroom a warm, comforting feel. It can also help to teach students responsibility – and science! Local nurseries or greenhouses may even be willing to donate the plants to your class. Entrust children, especially older children, to care for the class plants. They can make sure that the plants receive adequate water, light and air. (Krieger: 2003)

3- Use Lots of Storage Space

A- The primary classroom should have as much storage space as possible, both for students' personal belongings and for shared tools and materials. Each child should have a personal space, such as a desk or a cubby and a coat hook, for his or her own things.

B- General classroom storage should be easily available to older students, who should be more responsible for collective belongings. Storage areas for any materials that younger students may access, such as crayons or books, should be clearly labeled (with words and pictures) so that children can clean up without your help.

When you've finished setting up your classroom, give it a practice run or two. Walk through a typical school day, making sure that both you and the students have enough space to work and move around, that everyone in the classroom can see and hear and that every part of the room is as pleasant as possible. For example, write on the blackboard, and then take a walk around the room. Check sight lines from every spot where students might

be working. Your classroom will continue to change and evolve as the school year progresses. These suggestions can help you create a classroom environment that is welcoming, comfortable, clean and secure.(Achilles, Krieger, Finn & Sharp: 2003).

In the previous point the researcher presented some advices to change the traditional classroom to entertainment classroom which make students able to study ,get high marks and love their school. The researcher sees that these low cost ways if they are applied in every school they will help to stop the less of decline of failing on English and other subjects, and they will raise the average of success among students.

2.10.5 Crowded Classes

There is a trend in several countries to increase the numbers of students in each class. Class size has reached unacceptable levels in many developing countries. Many teacher organizations report class size exceeds 50 pupils. Obviously, learning suffers under such conditions. Smaller classes allow teachers to use more personalized instructional techniques and develop and apply new teaching methods. Furthermore, teachers with smaller classes report less stress and higher morale, and turnover rates among these teachers are also lower (MEHE:1999)

One of the major factors contributing to classroom management problems is the fact that the students simply are not involved in the lesson. When the number of students is so big if matched to the space of the class and to the effort of one teacher and to the time allocated for one class period, the class is considered a large one. (WEF:2007).

2.10.6 The Disadvantages of Crowded Classes are Represented in the Following:

1-It is easy to conclude that if a teacher can effectively increase class participation then classroom management problems will decrease. Unfortunately, increasing class participation can be easier said than done.

2- Most schools don't have ability neither to accommodate forty thousand new students nor to build a hundred new schools. There is overcrowding in Gaza's schools nowadays; some classes have more than fifty students and this affects the capacity of educational attainment and the ability of educational programs to make real progress with the Palestinian students in schools in Gaza Strip. The problem extends also include the inability of the ministry to make repairs or add new classrooms, noting that some since the seventies, while still psychological conditions and immense pressure on the students continued without interruption. Directors of Gazan schools said that overcrowding in the classroom negatively affects student's achievement, as reflected by its negative impact on the performance parameters. When the number is less than the follow-up parameter, it is best for everyone, and the student of course, takes his share of the effort parameter. Whenever the number was less, the more academic achievement is attained. They added that time share is very limited (45 minutes) and this will not allow teachers to pay attention to each pupil. (WEF: 2007)

The researcher sees that overcrowded classes are considered essential problem in teaching , thus a huge number of student inside the class make student's achievement very low , also it is reflected and appeared at teacher's performance , that's mean overcrowded classes problem must be solved to protect our student and teaching process from destruction .

In the following point the researcher will show the reader the third problem which related to teaching problems in this study , thus , this problem considered essential one , because a lot of supervisors agree that there are some of teachers can't use teaching aids perfectly in good way that's make real problem in presenting the lesson.

Now the researcher will present the third problem in this study which related to using teaching aids

2.11 Teaching Aids

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. Teaching aids are crucial for educators as they are key in differentiating instruction for all types of learner. Aids are the physical tools used to convey information in the classroom. For example, a graph, a globe, and a ruler are all teaching aids. Lecture, discussion, and cooperative learning are all examples of teaching strategies. Utilizing both facets of teaching present is paramount to a successful classroom, as even the best teaching aid cannot make up for poor teaching strategies. (klus:2010)

2.11.1 The Use of Teaching Technology

Round the role of teaching technology in enriching the teaching process and making it a dynamic process ;(Means : 1994) refer the importance of using teaching technology which lies in the following points :

1. The use of teaching technology leads to evoke the students' interest and to satisfy their needs in learning.

2. The teaching technology helps to increase the student ' experience and makes him have more aptitudes to learning .

3. The teaching technology helps for the contraction of individual differences among students.

4.Using the teaching technology , with its different kinds , leads for deeper understanding of things; more than verbal explanation does.

5. Using the teaching technology helps to understand relationships among things and their causes .

6. Teaching technology reinforces or consolidates the concept of self – learning , which makes the student learn according to his abilities .

7. It contributes in giving the student the opportunity for observation, practice , contemplation and thinking .

8. Teaching technology helps the student to form sound concepts.

(Abdel- Rahman al- Shair,1993)said that "Aids are teaching and learning tools these tools ought to be available in time and place of need , for teachers and scholars who use them . there should be plenty of aids of different kinds to face or satisfy the needs of changeable curriculum , the nature of scholars , and the individual differences ".

2.11.2 The Benefit of Teaching Aids

Mohammed Al-Khouli , (1997) said "It is necessary for a successful teacher to use the aids to help him convey information to his students .Aids are useful in away or another , some of these benefits:

1. Facilitate the teachers' job and saves his time and effort in teaching

2. Facilitate the process of learning for the students .

3. Introduce the element of interest and verity."

2.11.3 The Modern concept of the Teaching Aids :

(Ihsan Al-Agha & Abdulla Abdel –Minim1994: p.121,) said" they are substances , tools , machines , and printing materials which are used to facilitate the process of teaching and which help to acquire experiences for which the teacher plans".

2.11.4 Common Errors Committed When Using the Teaching Aids :

There are some common errors committed by the teachers when selecting and preparing teaching aids . (Ihsan Al-Agha:1994) said " A lot of teachers commit common errors when using the teaching aids , among these errors:

- 1- Not preparing the aids and making sure of its validity before the time of teaching .
- 2- Not correcting the scientific and linguistic errors of the set book at the being of teaching.
- 3- The lack of variety in the used aids during teaching .
- 4- Using aids in the inappropriate time for their use .
- 5- Using inappropriate aids concerning language and content".

2.11.5 Types of Teaching Aids

Most teaching aids are visual in nature. Blackboards and whiteboards, posters, calendars, charts, drawings, and overhead projectors are all examples of visual teaching aids. This type of aid is important because many people learn best through use of visual/special thinking. Some teaching aids are aurally-based. These aural aids include recordings of spoken broadcasts and songs. Audio-visual teaching aids include film projectors, videocassettes, DVDs, and movies on the Web. Though audio-visual aids were once seen as a method for students to teach themselves, they are now considered to be educational tools rather than a replacement for teachers.(Mc Comas:2010)

As we see in the previous points , the researcher notices that there are some of teacher can't use teaching technology because they are disable to use these techniques, and also because of their poor knowledge in using it such as LCD and Video conference . Also some schools don't have these techniques because of its high costs, in addition to, if we talk about cassette recorders they are no used for it because as Abu Sada stated " There is no time for teachers to use cassette recorder in class and he \ she sees that using book and reading manner because it is considered easy to them to end the lesson , also the Ministry of Education also doesn't have these cassettes to distribute them for teachers ". The researcher views that to employ teaching aids in teaching process in side the class teacher should be trained at using them by taking courses showing them how to use these techniques.

2.12 Teaching English Strategies in Gaza

The adopted TEFL methods is traditional, thus teachers were rather exerting personal efforts according to own beliefs to compensate lack of training or skill , they could compensate in referring to traditional translation grammar or audio- lingual , in view of that, frequently resorted to Arabic . Consequently this lessened the amount of English that the students were exposed to and thus affected their level of competency. As a result, a great inadequacy existed among learners of English and that created a general population resistance toward the TEFL to a degree that some people considered the EFL as failure-subject because of the large number of the non achievers (Barzaq, 2007.)

2.13 Methods of Teaching English Language

There are various modals for teaching English language and there has been a lot of arguments about each one of them, and some experts explain the advantages and disadvantages of each method .The most important methods used in teaching English language are translation method, direct method, audio interpretation method, the curriculum knowledge method, and communicative approach. The following is a brief description of each method: (Al-Mutawa and Kelany:1989)

2.13.1 Grammar-Translation Method

It is Difficult to determine the appearance of this method but it had been shown in its effects after the invention of printing .This method devised its principles from the views before DeSaussure, where grammar depends on the views of philosophy and logic.

Al-Arabi (1981: P40) noted that it is strictly difficult to measure the standards of this method scientifically because it is based on mental faculties, which called for dividing the brain into sections, including remembering, imagination, and conservation.

This method interested in saving the grammar of a written language and encouraging pupils to save words and definitions of parts of speech as names and verbs and letters, prepositions, adverbs, and adjectives and grammar rules, and this method aims to translate the selected texts of the foreign language to the language of the students with the aid of dictionaries. (Brown, 1994: p241) mentioned that this method has been confirmed on the skill of reading, and the importance of teaching the rules as a means of helping to read for comprehension.

Since it depends on the direct translation of words and conservation, as well as reading and ignoring many basic skills in learning English language such as listening and

speaking skills. (Rivers, 1981, P30-31). and (Al-Mutawa and Kelany, 15.p.1989) cited several criticisms of this method:

1. Neglecting both of listening and speaking skills.
2. Ignoring the pronunciation of words correctly.
3. Using the mother tongue language of the children, which greatly reduces the chance for students to use the desired language in the classroom.
4. Focusing on teaching many of the vocabulary by placing them in long lists to facilitate conservation.

The researcher notices that this method is one of the oldest approaches in teaching English language and it is the most prevalent among teachers of English as most of teachers use this method to ease, especially in the first four levels in schools , because it is considered easy way to reveal the idea to students , but as one of supervisors states that inexperienced teacher use this method because he feels he can't use another method , so he considers this way the easier one to make students participate with him.

2.13.2 The Direct Method

This method appeared as a result of teachers' and scholars' of foreign languages towards the Grammar-Translation Method, where they sensed the futility of rules and translation methods, these educators tried to study the teaching methods which used in the field of teaching languages on the basis of introducing some necessary styles for the methods which used in teaching, but they went out by modern methods that are appropriate for teaching foreign languages. One of the most important method is the direct method.

