

An-Najah National University
Faculty of Graduate Studies

**The Most Common Educational Difficulties in Teaching
English in 5th and 6th Grades as Perceived by English
Language Teachers in Northern Districts of Palestine**

Master Thesis

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Dedication

To my parents. To my wife

To my children. To my sisters

To my brothers. To my teachers

To my fellows, the English language teachers, and

supervisors, this work is faithfully dedicated

To honorable Palestinians.

Acknowledgment

I am deeply grateful to my supervisor Dr. Fawaz Aqel for his valuable assistance and patience which he showed in guiding me during the preparation and development of this study.

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Abstract

The main purpose of this study was to investigate the most common educational difficulties in teaching English in 5th and 6th grades as perceived by English language teachers in northern districts of Palestine in public primary schools. This study tried also to investigate the effect of the respondents, gender, experience, qualification, supervisor's annual evaluation and methods of teaching English on teachers' perceptions of some of educational difficulties.

The study population consisted of 160 subjects: male and female English language teachers in the school year 2001/2002. The number of English language teachers who responded to the questionnaire was 145.

The questionnaire consisted of 52 items distributed among the six main domains. The validity of the instrument was established for each of the six domains by referring it to a jury of professional educational experts.

The reliability of the instrument was tested by using Chronbach Alpha formula. To answer the questions of the study, the means, standard deviations and percentages of the responses were calculated and analyzed. The findings of the study indicated the following:

The study revealed that English language teachers faced educational difficulties in teaching English on all domains.

Chapter one

Introduction and Background

Introduction: The researcher, in this chapter, presents some essays, which are related to the problems of teaching English. It presents statement of the problem, purposes of the study, questions of the study, hypothesis of the study, significance of the study, definitions of terms and limitations of the study.

Byrne (1980) focused on some problems which English teachers face at the class room. The learners have different aspirations, interests, background and personalities. The teachers can not ignore these differences. So the teachers should select and present the language data which the students are required to learn and practise. Not all students can answer a particular question. Therefore teachers should use visual aids and use different types of methods to teach correctly.

Webster's Encyclopedia classified the difficulties into two types: educational difficulties and linguistic difficulties.

Linguistic difficulties are causes of troubles which belong to language such writing system, grammar...etc.

This study will focus on educational difficulties:

Numerous studies were conducted about the educational difficulties.

Robert (1979) focused on behavioral problems of students and classified them into two types. The first serious behavior includes fighting others which may result in students doing harm to themselves or to others. These students must be dealt with immediately and appropriately. The

second dangerous behavior includes students not raising their hands, not following directions.

Byrne (1980) identified the main obstacles that face English teachers in the classroom: Large classes and the arrangement of the classroom which rarely favours communication; number of hours available for teaching the language which all be devoted oral work are not enough. The syllabus may discourage us from giving adequate attention to the spoken language; it is not easy to give effective oral practice under these conditions especially in large classes.

Gurrey (1995) argued that teaching foreign language is a difficult task, but a hard work will nearly always bring success especially if teacher exerts himself to his pupils do the work. Some of the burden of the teaching of foreign language can be carried by teacher. Gurrey added that the role of the teacher in teaching English as a foreign language is to: transform the silent in array of printed symbols into living speech and to make all those words, phrases and sentences in the book play a useful part in same real situation.

Saunders (1979) focused on how a teacher can establish the best way atmosphere for teaching? He pointed to these facts on incidents which arise in every class which lead to restlessness boredom and general misbehavior. The teacher in the early stages of a career will be affected by those educational problems and particularly discipline problems and behavior problems. No matter how carefully one prepares his / her work motivates the pupils and relates to them, one will encounter behavior which downs or prevents learning and upsets the smooth running of the class.

Although such behavior can be difficult for the teacher with little experience the effective experienced teacher will have built up a repertoire of technique which will have been used on many occasions and refined in

use. Challenges may be made by pupils at any time and may bear varying degrees of threat, but it is important to recognize the challenge and respond to it. For instance, a pupil may deviate from the customary way of addressing the teacher in a formal classroom situation. He may call out "Hey" instead of "Mr. Brown" or "Sir"; the other pupil will certainly recognize the implied challenge; the teacher should also recognize it and use an appropriate technique to meet it.