The direct method also aimed to learn foreign languages through the direct use of language in realistic situations to explain the meaning of new words to the student through

representation and movement, in addition to the use of teaching aids of various photographs, slides and other illustrative means. This method as (Rivers, 1981) indicated has the following Advantages:

1. This method is interested in speaking skill and refuses to save the grammar.
2. This method avoids the use of translation in teaching English language and considers it useless, but extremely harmful to learn the English language; therefore, native language is never used here.
3. Words, vocabulary and phrases are explained through representation or illustration or by linking them to things which exist in the class.

This method has not escaped from linguists criticism and the major criticisms to this method as indicated by Al-khuli (Al-khuli,1997, p: 6-5) are the following:

1. This method is interested in speaking skill at the expense of other skills.
2. Do not use the mother tongue in learning foreign language for this is a lot of efforts, and wasting a lot of time to clarify the meaning of vocabulary or phrases that the teacher can explain a word or more in the mother tongue.

As the researcher sees this method is good and suitable to focus on the skill of conversation by using English in realistic situations .It gives the students the opportunity to participate in speaking English in the classroom and beyond. However, this method was not interested in other English language skills, such as listening skills, reading, and writing, and this is not a good indicator of this method. The researcher notices that the majority of English language teachers don't use this method.

2.13.3 The Audio-lingual Method

This method appeared as reported by (Al-Mutawa and Kelany: 1989) as a result of the lack of usefulness of the grammar- translation method and the direct method. (Rivers, 1981, P: 38-39) added that this way emerged as a result of evolution, which happened to linguistics descriptive and modern concepts in behavioral psychology and this method gained its position when adopted by the U.S. in the beginning of World War II for military purposes; there was a need to teach foreign languages to its soldiers and to teach the language to its allies and its enemies to facilitate communication among them.

The most important characteristics of this method are:

1. This method is interested in listening and speaking skills to communicate with others more than in reading and writing skills.
2. Learning any foreign language prefers to become by a particular sequence listen, then speak, then read, and write on the basis that the learner listen first, and then say what he heard then reads what he said then writes what he read.
3. This method focuses on correct pronunciation through the use of the language factor.
4. Explaining vocabulary through appropriate language and appropriate educational means.
5. Teacher use the mother tongue, but in limits and you should avoid the use of translation because it hurts learning a foreign language.

This method has not escaped of criticism, as indicated by Al Khuli (Al-khuli, 1997, P:6-7):

1. Speaking is not the only form of language because this method focuses on the skill of speaking at the expense of other skills that are not less importance.

2. Learning the language on that order: listening, then speaking, then read, and writing is not strictly binding where possible to focus on all of them or some of them and not necessarily on the sequential.

The researcher finds that every language has its sequence ,so it's best compared to students' language in the desired language with the aim of predicting in advance the problems and difficulties which face students, which often result of the difference between some of the structures of language and sounds, and the phonemes of native language. For example, we find that the Arab students find it difficult to pronounce (P) and (V) because the two sounds are linguistically strange, but Arabs can not find difficulty in pronouncing the two sounds (B) and (F) because of their presence in their mother tongue.

For this English language teachers should focus on the pronunciation of alien sounds to the students during their teaching language by comparing the familiar sounds and alien sounds to the students and its important to give teachers an aspect of their attention to the structures of language that causes difficulties in learning the desired language. Authors of curriculum and teachers should help students overcome these problems and difficulties by indulging in exercises and activities to facilitate the difficult structures.

2.13.4 The Cognitive-knowledge Method

This method is based on the theory that assumes that language is based on a structured basis of rules which means that this approach gives grammar a considerable attention as one of the basic element of language and the idea that the student can use limited number of vocabulary and grammar of unlimited number of sentences and phrases. This method assumes that acquiring a foreign language requires learning the sounds, vocabulary and grammar through intensive-explanation in order to help students to

understand the language and master it. In other words, this method gives a great portion to explain the structures and grammatical rules so that students can understand the language and use it in real situations. Moreover, it focuses on the differences between the foreign language and students' language and its aims to develop the skills and abilities of students (Al-Mutawa and Kelany, 1989) .

Features of this Method:

1. Supporters of this method do not mind using the language of students and other educational means of clarifications to bring the meaning of words and foreign language structures to the minds of students.
2. This method uses introspective as a means of finding help for learning the language.
3. It provide the opportunity for students to be trained and uses language in the classroom, and inquire about what is not clear with regards to language learning.
4. The role of the teacher, as this method stated is to facilitate the process of learning a language and teaching through the submission of all the capabilities and facilities.

Disadvantages of the Cognitive- knowledge Method

1. This method neither brings any new educational activities nor keeps pace of recent trends in psychology and modern education.
2. The belief of supporters of such method that foreign language teacher is a facilitator may have headed to the term that the teacher plays a minor role in the educational process where the role is limited to the preparation of lessons and explanation only.
3. The researcher finds that this method focuses on highlighting the differences between English and native language through explanations and activities of different linguistic features. The linguistic differences between the two languages make the process of learning a foreign language difficult, psychologists and

educators called it linguistic interference was to emphasize the need to highlight these differences are clarified and explained to the students so that they can overcome the difficulties.

2.13.5 Communicative Method

Scientists of foreign language and teaching methods in the U.S. interested about such method alot since 1970 to communicate the language because they believe it helps students to communicate appropriately. Some scientists like Germain, Piepho, Peck, Widdowson Swain wrote to devise a way of linguistic communication, through which the teacher can achieve the goals of linguistic communication. (Lindsay, 2006)

Supporters of this method state that the use of a foreign language means more than the use of words and language structures correctly, and users of this method comply compositions and grammar to become into contact with others successfully, as well as the need to take pupils' strategies that link between the structures of language and functions of the communicative situations. On this basis, it should provide opportunities for students to use their own language to gain the language and communication skills through activities with focus on the comprehension skills that help them to transfer or translate the information to others. Supporters believe that this method is needed to convey information to other students and to make language realistic and be well known among the participants in the conversation to create a successful linguistic communication.

Features of this Approach as (Al- Kelany:1989)stated are

- 1- Emphasizes the importance of communication skills to enable students to use language to express their needs and communicate with others.
- 2- Grammar of the language is explained by using the deductive method thus the rule is explained first followed by illustrative examples.
- 3- Focusing on understanding and especially listening for understanding.

The researcher notices that the majority of teachers consider this method as the best method for teaching English as well as most teachers frequently use it, especially in developed countries. Also the researcher views that this method used to teach language as language not as grammar to help students to speak fluently and not concentrate at grammar only , also some supervisors sees that the efficient teacher use this way to make his work success and to make communication with students which make some of entertainment inside the class

Summary

This chapter reviewed the literature that is related to the problems of teaching English. It concentrated on the three main problems of teaching English from supervisors' point of view. The first problem which is related to teaching experience. The second one discussed the problems related to classroom environment. The last problem related of the problems that result from the teaching aids. In addition to that, the researcher reviewed the literature of English teaching methods ,also this chapter highlights the reality of teaching in Gaza schools and the role of educational supervisors.

Chapter Three

Previous Studies

Introduction

Previous Studies

Summary

Chapter Three

Introduction

This chapter reviews the previous studies related to the current study .They are classified into three parts . The first part handles the studies about problems of teaching English and teachers' performance. The second part displays those studies that are concerned with class room environment . Finally , the third part deals with studies about teaching aids.

3.1 First Part : Studies Related to Problems of Teaching English and Teachers' Performance

- **Abu Sharbain's (2009)** Study investigated difficulties that encountering UNRWA ninth- grade teachers in performing their roles in light of the communicative approach to teaching Speaking in Gaza strip. Also the study investigates the extent to which teachers perform their roles. The researcher carried out an interview to elicit the difficulties from three-UNRWA experts. The researcher used an observation card to observe (24) male and female UNRWA ninth grade teachers from different areas in Gaza strip . The results indicated that there is a general weakness in the level of the teachers' performance due to their insufficient acquaintance of knowledge regarding teaching methods.

From this study the researcher benefit the principles of this study , thus the researcher use the same tool in her study (an observation card) and applied it at supervisors of teaching English

- **Murat Hismanoglu's (2010)** Study aimed at finding out English language teachers' perceptions of educational supervision in relation to their professional developments through a small scale "case study" carried out in higher education context in the Turkish Republic of Northern Cyprus. The population of the study is 42 non-native (Turkish and Cypriot) and 8 native (English American and Australian) teachers working at English preparatory schools. The researcher used pre- questionnaire and post questionnaire. The results showed that educational supervisors highlight the strength of the English language teachers' performance and encourage them to reflect upon their weakness and find some resolutions to over come them.

This study helped the researcher to know the perceptions of educational supervisors , but this study applied in Gaza .

- **Mehwary's (2005)** study aimed at identifying the most important problems facing faculty members and students in the English departments of education faculties of Aden, Zanzibar and Sabr at Aden University. To achieve the objective of this research, the researcher answered the following question: What are the problems of teaching English in the English departments in colleges of education (Aden, Zanzibar, patience) at Aden University? The study sample is (22 M & 18 F) and (359) students of whom (166) males students from the original members of the faculty of education of Aden, Zanzibar and Sabr. In order to achieve the objectives of the study, the researcher prepared a questionnaire divided into six areas, divided on (54) paragraphs in its final. The results showed that teaching methods and teaching aids have topped the list of methods in terms of the arrangement because of its great importance in the educational process.

This study helped the researcher to know the problems that facing teaching English , the researcher benefits from the questionnaire as a tool in this study .

- **Egemen, Aydgdu's (2007)** study investigated foreign language teachers' perceptions on foreign language teaching competencies. The data was collected by a 68 item Likert type questionnaire. The population of the study included 150 teachers of English who were working in schools located in Edirne during the second semester of 2005-2006 academic year. The data was statistically analyzed , then the teachers' perceptions of teaching competencies have been described. The teachers seem to perceive themselves competent enough in some teaching competencies, whereas they also stated that some actions have to be taken in order to improve the quality of the current foreign language teaching practices. This study may contribute to the current efforts to improve the quality of foreign language teaching in Turkey, that is known about effective teaching, the more likely teachers, teacher trainers, researchers and curriculum developers may propose improvements for foreign language teaching.

From this study the researcher benefited from likert type questionnaire , thus this tool was used in this study to investigate at problems that face teachers in teaching from supervisors' perceptions .

- **Abu Mraheel's (2004)** study tried to identify the criteria for evaluating the EFL teacher's performance. It also tried to find out to what extent these criteria are applied in prep stage in Gaza from the EFL teachers and their supervisors points of view. In addition, it attempted to improve the prep EFL teachers' performance through suggesting a training program. To achieve these aims, some issues related to the research were raised such as: the teacher's role in the classroom, characteristics of the good EFL teacher, teachers' views of their tasks, teachers' needs in the different aspects of their work, and mastering the language skills. The present study adopted the analytical descriptive method. The instruments of the study were developed in the light of the related literature. The

instruments developed for this study were: A questionnaire of EFL teacher's competence, classroom observation sheet to assess EFL teacher's performance, interviews with EFL supervisors, and informal interviews with EFL teachers. The instruments were judged by a specialized jury in teaching English in Gaza to determine the clarity and accuracy of the items and their relevance to the subject of the study. Results of the study showed that teachers need more training and assistance to be competent in their work. The researcher recommended that the educational situation should be analyzed and a training program was suggested to improve and develop the EFL teachers' performance.

This study helped the research in this study especially in chapter two , thus it emphasize at teachers' experience and competency , also the researcher benefited from it in making interview with supervisors to reveal the problems that they face .

- **Khankar's (2001)**. study conducted to identify the most important problems of the English Language Curriculum for the first secondary grade , for girls through a plebiscite among the parameters in Taif to answer a Questionnaire, which revolves around the most important problems that may face the elements of the curriculum brain damage (Educational objectives, content, teaching methods, calendar, school library, School activities, teacher book, facilities, buildings and equipments). The study was applied to all English teachers in Taif represented by 103 parameter international sample of the study. After analyzing the answers of the respondents, the data was statistically analyzed. The results showed that there were many problems in the elements of the curriculum such as:

- Does not focus on the cultural aspects and creates problems regarding using English outside classrooms.
- Lack of content of interesting topics and its length doesn't not commensurate with the reserved time.
- Content does not encourage student self-learning

- The scarcity of modern teaching aids.

This study showed us the problems that face teaching in general and the researcher used this study to enrich this research with the information that used in this study .

- **Joan-Yvette Campbell, Ed.D's (2009)** study is an evaluation of English as a Second Language (ESL) program at a southeastern technical college. Thousands of adults who enroll in ESL programs are individuals who appear to be intelligent. They have worked diligently for a year or more to learn to speak, read, write, listen and improve English comprehension skills. However, some of these students make little or no progress. In certain cases, ESL instructors often presume some students are affected by learning disabilities. A sample population of students enrolled in the ESL program was randomly selected to participate in the study. These participants responded to a validated student questionnaire. The results from the data analysis of the student questionnaire showed the indicators of learning disabilities that posed the most challenges for participants of the study. Results from the data analysis also reflected the percentages of respondents of the study who could relate to one or more of the indicators of learning disabilities. The outcome revealed the leading difficulties that may affect not only the participants of the study but also other students enrolled in the program. As a result, ESL instructors at the institution should be familiar with how to become accommodate students who show symptoms of those learning difficulties. On-going training may be necessary to provide instructors with updated information on different accommodations that will best fit the learning needs of students who show symptoms of learning disabilities.

- **Rod's (1990)** study discussed the relationship between teacher, learner and instructional materials in second language teaching. Using the communicative approach argues that the teacher is the primary element of instructional effectiveness, without which the other salient features of the approach, learner centeredness and appropriate materials, can not be implemented. It is proposed that teachers can be enthusiastic about their classrooms and about new approaches if they have been encouraged in their training experiences and attained a degree of proficiency in the language they teach. In addition, socioeconomic security and stability are seen as essential to teacher effectiveness beyond a minimal standard

This study related with language teaching which considered an important point in this study , thus the researcher used this study to provide the research with information of this study .

- **Bachrudin's (2001)** study described the difficulties encounter Indonesian Ministry of National Education teachers in preparing students to use the English language for real life purposes after a course of study. It discusses the Indonesian government's 1994 English curriculum and makes suggestions as how to achieve the goals of the new curriculum. It argues that too much emphasis is placed on the learning of grammar and syntax, and not enough time and effort are spent on actually learning to speak English as it is spoken in countries where it is the first language.

3.1.1 Comment on the Previous Studies on First Section

The previous studies have provided valuable information indicating the effect of school or teacher quality on academic achievement is less than the family background or other characteristics of students that pre entry into school, the effect of school and teacher quality on academic achievement in primary school is comparatively great . Some of these studies are local like Abu Mraheel's (2004) and Abu Sharbain's(2009), others are Arab such as

Surely , they focus on evaluating teachers' performance like Rod's (1990) , Abu Mraheel's, (2004) , Egemen Aydgdu's (2007) , Murat Hismanoglu's (2010) , Abu Sharbain's (2009) , other studies deal with the problems of teaching English language such as Khankar's (2001), and Mehwary's (2005). The first aim of this study is to conduct empirical research to ascertain the teachers' efficiency and training in English language teaching.

3.2 Second Part: Previous Studies Related to Classroom Environment

This part deals with the second problems in the current study which refer to class environment.

- **Ahmed's (2003)** This study attempted to investigate the professional difficulties facing secondary school English language teachers and its effect in classroom performance in Northern Governorate of Palestine. The population of the study consisted of all English language teachers in the Northern Governorate of Palestine (1132) teachers in the scholastic year 2003-2004. The sample of the study was 25% from the whole population, which was chosen randomly. The researcher used means, standard deviations, percentage, T- value, P – significant in order to answer and test the questions. The study came up with the following results : Most English language teachers in secondary schools in the Northern Governorate of Palestine suffered great professional difficulties in all study domains . On the basis of the results of the study, the researcher recommended that teachers should be provided with adequate working conditions, health benefits and professional development in service-training course.

-Azhar's (2004) study aimed to investigate the problems that face teachers, the students and the institutions administrators in management of large size English language teaching classes at high school level in district Abbott Abad , Pakistan. . The study focused on the adoption of appropriate methods, approaches and techniques to manage the classes of large size. The sample of the study randomly selected one hundred teachers of English language, three students of high school level classes. The researcher developed three questionnaires in consultation with the subjects who were part of the population but not part of the sample; the results and percentages of the positive and negative responses to each item of the questionnaire were worked out, tabulated and interpreted.

The researcher sees that this study is the same of the current study , also it relates with the second problem of this research , thus centered about classroom environment. The researcher benefits from this study also some items from its questionnaire.

- Aqel's (2005) The purpose of this study was to investigate the reality of classroom environment as perceived by English language teachers of both sexes in Nablus, and to determine the impact of gender, experience, level of education, and scientific qualification in the practice of classroom environment, as well as to identify the main problems that face teachers of English in classroom. To achieve this, the study sought to answer the following question:

What is the reality of classroom environment as perceived by English teachers in Nablus city?

The study population was from English language teachers of both sexes in all grades in Nablus city. The number of teachers was (166) distributed on (61) School schools. They were selected with even numbers from (30) schools, include (66) teachers

and parameter, including (46) parameter and (20) teachers. The researcher developed a questionnaire to collect information, which included (46) items and it was checked for validity and reliability. Results of the study indicated that there is none of the variables of the study has an effect on the classroom environment. Working in overcrowded classrooms, and lack of Educational means are the most problematic areas. In light of the results of the study, the researcher recommended a number of recommendations including:

- Establishing courses and workshops for training teachers to address new types of classroom behavior, and replacing the way in which students sit in classes and conducting a pilot study to investigate the effect of classroom environment on students' achievement.

This study provides the researcher with information about classroom environment , also it helps the researcher in the tool of this research (a questionnaire) especially in the items which related of classroom environment.

- **Monz's (1996)** The purpose of the study is to answer on the main question of the study which is how teachers can develop their classroom environment through teacher-self assessment. The researcher developed two tools, a questionnaire containing 7 items, and a pre test, a post test for two groups the experimental group and control group. The sample of the study consisted of (44) teachers and (220) students. The results show that teachers in the experimental group changed their view about their classrooms and the students showed statistical differences in function compared with the control group .

This study centered at classroom environment and how teachers can develop it , so the researcher uses a questionnaire as Monz but without groups , thus the researcher uses analytical method .

- **Aldridge and Fraser's (1999)** The study investigates the classroom environment between two countries and analyzes the effect of classroom environment in each country in order to identify differences between Australian and Taiwanese through questionnaire consisting of 7 items and interviews with teachers and students. The study involves six Australian researchers and seven researchers from Taiwan. The sample of the study was (108) teachers and students. The results of the study show that Australian students were more positive in their perception of the classroom environment than the Taiwanese students.

3.2.1 Comment on the Previous Studies on the Second Part:

The previous studies assured that classroom environment plays a very important role on the student's achievement and teachers' performance; thus if the school was prepared in well design and class management, that will assure that the student will get ready to participate and get high marks in their achievement and teachers like them and this study agreed with the previous studies, such as Aqel's (2005) study and Monz's (1996)study .Moreover, the researcher included a study to Aldridge and Fraser's (1999) to recognize foreign countries' classrooms . Ahmed's (2003) study attempted to investigate the professional difficulties facing secondary school English language teachers and its effect on classroom performance in Gaza, which considered a local study . In Gaza there are some schools with bad environment and the results in low achievement and low teacher performance because the lack of features that help students to learn.

3.3 Third Part : Previous Studies Related to Teaching Aids

- **Abu Fasha's (2008)** study aimed to know the tendencies of science teachers in governmental schools in Ramallah and Al Bireh towards the use of educational aids and the

degree of their use and the degree of difficulties encountered in using teaching aids and to examine the effect of variables such as gender, educational qualification, educational level, and years of experience. In addition, it aimed to detect the relationship between the attitudes of science teachers towards the use of teaching aids and the degree of their use. The population of study consisted of all the governmental schools in Ramallah and Al Bireh of over (155) schools and all teachers of science (534). The study sample consisted of (76) schools and selected science teachers working in those schools as a sample representative of the study. The researcher used a questionnaire as a tool for collecting information. The results showed that there are positive trends towards the use of teaching aids and there is a statistical significant due to sex variable towards using educational aids.

This study concentrated at the using of teaching aids , thus this conceder one of the problems in this study , so the researcher benefit from this study in using items of the questionnaire , also the results showed the positive trends towed using teaching aids as the results of current study showed.

- **Abu Salems's(2006)** study aimed at identifying the difficulties faced teachers in using the instructional media in teaching from the points of view of teachers of geography in Mukalla, Primary Schools, and their attitudes towards that media. It attempted to answer the following questions: What are the difficulties encountered in the use of the instructional media from teachers' points of view? What are their attitudes towards the use of this media? To answer the above questions, the researcher used two procedures: a questionnaire to identify the difficulties in using instructional media and a measurement to identify the teacher's attitudes towards using this media. This had been applied on the sample of (195) teachers, male and female. Results present the difficulties as follows: The

unavailability of the equipments needed for preparing and exhibiting the instructional media, the unavailability of preliminary equipments to motivate teachers for the production of media, lack of financial funds to provide instructional media and the overcrowded classrooms represented a problem. Depending on the above results the researcher recommended the followings: Attention should be paid from the Ministry of Education to financial support to buy and produce instructional media according to unitary schools needs. Centers for the instructional media should be established in every governorate to support schools with their needs.

- **Al- Moqtary's(2007)** study aimed to show the reality of using instructional aids in teaching science at the basic stage of education, in republic of Yemen. It tried to show to what extent they are used and what are the obstacles that hinder using them as far as the viewpoints of teachers and supervisors are concerned. The study had been conducted on a random class specimen consisting of (287) science teachers and supervisors at basic education schools in Sana'a (Capital Secretariat), Taiz and Aden cities. The specimen had been apportioned into (204) teachers and (83) supervisors. To collect the necessary data and information to achieve the objectives of the study and to answer its questions, the researcher prepared a two-part questionnaire. The first part was concerned with the degree to which the science teachers use instructional aids. The second part is concerned with the obstacles that hinder their use. After investigating the psycho-metric features that must be available for the tool of the study. The tool had been administrated and the data had been statistically and descriptively treated. The researcher arrived at the following salient results:

a)The degree to which instructional aids are used in teaching by science teachers is low. B) They are restricted to the use of some simple systems and tools such as test-tubes, glasses, test-tube holder, flasks, test-tube stand and glass stem. However, the school book,

schedules, educational cartoon-boards, diagrams and solids are used greatly. The researcher recommends the following: a) Holding training courses for science teachers during their duty to learn how to use and produce educational aids by making use of the local environment sources and to enlighten them about the importance of educational aids in improving the educational process. b) Providing schools with instructional aids necessary for teaching science at the basic stage of education as well as the necessary preparations for starting them such as electricity wires and water pipes.

- **Nashwan's (2002)** study dealt with availability and use of Educational Technologies by the teaching staff in Al-Aqsa University. For this purpose, a list of Educational technologies needed for academic teaching was prepared as well as a questionnaire applied on a sample of (90) teachers in Al-Aqsa University. The study revealed that most of the Educational technologies were not available or available at a low degree in the University, and the samples have rare knowledge of how to use updated Educational technologies. There was a correlation between the availability of the Educational technologies and knowing their use.

The researcher benefits from this study the tool of this study, thus it considers the same of the current study tool, the researcher sees that using educational technologies helps student in positive way to study, this agrees with Nashwan's study.

- **Ibn Talib's (2003)** study aimed to identify the extent of using teaching aids by teachers of art education in the schools of Education property. The study sample consisted of (60) teachers of art education and (11) supervisors. Results of the study were:

First: Teachers rarely use educational tools only; only six out of 30 used teaching aids.

Second: It showed out that intellectual education institutes in the Kingdom of Saudi Arabia lacked the means to appropriate educational material for the teaching of art education.

Third: It showed out that the need for training teachers in the production and the use of teaching aids is strong.

- **Al-Quds Open University's (2009).** study aimed to answer the question of the study :
:"What is the reality of the used models and samples in teaching social studies in the Basic School in Gaza Governorates. The sample of the study is the teachers of Social Studies at the basic schools in Gaza Governorates. The sample consists of a random sample of teachers in the community study, and of 50 teachers. The researcher has used a questionnaire in the study; it is a tool to collect data related to the subject of the study. The description of the tool analyzed the impact of the use of models and samples as a means of learning in academic achievement among the pupils, in social studies, which consisted of (19) paragraphs.

3.3.1 Comment on the Previous Studies on the Third Part

The previous studies indicate using teaching aids help a lot in increasing the teachers' performance and students' achievement and the studies also showed that when teachers use more teaching aids the teaching and learning process becomes more effective. Abu Fasha's(2008)study and Abu Salem's (2006)study deal with difficulties which face teacher in using teaching aids , other studies such Al- Moqtarys'(2007) study , Nashwans' (2002) study and Ibn Talibs' (2003) study dealt with the reality of using teaching aids in schools .

3.4 General Commentary on the Previous Studies

Reviewing several studies directly which relevant to the theme of this study has enriched the researchers' background and extended the researcher scope in this regard . They related to the problem of teaching English and the three dimensions of this study (teachers" efficiency , classroom environment, teaching aids) . They were conducted by different researchers in different countries , schools, universities , and adopted different kinds of tools to achieve their aims . There are relationships between such studies in each part and the current one .

The previous studies of the three parts may be reflected on the current study as following points :

- They highlighted the problems faced teachers in teaching English language and the lack of teachers' performance, the problems that face teachers in teaching English which related to classroom environment , and finally the using of teaching aids .
- The sample of such studies was from students of schools and colleges.
- Designing the tools of the study.
- Using a suitable statistical analysis to get data .
- Discussing the results and giving recommendations and suggestions .

The current study agreed with these studies to some extent as Abu Mraheel's(2004) Mehwary's (2005), and Khankar's, (2001) because they dealt with problems in general and these studies concentrated on the dimensions of the current study and there is a close relation between Abu Mraheel's study and the current study , The researcher benefited of Abu Mraheel's study in the tools of the study and statistical measurements . Most of these studies depended on analytical descriptive method and that matches the current study.

The current study differs from the previous studies as it discusses the important problems of teaching English as foreign language, every study of previous studies dealt with one problem but this study included three problems. The population of the study is the students in middle classes(intermediate) in governmental schools , and the current study was applied in Gaza Strip schools .By carrying out such study , the researcher hopes to enrich the studies of this field .

Summary

This chapter reviewed some previous related studies . This chapter consists of three sections. The first section talks about the studies that deal with the problems of teaching English and teacher performance, while the second section tackles the studies that are concerned with class room environment. The third one gives details about the studies that discuss the teaching aids accompanied with comments about the previous studies. It also presented how the researcher benefits from those studies and how the current study is different from those studies . The next chapter will review research design and methodology of the study .

Chapter Four

Research Design
and
Methodology

Chapter 4

Research Design and Methodology

Introduction

This chapter introduces a detailed description of the research design , the population of the current study ,the sample of the study, the instruments used to answer the questions of the study , validity, reliability of the instrument, and data analysis procedures.

4.1 The Research Design

The researcher used in the current study the analytical descriptive method. It is a relevant approach to the current study, whereas it describes the reality and the nature of the differences between, (teachers with high and low experience), (schools with good and bad environments), (schools that use educational aids , and schools that do not use educational aids) , and to investigate the responses of the educational supervisors in English language around the problems that face teaching English.

The researcher applied an observation card to recognize the problems that face teaching English language from English supervisors' perceptions and another tools (a questionnaire) to investigate the problems that face teachers in teaching English language.

4.2 Population of the Study

The population of the study consisted of 20 supervisors of English language from the Ministry of Education and Higher education at Gaza .The supervisors applied an observation card on number of English language teachers from governmental Gaza schools,

the other sample consisted of number of teachers of English language applied a questionnaire from three dimension about the three problems of the study (teaching experience, class room environment and teaching aids.) from northern Gaza strip governmental schools.

4.3 The sample of the study

A sample of (20) English supervisors who applied the observation card at (60) English teachers were chosen from different schools from Beet Lahias' and Eastern Gaza schools and in the other tool the sample consisted of 25 teacher from Gaza schools which applied a questionnaire . Tables (1) , (2) and (3) show the distribution of the sample of the current study according to teachers' experience , classroom environment , and using of aids .

Table (1)

The distribution of study according to teachers' experience

Teachers	No	Percentage
Low experience	27	45.0%
High experience	33	55.0%
Total	60	100.0%

Table (1) indicates the distribution of the teachers according to their experience , twenty – seven of the subjects were of low experience with a percentage of 45%, thirty – three teachers were of high experience and this constitutes about a percentage of 55% of the whole sample of the study , the researcher notices here that the percentage of high experience teacher exceeds those of low experience.

Table (2)

The distribution of the teachers according to who teach in classroom environment (suitable – unsuitable

Class Environment	No	Percentage
Suitable	36	60.0
Unsuitable	24	40.0
Total	60	100.0

Table (2) shows the distribution of classroom according to classroom environment, Twenty – Four of them were referred to as unsuitable classes with 40 % percentage (here the researcher means teachers teach in unsuitable classrooms) thirty –six were classified under suitable classes with 60% percentage , and the researcher notices that the percentage of suitable classes that teachers use exceeds those of unsuitable classes.

Table (3)

The distribution of the teachers according to using teaching aids and the teachers don't use teaching aids.

Teachers who	No	Percentage
Using teaching aids	31	51.7
don't use teaching aids	29	48.3
Total	60	100.0

Table (3) indicates the distribution of teachers according to using teaching aids thirty – one of them use teaching aids with 51.7% percentage and the other twenty - nine who don't use teaching aids with 48.3% percentage . The researcher observes the percentage of using teaching aids exceeds those of who don't use teaching aids.

4.4 Research Instrumentations

In order to collect the data that help in achieving the aim of the research , the researcher employed the following tools :

- 1- An Observation card to estimate the level of teachers performance.
- 2- A questionnaire .

After reviewing the educational literature and the previous studies and a survey sample of specialists in education , the researcher built an observation card in accordance with the following steps:

- Preparing an observation card with (14) items (Appendix A)
- Showing the card to the supervisors to decide on the suitability of data collection.
- Modifying the card according to supervisors' comments .
- Showing the card to a number of arbitrators, educators, some members of Education Faculty at Al-Azhar University , The Islamic University, and Al-Aqsa, University.(Appendix B)
- Upon the arbitrators' pieces of advice and recommendation , the weight of the items runs from (1-5) degrees to identify the professional performance of teachers .

4.4.1 Validity of the observation card

Mackey and Gass(2001, p.107) stated that "Validity refers to the representativeness of our measurement regarding the phenomenon about which we want information" . In other words , the tool examines what it is intended to measure in order to check the content validity .

A- Validity of the Arbitrators

The observation card in its initial draft offered to the university professors and professionals in education where they demonstrated and introduced their views and comments on the items of the card, as well as the clarity of the language.

B- Internal Consistency

Internal consistency of the observation card consists of (14) items from which calculated by Pearson correlation coefficient between the degrees for each item of the card and the total degree of the card to which it belongs, by using the statistical program (SPSS) and Table (4) illustrates this:

Table (4)
A Correlation coefficient of each paragraph of the card with the total degree of the card

No.	Items	Pearson correlation	Sig.
1	Motivating the students to be engaged in class activities	0.737	Sig. at 0.01
2	Employing educational means and technology appropriately .	0.813	Sig. at 0.01
3	Good management of the class and securing teaching – learning environment .	0.899	Sig. at 0.01
4	Following up the homework on a regular basis.	0.708	Sig. at 0.01
5	Making remedial activities for low-achiever students.	0.844	Sig. at 0.01
6	Using various communicative techniques in English class.	0.894	Sig. at 0.01
7	Taking in consideration the individual differences.	0.779	Sig. at 0.01

No.	Items	Pearson correlation	Sig.
8	Selecting a appropriate teaching method according to the teaching-learning situation.	0.770	Sig. at 0.01
9	Making use of the feedback to plan the necessary activities.	0.880	Sig. at 0.01
10	Planning lessons and activities appropriately	0.941	Sig. at 0.01
11	Using the textbook in harmony with other activities to achieve the desired objectives	0.889	Sig. at 0.01
12	Using different types of evaluation during his/her class .	0.892	Sig. at 0.01
13	Stimulating the low-achievement students.	0.852	Sig. at 0.01
14	Using the reinforcement that is suitable to the situation.	0.960	Sig. at 0.01

r table value at df (13) and (0.05) level = 0.514

r table value at df (13) and (0.01) level = 0.641

It is clear from table (4) that all items were mainly associated with the total degree of the card to which it belongs closely with statistical significance at the level of significance (0.01) and this confirms that the card has a high degree of internal consistency.

4.4.2 Reliability of the card

The reliability of the instrument can be defined as the degree of consistency which measures the attribute; it is supposed to be measuring , the less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. (polite & Hungler, 1985).

The researcher held steps to ensure the reliability of the card after application of the exploratory sample, in the following ways:

A- Split-Half Coefficient

The degrees of the sample were used r to calculate the reliability of the card in a Split-Half Coefficient manner ,where the degree of the first half of the scale were calculated, as well as the degree of the second half of the degrees , by calculating the correlation coefficient between the two halves, then adjust the length by using the equation Jtman and found that the reliability coefficient before adjustment (0.960) and reliability coefficient of the adjustment (0.978) and this indicates that the card has a high degree of Reliability to reassure the researcher to apply the study sample. And this degree was measured by

$$R = \frac{2r}{r+1}$$

B- Alpha Cronbach

The researcher used another method of calculation methods for consistency , which it is Alpha Cronbach, in order to find the reliability factor of the card, where got the value of Alpha Coefficient (.969) and this indicates that the card has a high degree of Reliability to reassure the researcher to apply the study sample .The statistical way that measure this process is

$$\text{Alpha Cronpach} = \frac{N}{N-1}$$

C- Holsti formula

The researcher has to make sure the Reliability of the tool through the stability analysis through individuals, where the researcher has an assessment of teachers by a supervisor and by the help of another supervisor , and it has been accounted and attributed

the agreement between the results that the supervisor with his colleague reached ,by using the following equation ..

$$100* \frac{\text{agreement points}}{\text{Agreement + disagreement points}} = \text{Agreement Coefficient}$$

Obtained the coefficient agreement is high

Table(5)
The agreement and disagreement points of total degree to the card

	Agreement point	Agreement point	Disagreement Point + Agreement point	coefficient agreement
Total	64	6	70	91.43%

The abovementioned table shows the coefficients agreement ,which it was 91.43% and this is well coefficient and this type of Reliability called consistent across individuals.

After designing the observation card, the researcher prepared a questionnaire to investigate the problems facing teacher of English from teachers point of views. There for, the research tries to explore the three dimension of the problem that the study mentioned.

4.4.3 Questionnaire

Depending on the following list of problems facing English teachers, a questionnaire was prepared to be distributed to English language teachers. The questionnaire contained three dimensions with(20) items. (Appendix E).

Problems are classified into the following dimensions :

- 1- Problems related to teachers' experience.
- 2- Problems related to classroom environment.
- 3- Problems related to teaching aids

A- Reliability of the questionnaire

To measure reliability, the questionnaire was filled by 25 teachers within a period of 15 days (before and after filling in the questionnaire). Correlation was made between the results in the two applications. The correlation coefficient was 0.88, which is good result.

B- Content Validity

The questionnaire was introduced to a group of specialists to be refereed, including a professor of teaching methodology, supervisors of English language and highly qualified with long experience English teachers. Taking their valuable remarks into consideration, the questionnaire was modified and finalized.

C- The Internal consistency validity

Al-Agha states that the internal consistency indicates the correlation of the degree of each sub-skill with each level, it also indicates the correlation of the average of each level with total average (Al-agma, 1994: 118).

To measure the consistency validity, the researcher administered the questionnaire to pilot sample consisting of 25 teachers. The validity was calculated by using Pearson Formula to measure the correlation coefficient of the questionnaire items (see table6).

Table (6)**Correlation coefficient of the questionnaire items –Internal Consistency**

No	Items	Pearson correlation with all items	sig
1	Absence of remedial plan for low achievers in English	**0.713	Sig at 0.01
2	Frequent Use of Arabic language in English classes.	**0.607	Sig at 0.01
3	. Weakness in English language of teachers (not well prepared in universities)	*0.420	Sig at 0.05
4	Weakness of teachers' communicative skills in English class	**0.777	Sig at 0.01
5	lack of experience in teaching English skills (reading , writing skills,)	*0.432	Sig at 0.05
6	Neglecting feedback to improve performance in class	**0.766	Sig at 0.01
7	Weakness in creating motivation in English class (English lessons are not interesting).	*0.442	Sig at 0.05
8	Using unsuitable teaching strategies	**0.568	Sig at 0.01
9	Weakness in evaluation skills	**0.538	Sig at 0.01
10	More concentration on English grammar compared to speaking and writing skills	**0.636	Sig at 0.01
11	Not caring about individual differences in English class	**0.760	Sig at 0.01
12	Absence of planning skills: lesson planning, class activities planning,	*0.448	Sig at 0.05
13	Overcrowded classroom (45 - 50 students)	**0.625	Sig at 0.01
14	Noisy environment in the classes/school (or in the surrounded area)	**0.613	Sig at 0.01
15	Unsuitable Physically environment: ventilation, lighting, and absence of basic components for	**0.692	Sig at 0.01

	classrooms		
16	Audio-Video technology in English classes not available. (limited chance to listen to the native English speakers).	**0.619	Sig at 0.01
17	lack of sufficient supporting materials for teaching English	**0.766	Sig at 0.01
18	Lack of English books in school libraries in the schools (no chance to practice reading for understanding).	**0.654	Sig at 0.01
19	Textbook problems: High Demands of the Palestinian English syllabus	**0.766	Sig at 0.01
20	Absence of Audio- video technology in English classes.	**0.634	Sig at 0.01

(*)significant at 0.05 level (**) significant at 0.01 level

Summary

This chapter showed the procedures of designing and applying the instruments, the population and sample of the study , designing the instruments , the observation card validity and reliability , and points of agreement and disagreement , the questionnaire was used and the researcher showed its validity and internal consistency. The correlation coefficient of the questionnaire items are clarified and mentioned in table 6 . The next chapter (chapter five) deals with results , discussion, and recommendations.

Chapter Five

Results , Discussion and Recommendations

Chapter 5

Results , Discussion and Recommendations

Introduction

In the light of the reviewed Educational literature and the application of the tools of the study, this chapter attempted to answer the questions of the study and introduces the results of the study tools as statistically treated; in addition, it includes the recommendations which the researcher suggested . This study has been accomplished through five chapters that aimed to define the problems of teaching English and their relationship to teachers' performance from supervisors' perception .

5.1 The Answer of the First Question

The first question was "**What are the main problems that face teachers in teaching English middle school classrooms and their influences on teachers' performance from the supervisors' perception?**"

To answer this question , the researcher applied a questionnaire which was distributed to 25 English language teachers to investigate the main problems of teaching English at the middle school classrooms in Gaza strip , thus the researcher used standard deviation to show the results. The results are shown in the(table 7).

Table (7)
**Standard deviation of the most important problems which
related to teaching English in the middle schools in Gaza**

No	EVALUATION ITEMS	Mean OUT OF	Perc 5%	Std. Deviation
A1	Absence of remedial plan for low achievers in English	4.0000	80	.7454
A2	Frequent Use of Arabic language in English classes.	3.8421	76.8	.6882
A3	. Weakness in English language of teachers (not well prepared in universities)	3.7368	74.8	.6534
A4	Weakness of teachers' communicative skills in English class	3.6316	72.6	.5973
A5	lack of experience in teaching English skills (reading , writing skills,)	3.5263	70.5	.5130
A6	Neglecting feedback to improve performance in class	3.4737	69.4	.5130
A7	Weakness in creating motivation in English class (English lessons are not interesting).	3.4211	68.4	1.1213
A8	Using unsuitable teaching strategies	3.3684	67.4	.6840
A9	Weakness in evaluation skills	3.2632	65.2	1.0457
A10	More concentration on English grammar compared to speaking and writing skills	3.4211	68.4	1.1213
A11	Not caring about individual differences in English class	3.0000	60	.8819
A12	Absence of planning skills: lesson planning, class activities planning,	2.7368	54.8	.5620

The results of the first dimension indicated that most items-in teachers' experience dimension- did not exceed a level of 60%, it showed that most of the items are considered teaching problems. Thus item (A1) gets high degree in this dimension, this indicates that

really there is absence in remedial plan for low achievers in English this refers to teachers' experience. In addition to , items (A12) gets low degree which related to the absence of planning skills. These results agreed with the report of (ILO/UNESCO:2009) the general qualification of teachers in developing countries is inconvenient. The report also stated: "In developing countries, where supply considerations may necessitate short-term intensive emergency preparation program for teachers, a fully professional, extensive program should be available in order to produce corps of professionally prepared competent teachers to guide and direct the educational enterprise".

- 1- They use traditional methods, strategies and culture of memorization not culture of innovation and creativity to master their performance.
- 2- The absence of teachers' desire to self-learning and self-activities.
- 3- They are not aware of the clear objectives and goals of curriculums.
- 4- They use of inefficient methods, techniques and procedures result in making students poor in English .
- 5- Not caring about individual differences in English class , they focus at brilliant students.
- 6- Weakness in evaluation skills.

Table (8)
Standard deviation of most important problems which
related to classrooms environment

No	EVALUATION ITEMS	Mean OUT OF	Perc 5%	Std. Deviation
S1	Overcrowded classroom (45 – 50 students)	4.1053	82.	.7375
S2	Noisy environment in the classes/school (or in the surrounded area)	3.1053	62	.5671
S3	Unsuitable Physically environment: ventilation, lighting, and absence of basic components for classrooms	3.0000	60	.4714

The second dimension "classrooms environment" is considered a teaching problem. The level of evaluation in this dimension is (60%-80%) which is not an acceptable teaching environment in most of our schools. The overcrowded classroom and the unsuitable Physically environment are considered teaching obstacles in English teaching process in Gaza schools. Classrooms in Palestine, as in other developing countries, are crowded. In Gaza , classrooms may exceed fifty students .These results agreed with (Ngeow: 1998) Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students didn't get individual attention. Lot of them become frustrated and stressed and that makes them unable to concentrate or stay on task while in class.

Table (9)**Standard deviation of most problems which related to Teaching Aids.**

No	EVALUATION ITEMS	Mean OUT OF	Perc 5%	Std. Deviation
T1	Audio-Video technology in English classes not available. (limited chance to listen to the native English speakers).	3.9474	79	.9113
T2	Lack of sufficient supporting materials for teaching English	3.5263	70.6	.7723
T3	Lack of English books in school libraries in the schools(no chance to practice reading for understanding).	3.0526	61	.7050
T4	Textbook problems: High Demands of the Palestinian English syllabus	3.7895	75.7	.8550
T5	Absence of Audio- video technology in English classes.	3.7895	75.7	.8550

The third dimension included the problems which related to availability of resources and teaching aids. Most of the respondents focused on the absence of Audio-Video technology which got high degree 79% and this refers to shortage of using teaching aids by teachers, in otherwise lack of English books in school libraries at schools got low degree 61%.

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly . As (Klus:2010) stated "Teaching aids are crucial for educators as they are key in differentiating instruction for all types of learners. Aids are the physical tools used to convey information in the classroom". Consequently, there is a limited chance to listen to the native English speakers. The lack of English books in school libraries at the schools may hinder the practice of reading and understanding English. Also, the respondents considered the high demands and overcrowded English syllabus as one of the pronounced obstacles in teaching English in Gaza.

5.2 The Answer of the Second Question

The second question was " Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to the teachers' experience?

Sixty teachers were selected to be observed during their classes. Only thirty three of them have enough experience(Teachers have more 5 years in teaching) in the field of teaching English, while the rest have less than one year of experience in teaching English. Observation card was distributed to 20 English supervisors in the Ministry of Education and Higher Education in Gaza Strip. The researcher used T-test (independent sample) to show the difference in experience between the two parts as indicated in (Table 10)

Table (10)

The mean, standard deviations and the value of "T" to the Observation card due to the experience variable (Low, High)

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
A1	Low experience	27	2.778	1.013	3.642	0.001	Sig. At 0.01
	High experience	33	3.606	0.747			
A2	Low experience	27	2.889	1.188	2.241	0.029	Sig. At 0.05
	High experience	33	3.485	0.870			
A3	Low experience	27	2.889	0.974	2.924	0.005	Sig. At 0.01
	High experience	33	3.636	0.994			
A4	Low experience	27	2.852	0.907	2.190	0.033	Sig. At 0.05
	High experience	33	3.364	0.895			
A5	Low experience	27	2.704	1.103	2.298	0.025	Sig. At 0.05
	High experience	33	3.303	0.918			
A6	Low experience	27	2.815	1.111	2.898	0.005	Sig. At 0.01
	High experience	33	3.515	0.755			

A7	Low experience	27	2.815	1.302	2.833	0.006	Sig. At 0.01
	High experience	33	3.576	0.751			
A8	Low experience	27	2.889	1.013	1.725	0.090	not sig.
	High experience	33	3.303	0.847			
A9	Low experience	27	2.926	0.997	2.804	0.007	Sig. At 0.01
	High experience	33	3.545	0.711			
A10	Low experience	27	3.370	0.926	2.321	0.024	Sig. At 0.05
	High experience	33	3.848	0.667			
A11	Low experience	27	3.148	0.949	3.982	0.000	Sig. At 0.01
	High experience	33	4.000	0.707			
A12	Low experience	27	2.741	0.984	3.257	0.002	Sig. At 0.01
	High experience	33	3.455	0.711			
A13	Low experience	27	2.889	1.050	3.093	0.003	Sig. At 0.01
	High experience	33	3.636	0.822			
A14	Low experience	27	2.963	1.160	2.503	0.015	Sig. At 0.05
	High experience	33	3.606	0.827			
Total	Low experience	27	40.667	11.649	3.584	0.001	Sig. At 0.01
	High experience	33	49.879	8.223			

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

It is clear from table (10) that the value of the calculated "t" is greater than the value of the table "T" in all items and the general degree of the card. This indicates the existence of statistically significant differences due to the experience variable (Low, High). The differences were in favor of highly experienced, except item No. (8) which indicates that there were no statistically significant differences attributed to the experience variable.

The result is logical and consistent with previous studies as Abu Mraheel's (2004) study in chapter three. (p.63)

As for item (8), it shows no differences in choosing suitable teaching method, the researcher attributes that to the Ministry of Education choice of the communicative approach. Moreover, teachers are generally over loaded with long curriculum and crowded classes to the extent that they aren't enthusiastic to the new changes or choices.

5.3 The Answer of the Third Question

The third question is "Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to classroom environment ?

Sixty classes were selected to observe teachers' performance during English classes. Thirty-seven of them have unsuitable environment for teaching English, while the rest have suitable environment for teaching English. Observation-check cards were distributed to all English supervisors in the Ministry of Education in Gaza Strip amounted to (20).The researcher used T. test (independent sample) to show the difference in the teachers' performance in the two environments .The results of the observation-cards are shown in(Table 11).

Table (11)

The mean, standard deviations and the value of "T" to the Observation Card due to classroom environment(good or bad)

scope	GROUP	N	Mean	Std. Deviation	t	Sig. Value	sig. level
A1	Bad environment	37	3.027	1.040	2.169	0.034	Sig. At 0.05
	Good environment	23	3.565	0.728			
A2	Bad environment	37	2.865	1.032	3.574	0.001	Sig. At 0.01
	Good environment	23	3.783	0.850			
A3	Bad environment	37	2.973	1.013	3.321	0.002	Sig. At 0.01
	Good environment	23	3.826	0.887			
A4	Bad environment	37	2.811	0.908	3.774	0.000	Sig. At 0.01
	Good environment	23	3.652	0.714			
A5	Bad environment	37	2.838	1.214	1.885	0.065	not sig.
	Good environment	23	3.348	0.573			
A6	Bad environment	37	2.919	1.038	2.975	0.004	Sig. At 0.01

	Good environment	23	3.652	0.714			
A7	Bad environment	37	2.838	1.118	3.967	0.000	Sig. At 0.01
	Good environment	23	3.870	0.694			
A8	Bad environment	37	2.811	0.938	3.484	0.001	Sig. At 0.01
	Good environment	23	3.609	0.722			
A9	Bad environment	37	3.081	0.983	2.084	0.042	Sig. At 0.05
	Good environment	23	3.565	0.662			
A10	Bad environment	37	3.432	0.835	2.504	0.015	Sig. At 0.05
	Good environment	23	3.957	0.706			
A11	Bad environment	37	3.405	0.985	2.334	0.023	Sig. At 0.05
	Good environment	23	3.957	0.706			
A12	Bad environment	37	2.946	0.998	2.078	0.042	Sig. At 0.05
	Good environment	23	3.435	0.662			
A13	Bad environment	37	3.000	1.054	3.177	0.002	Sig. At 0.01
	Good environment	23	3.783	0.671			
A14	Bad environment	37	2.973	1.067	3.581	0.001	Sig. At 0.01
	Good environment	23	3.870	0.694			
Total	Bad environment	37	41.919	11.492	3.832	0.000	Sig. At 0.01
	Good environment	23	51.870	6.002			

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

It is clear from (table 11) that the value of the calculated **T** is greater than the value of the table "T" in all items and the general degree of the card. This indicates that there are a statistically significant differences due to the classroom environment (good or bad). The differences were in favor of a good classroom environment, except item No. (5). That indicates that there are no statistically significant differences attributed to the classroom environment.

The result is in consistence with the previous studies led by Monz's (1996), Aqel's (2005) and Azhar's (2004) studies in chapter three.

Brown's (1999) considered that the problem of crowded classes was neglected in previous studies and in general, the classes that contain less than (30) students is an ideal environment for teaching and learning language. In other words, the classes that contain more than (50) students are not friendly environment for education because students in

small classes have greater opportunities to participate than in crowded classes, and language teachers in large classes have little time to give learners feedback on their duties.

That result takes place because good classroom environment provides a suitable atmosphere for learning. As it affects the mental and physical performance positively. A well lighted, aired, less nosily class is more contributive to the educational process than the opposite.

As for item (5), shows no differences in practicing remedial activities, the researcher attributes that to the principle that both teachers who work in a good environment or bad one are aware of the urgent needs of remedial activities as means of improving the level of low achievers and it also attributes to their awareness.

5.4 The Answer of the Fourth Question

The fourth question is **" Are there statistically significant differences at level ($\alpha \leq 0.05$) in the responses of supervisors with regard to teachers' performance due to teaching aids variable?"**

Sixty classes were selected to be observed during English classes. Thirty-one of them have used an acceptable number of teaching aids, while the remaining have not used enough teaching aids. Observation-cards were distributed to all of English supervisors amounted to (20) of The Ministry of Education in Gaza strip. The researcher used T. test (independent sample) to show the difference in the teachers' performance in the two classes .The results of the observation-cards are listed in table(12).

Table (12)

The mean, standard deviations and the value of "T" to the Observation card due to classes having teaching aids and classes that don't have teaching aids

scope	GROUP	N	Mean	Std. Deviation	T	Sig. Value	sig. level
A1	Have aids	31	2.968	0.948	2.286	0.026	Sig. At 0.05
	Don't have aids	29	3.517	0.911			
A2	Have aids	31	2.774	1.055	3.685	0.001	Sig. At 0.01
	Don't have aids	29	3.690	0.850			
A3	Have aids	31	2.968	1.110	2.672	0.010	Sig. At 0.05
	Don't have aids	29	3.655	0.857			
A4	Have aids	31	2.774	0.845	3.354	0.001	Sig. At 0.01
	Don't have aids	29	3.517	0.871			
A5	Have aids	31	2.742	1.210	2.324	0.024	Sig. At 0.05
	Don't have aids	29	3.345	0.721			
A6	Have aids	31	2.774	1.055	3.830	0.000	Sig. At 0.01
	Don't have aids	29	3.655	0.670			
A7	Have aids	31	2.710	1.006	4.381	0.000	Sig. At 0.01
	Don't have aids	29	3.793	0.902			
A8	Have aids	31	2.677	0.871	4.246	0.000	Sig. At 0.01
	Don't have aids	29	3.586	0.780			
A9	Have aids	31	3.065	0.998	1.836	0.072	not sig.
	Don't have aids	29	3.483	0.738			
A10	Have aids	31	3.290	0.864	3.676	0.001	Sig. At 0.01
	Don't have aids	29	4.000	0.598			
A11	Have aids	31	3.355	0.985	2.360	0.022	Sig. At 0.05
	Don't have aids	29	3.897	0.772			
A12	Have aids	31	2.774	0.956	3.435	0.001	Sig. At 0.01
	Don't have aids	29	3.517	0.688			
A13	Have aids	31	2.935	1.093	3.142	0.003	Sig. At 0.01
	Don't have aids	29	3.690	0.712			
A14	Have aids	31	2.903	1.076	3.496	0.001	Sig. At 0.01
	Don't have aids	29	3.759	0.786			
Total	Have aids	31	40.710	11.229	4.196	0.000	Sig. At 0.01
	Don't have aids	29	51.103	7.442			

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

It is clear from table(12) that the value of the calculated "T" is greater than the value of the table "T" in all of the items and the general degree of the card. This indicates the existence of statistically significant differences attributed to the teaching aids (using teaching aids – not using teaching aids). The differences were in favor of using teaching aids, except item No. (9) it indicates that there are no statistically significant differences attributable to teaching aids variable.

This result agreed with the studies of Ibn Talib's (2003), Nashwan's (2002), Abu Salem's (2006) and Abdel Moneim's (2005). The opportunity to students to visit monuments or structures in their natural place may not be available for several reasons. For example, the distance may prevent the school children in Palestine from visiting the pyramids of Giza . The possibilities are not available for students in Gaza Strip to visit Al-Aqsa Mosque and Al-Ahram. Teachers compensate field visits by model of Al-Aqsa Mosque give a picture but that doesn't replace the actual visit of the real place.

The result highlights the positive effect of using teaching aids on teachers' performance and vice versa. This attributed to the new company flashes; the use of aids as they help teachers to attract the target student and to raise their concentration. Moreover, they facilitate teachers' mission in communicating the message because they incite most of student senses, sight, hearing, smelling in addition to touching and taste. In practical lesson, teaching aids help teachers to introduce real experiments which are not forgettable. When a foreign language teacher introduces an authentic listening material where student listen to correct pronunciation of native speaker, they spare their time and effort and get the intended results.

As for item (9), there is no difference in relevance of providing feedback between teachers who use teaching aids and those who do not, attributed to the following: providing

feedback, it should be provided whether the teacher uses teaching aids or not. Feed back is strongly related to using aids; it is a technique that leads to interaction.

5.5 Discussion

In the light of the finding of the study , results reveal that there are real problems face teaching English in the middle school classrooms from supervisors' perception .Returning to the research hypotheses of the study , statistical data and analyzing the educational supervisors' point of view pointed out that , there are significant differences in the responses of supervisors regards to teachers' performance due to the experience a variable , thus after analyzing data by standard deviation and the value of T it indicated that high experience of teaching according to teacher can decrease average of failing between students and can increase the activity between students and teacher inside the classroom . Another important point was showed in this study classroom environment , thus in the second hypotheses indicated that there are significant differences in the responses of supervisors regards to teachers' performance due to classroom environment , by using T.value it showed that good classroom environment has a big impact at teaching inside classes, thus when the students learn in good place , good light , good site all these help him to achieve his success and this agree with (Azhar's study 2004) in chapter three .Thus overcrowded classes can't help students to be active with teacher and to participate in the class , so a good classroom environment has an important impact in teaching , especially for teacher, because bad classroom environment can make teachers' performance low and haven't any desire for teaching . According to the third hypotheses of this study , there are significant differences in the responses of supervisors regards to teachers' performance due to using teaching aids .

By analyzing the data by T.value it indicated that the differences were in favor of using teaching aids , thus teacher who use teaching aids showed that he is competent and experienced teacher and have ability to teach student in different methods and various ways , by using recorder cassette or flash cards or video conference , but if these materials didn't available for teacher this will make his performance low and weak , because teaching in one manner will make students and teacher feel boring from the lesson ,and this will decrease his capacity and his participation inside the classroom .

In conclusion , the results of this study showed us how these problems have a real impact at teaching process which may destruct the teaching process and these problems have bad side at both teachers' performance and students in the school .

5.6 Recommendations

In the light of the results, the researcher suggests some of recommendations for the Ministry of Education in Gaza Strip and teachers, the schools administrators, and supervisors and concerned parties

1. Teachers should cater for individual differences and satisfy the students' needs and wishes.
2. Teachers should do their best and exert sincere and double efforts so as to raise the students achievement in English .
3. Teachers must be encouraged to use and adopt up – dated methods in their teaching by holding training courses for them .
4. The Ministry of Education should try to make solution for getting rid of over crowded classes and lessen the number of student in classes.

5. The Ministry of Education should provide schools with instructional media according to the needs of schools, because we live in the age of technology and this will facilitate learning and teaching.
6. Establishing centers for instructional media in every governorate to support schools with their needs.
7. Holding training courses for teachers to know how to use the teaching aids properly in class.

5.7 Recommendation for further Studies

The researcher recommends the following suggestion for future:

- 1- Evaluating the content of English for Palestine text books from teachers' and supervisors' perceptive.
- 2- The effect of using instructional aids in enhancing students' achievement in English .
- 3- How to create and assess positive classroom environment and its role in developing students' participation .
- 4- Problems of teaching English in other stages and their effect on teachers' performance.
- 5- Difficulties in teaching English language skills " Listening – Speaking- Reading- Writing) and how to overcome those difficulties.

References

References

- Abu Fasha , Diao (2008) Attitudes Towards the Use of Instructional Aids and degrees and obstacles of its use among science teachers in Ramallah and Al-Bira __ Birzeit University, Palestine.
- Abdel-Minim,(1994) Practical Education and teaching methods, Al- Yazigi Library, Palestine.
- Al-Agha ,I (1994) Teaching Methods .The Islamic University. Al- Yazigi Library. Palestine .
- AlAgha, I and Abdel monem , A(1994) The Educational statistical. Gaza :Islamic University.
- Abu Salem, (2006) Difficulties in Using the Instructional Media in Teaching from the Points of view of teachers of geography in Mukalla, Primary Schools. Yemen.
- Abu Mallouh , M. (2001) Teaching English As A foreign language in The Gaza Strip schools , American world University .
- Abu Mraheel , R (2004) Evaluation of English Language Teacher Performance Concerning the Language Skills in the Basic Education Stage in Gaza from the Teachers' and Supervisors' Perspectives .Palestine.
- Abu Sharbeen , Islam (2009) Difficulties Encountering UNRWA Ninth-Grade Teachers in Performing their Roles in Light of the Communicative Approach to Teaching Speaking in the Gaza Strip , The Islamic university . Gaza.
- Abbott, M. (2000) Identifying reliable generalizations for spelling words: The importance of multilevel analysis. The Elementary School Journal 101(2), 233-245.

- Achilles, C., Krieger, J., Finn, J. & Sharp, M. (2003) School improvement should rely on reliable, scientific evidence. Why did "no child left behind" leave class size behind? ERIC Document Reproduction Service No. ED475011.
- Ahmed, M (2003) Professional Difficulties Facing Secondary School English language teachers and its effect in classroom performance in northern governorates of Palestine .
- Alarabi , Salah (1981) Learning living languages and education between theory and application, Beirut: Lebanon Library.
- Al- Banna, Muhammad (2003) Vocational role for education supervisor and the extent of his practice from the perspective of teachers in schools in the province of Gaza. , unpublished Master Thesis, Islamic University, Gaza, Palestine.
- Al Shair , A(1993) The need of educational aids in the middle stage in Saudi Arabia.vol 10 No. 28.
- Allan, S. (1988) Supervisory leadership. London: Scott, Foresman.
- Al-Khuli, M. (1997) Teaching English to Arab students. Jordan: Al- Falah House.
- AL-Gaussian , R.(2008) Factual Oral Communication Techniques in Teaching English for Gazan 10th Grade Students, AL-Azhar University.
- Al Moqtary , S (2007)The reality of using instructional aids in teaching science at the basic stage of education, Republic of Yemen , Taz university , Adan.
- Al mutawa,N(1997) Evaluation of Student –Teachers Performance in TEFL practicum in Kuwait University. Journal of Arab Universities Union , Jordan , Amman ,No .144,p42.
- Al. Mutawa, N. and Kailani,t. (1989) Methods of Teaching English to Arab Students. Journal of Arab Universities Union , Jordan , Amman .

- Alquds Open University , (2009) The Reality of the Use of Models and Samples as a Means of Learning in Teaching Social Studies at the Primary Stage of Gaza Governorate , Palestine , Gaza
- Aqel. (2005) Classroom Environment as Perceived by English language Teachers English in Nablus . Journal for Research (Humanities), Volume 19,A1 - Najah University .
- Azhar, (2004). Management of Large Size English language Teaching Classes: A study at high school level in district abbotabad, Pakistan.
- Andrew , M &Schwab ,R.L(1995) Has Reform in Teacher Education Influenced Teacher Performance? An outcome assessment of graduates of eleven teacher education programs . Action in Teacher Education .
- Bachrudin's, (2001) The Difficulties Encounter Indonesian Ministry of National Education Teachers in Preparing Students to Use the English language. Indonesia.
- Brown, A. V. (2006) Students' and Teachers' Perceptions of Effective Teaching in the Foreign Language Classroom: A Comparison of Ideals and Ratings. Unpublished thesis (Ph.D.), The University of Arizona.
- Barzaq,M, (2007) Student-Teachers' Training Programmes Evaluation in English Language Teaching Colleges of Education in Gaza Strip Universities . Islamic University , MA thesis.
- Chacon, C., T. (2005): "Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela". Teaching and Teacher Education, 21, 257–272.
- Claudia , A. (2008) Principles of language learning and Teaching. Engle weed cliffs, NJ:
- Dunkun and Biddle. (1974) Supervision as proactive leadership. USA: Waveland Press.

- Education International. (2009) Education International Report to The Expert Committee on the Application of the 1966 ILO/UNESCO Recommendation on the status of teachers and 1997 UNESCO Recommendation on the status of higher education teaching .
 - English Language Teaching ,(2007) ELT ,Alquds Open University: Palestine .
 - Egemen AYDOGDU(2007) EFL Teachers' Perception of Foreign Language Teaching Competences Department of English language teaching in accordance with regulations of the institute of the social science .Turkya University
 - Finocchiaro ,M.(1982) Motivation : Its Crucial Role in Language Learning . (ERIC Document Reproduction Service No . ED 223 3085).
 - Lane and Wehby. (2002) Creating and Assessing Positive Classroom Learning Environments: Arizona University.
 - Gable, R. A., Hendrickson, J. M., Tonelson, S. W., & Van Acker, R. (2002) Integrating Academic and Non-Academic Instructions for Students Emotional/ Behavioral disorders. Education & Treatment of Children, 25, 459-475.
 - Good, T.L. (1979) Teaching Effectiveness in the Elemenry School . journal of teacher education ,v.30 no.2.
- Hamburg, D.A.(2000) Educational in the Middle Grades . New York : Teachers College Press .
- Hoover , N (1988) The Supervision Intern Relationship and Effective Interpersonal Communication Skills . teacher education journal , vol .39, no 2 U. S. A

- Ibn Talib, A. (2003) The reality of teaching aids in the teaching of art education institutes Intellectual Education in the Kingdom of Saudi Arabia. unpublished Masters thesis,. King Saud University.
- Johnson, D. P. (2001). So, where are we with class size? School Business Affairs.
- Joan-Yvette Campbell, Ed.D, (2009) Evaluation of English program as a Second Language to Identify Primary Indicators of Learning Disabilities that Impede Student Achievement. Canada.
- John .G. Thornton (2009) Teaching As the Opportunity: The Teacher Advancement Program. Presented at the 2000 National Education Conference President's Presentation. Santa Monica.
- Klus,J (2010) A definition of teaching . America.
- Khankar, Q. Ismail (2001) Identify the most important problems of language curriculum English for the first grade secondary school from the viewpoint of the parameters province Taif. Master. College of Education. Umm Al Qura University.
- Krieger, J. (2003) Class size reduction: Implementation and solutions. ERIC Document Reproduction Service No. ED475
- Larry , M.(2008) The problems in English language teaching . Cali , Colombia.
- Lindsey , Cora (2006) learning and teaching English : A Course for Teachers, Oxford University press.
- Milken,L, (2000) Navajo Bilingual Education in Action, A Qualitative Study of Teachers at a BIA Bordertown School, Ph.D. Dissertation. The University of New Mexico
- Mc , Comas .(2010) The American Biology Teacher. New Yourk.
- Mackey and Gass(2001) Principles of teaching Education.San Francesco .United state
- Means, B (1994)Technology and Education Reform, The reality behind the promise: San Francisco .

- Mehwar , wadah (2005) Problems of teaching English in the English departments of education faculties of Aden University from of members faculty and students point , Adan university , Alyaman
- Ministry of Education. (1999) English Teaching in the Arab World. Palestine
- Monz de Bustillo, (1996) Improving classroom climate. Spain. ERIC. Documents, ED, No. 396381.
- Mujtaba ,Bahaudin (2004) Creating healthy Learning Environment for Student Success in the Classroom. Nova Southren Universty .The Internet TESL Journal , Vol.5 , No2.
- Murnan, R and Philips ,R . (1985) Do effective teachers have common characteristics : Interpreting the quantitative research evidence . paper presented at National Research Council Conference on Teacher Quality in Sience and Mathematics, Washington ,DC.
- Murat H ,(2010) English Language Teachers' Perception of Educational Supervision in relation to their professional development . A case study of northern Cyprus, Novitas – Royal .
- Marie –J.L ,(2006) Teaching Skills, Dupuis Boston University.
- Nashwan , T. (2002) The reality of the availability and use of teaching techniques for faculty members at Al-Aqsa University , Palestine , Gaza.
- Negeow,(1998) Making accommodation: The legal world of students with learning disabilities. Available Online, 87, 41-46. Retrieved November 7, 2007, from<http://www.aaup.org>.
- Oshea ,L (1988) Supervision Domains . U.S.A. The University of Chicago press.
- Parry, K. (1998) Culture, Literacy, and Learning English: Voices from the Chinese Classroom. Boynton/Cook Publishers, Inc. Portsmouth, NH.
- Peter .F (2001) Supervision for Today's School, Library of congress catalogical- in Publication Data:6th edition.

- Polite and Hungler(1985)Teacher Education and Education Reform . Great Britain
- QCERD " Qattan Center for educational Research and Development" , (2001) The Reality and Needs of the Educational Programs in the Higher Education Institution : An Evaluative Study , Palestine .
- Rivers, W. (1891)Teaching foreign language skills, , U.S.A. the university of Chicago press.
- Ross. L and Bean ,N(1990) Some Teaching Problems to be Overcome Journal of the Royal Statistical Society. Series D (The Statistician).Vol. 41, No. pp. 55-64
- Roozenburg, N.F. (1995) Product Design: Fundamentals and Methods, Utrecht: Lemma.
- Rod, (1990). Roles for Teachers, Learners, and Teaching Materials in a Communicative Approach. Oxford .
- Rozenholtz , S.J(1986)The Organizational context of teaching . In Learning to Teach . Universty of Illinois at Champaign – Urbana.
- Sabri, K. (1997) In-service teacher training programmes: the case of Palestine, Journal of In-Service Education, Vol.23(1), pp.113-118.
- Sorour, K.(2009) Asuggested Program for Tackling Low English Achievement Level Among Sixth Graders in Gaza UNRWA Schools , Islamic University , MA thesis.
- Sundaram, R . (2006) "The Importance Of The English Language." EzineArticles.com.
- Swaffar , El- al, (1982) Teacher classroom practices : redefining method as task hierarchy . Modern Language Journal , Vol.66, No,5
- Word Education Forum (2007) learning and teaching English . www. Microsoft internet explorer.

Appendixes

Appendix(A)
Observation Card

Name:		School Name:	
Years of Experience:			
Class	Date	Today	Visit
/...../2010		The first

No	Items	1	2	3	4	5
1-	Engaging students in classroom activities.					
2-	Employing teaching methods appropriately.					
3-	Caring about all students without discrimination.					
4-	Checking the homework on a regular basis.					
5-	Making remedial activities for low-achiever students.					
6-	Using various teaching techniques.					
7-	Taking in consideration the individual differences.					
8-	Choosing a appropriate teaching method according to the teaching-learning situation.					
9-	Making use of the feedback.					
10-	Managing the lesson according to the lesson of his/her plan.					
11-	Using the textbook according to the objectives of the lesson.					
12-	Using different types of evaluation during his/her class (Diagnostic- Formative–Final)					
13-	stimulating the low-achievement students.					
14-	Using the reinforcement that is suitable to the situation.					

Appendix(B)

Referees List

No	Name	Qualification	Institute
1-	Dr. Abdulla Korez	Ph.D in Education	Al-Azhar University
2-	Dr. Awad Keshta	Ph.D in Methodology	Islamic University
3-	Dr. Hamdy Abu Jarad	Ph.D in Assessment and Evaluation	Al_Quds Open University
4-	Mr Jihad Al Musalami	M.A in Methodology	Al_Quds Open University
5-	Usra El kahloot	M.A in Methodology	Ministry Of Education
6-	Maha Barzaq	M.A in Methodology	Al- Qattan Center
7-	Zulfa Badr Eldeen	M.A in Methodology	Gaza University

Appendix (C)

Permission from the Ministry of Higher Education(1)

Palestinian National Authority
Ministry of Education & Higher Education
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي
الرقم: وت غ / مذكرة داخلية (١٣٨٠)
التاريخ: 2010/07/28م
التاريخ: 16/شعبان/ 1431

السادة/ مديري التربية والتعليم - محافظات غزة المحترمين

تحياتنا لكم

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحثة م محمد أبو رياش، والتي تجري بحثاً بعنوان: "مشكلات تدريس اللغة الإنجليزية في المرحلة المتوسطة وعلاقتها بالأداء التدريسي من وجهة نظر المشرقيين التربويين". في تطبيق أدوات البحث على عينة من مشرفي اللغة الإنجليزية في جميع مديريات غزة. وذلك حسب الأصول.

ونأمل أن يتبركنا بالاحترام

د. زياد محمد ثابت
الوكيل المساعد لشئون التعليم



أ. عبد المجيد الزطمة

نسخة لـ

السيد / وزير التربية والتعليم العالي.
السيد / وكيل الوزارة المساعد لشئون التعليم العالي.
الملف

Appendix (D)

Permission from the Ministry of Higher Education(1)

Palestinian National Authority
Ministry of Education & Higher Education
Deputy Minister's Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب وكيل الوزارة



الرقم : و ت غ (مذكرة داخلية) ١٨٧٤
التاريخ : 2010/10/12 م
الموافق : 4 / ذو القعدة / 1431 هـ

السادة/ مدراء التربية والتعليم - محافظات غزة - حفظهم الله.

السلام عليكم ورحمة الله وبركاته،،،

الموضوع: تسهيل مهمة

نهدبكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحثة "**ريم محمد أبورياش**"، والتي تجري بحثاً بعنوان: مشكلات تدريس اللغة الإنجليزية في المرحلة الأساسية العليا وعلاقتها بالأداء التدريسي من وجهة نظر المشرفين التربويين في مدارس الحكومة في محافظات غزة"، في تطبيق بطاقة ملاحظة على عينة من معلمي اللغة الإنجليزية والحصول على درجات الطلبة في مبحث اللغة الإنجليزية، وذلك حسب الأصول.

وتفضلوا بقبول فائق التقدير الاحترام

د. زياد محمد ثابت

الوكيل المساعد للشؤون التعليمية



أ. محمود مطر

مسند لـ

- ✓ السيد/ معالي وزير التربية والتعليم العالي
- ✓ السيد/ وكيل الوزارة المساعد للشؤون التعليمية العالي.
- ✓ نسخة الملف.

Appendix(E)

Questionnaire

Questionnaire about the problems in teaching English in middle schools classroom

No	Evaluation Items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
first: Problems related to English teachers' experience:						
1	lack of experience in teaching English skills (reading , writing skills,)					
2	Using unsuitable teaching strategies.					
3	Absence of planning skills: lesson planning, class activities planning,					
4	Weakness in English language of teachers (not well prepared in universities)					
5	Frequent Use of Arabic language in English classes.					
6	More concentration on English Grammar compared to speaking and writing skills.					
7	Weakness of teachers' communicative skills in English class.					
8	Not caring about individual differences in English class .					
9	Weakness in evaluation skills.					
10	Weakness in creating motivation in English class (English lessons are not interesting).					

11	Absence of remedial plan for low achievers in English					
12	Neglecting feedback to improve performance in class					
No	Evaluation Items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Second: Problems related to teaching-learning environment:						
1	Overcrowded classroom (45 – 50 students)					
2	Noisy environment in the classes/school (or in the surrounded area)					
3	Unsuitable Physically environment ventilation, lighting, and absence of basic components for classrooms.					
	Evaluation Items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Third: Problems related to availability of resources and teaching aids:						
1	Audio-Video technology in English classes not available. (limited chance to listen to the native English speakers).					
2	lack of sufficient supporting materials for teaching English					

3	Lack of English books in school libraries in the schools (no chance to practice reading for understanding)					
4	Textbook problems: High Demands of the Palestinian English syllabus.					
5	Overloaded textbooks and teaching materials exceed the specific number of lessons..					