Zable (1996) pointed out that the concerns of beginning teachers when they teach at classroom. Many prospective teachers have many concerns about teaching. If a teacher didn't have that in itself would be a concern! Teaching is a complex and challenging profession that requires preparation and self-examination. Like many other people who plan to teach. A teacher may wonder about the adequacy of his professional (academic and otherwise) for providing instruction appropriate for students. A teacher may wonder about the prescribed curriculum and how he will operate within it. Infuse it with additional material and activities make adaptations and materials organize and sequence learning. A teacher may wonder about the physical features of his / her classroom and school, its location, equipment instructional materials and supplies and how they will enhance or constrain teaching. A teacher may wonder about his / her relationships with parents and with his / her teaching. A teacher may wonder about his / her relationships with parents and with the other teachers, administrators and personal support with whom one will work. A teacher wonders whether he / she will have enough energy and how he will motivate his / her students. A teacher may wonder about his / her students what they will like the quality of his / her relationships with them and how he / she deal with behavioral and emotional differences and difficulties.

Oeser (1973) wrote an essay focused on the problems connected with the physical set-up of classroom seating. The desks at present, so widely used, are heavy and clumsy. The teacher who wishes to introduce group and activity methods is there faced with the problem of how to arrange the furniture so that the children can work together in groups of four, five or six. Leaving desks in rows. For various reasons, it is not always practicable to re-arrange the desks. When teachers or pupils go from room to room for different subjects, too much time may be lost during the change-over and in addition, the noise of shifting heavy furniture may disturb other grades.

Statement of the Problem:

During his work as an English language teacher in different primary schools in Salfit district, the researcher faced educational difficulties in the classroom. The researcher taught fifth and sixth grades. The schools have large classes and the school year was not enough to cover the material.

There are studies that investigated this subject in other countries. This study attempted to document how educational difficulties could be removed: large classes, the lack of visual aids ...etc. These difficulties affect badly on a teacher's outcomes. This study attempted to suggest solutions for some of educational difficulties to improve and increase the teacher's effectiveness in the classroom.

Abbas (1991) classified the problems of teaching English into two types:

1. Major problems: Teachers (100%) agreed for example, that the school year was not enough to cover all the syllabus. Lack of teacher's experience and lack of training programmes.

2. Minor problem: Some (50%) of teachers agreed: Large classes, lack of visual aids, lack of scholarships for clever students and lack of cooperation

between school and home. The researcher agrees with Abbas's ideas. The researcher indicates that both types of difficulties are problems in teaching.

Purposes of the Study:

This study aims at achieving the following purposes:

To investigate the differences among English teachers in the 5th and 6th grades pertaining to the most common educational difficulties and to investigate the effect of educational difficulties due to the following variables:

1. Gender.
2. Experience.
3. Academic qualification.
4. Supervisor's annual evaluation.
5. Methods of teaching English.

Questions of the Study:

This study attempts to answer the following questions:

1. What are the educational difficulties in English teaching in the 5th and 6th grades as perceived by English teachers in northern districts of Palestine's public primary schools?
2. What are the most specific educational difficulties in English teaching in 5th and 6th grades as perceived by English teachers in northern districts of Palestine?
3. Are there any differences among English language teachers' responses to educational difficulties which may be attributed to gender variable in northern districts of Palestine's public primary schools?
4. Are there any differences among English language teachers' responses to educational difficulties due to experience variable in northern districts of Palestine's in public primary schools?

5.Are there any differences among English language teachers' responses to educational difficulties due to qualification variable in northern districts of Palestine's public primary schools?

6.Are there any differences among English language teachers' responses to educational difficulties which may be attributed to supervisor's annual evaluation variable in northern districts of Palestine's public primary schools?

7.Are there any differences among English language teachers' responses to educational difficulties due to the way of teaching variable in northern districts of Palestine's in public primary schools?

Hypotheses of the Study:

This study tested the following hypotheses:

- 1.There are no differences between the means of the male and female of teachers' feelings towards the difficulties that facing them.
- 2.There are no differences among short, moderate and long experience of English teachers towards the difficulties that facing them.
- 3.There are no differences among holders of community college certificate, B.A degree and M.A degree towards the difficulties facing them.
- 4.There are no differences among high, low and without supervisor's annual evaluation for English teachers towards the difficulties facing them.
- 5.There are no differences between the communicative teaching methodology and the traditional teaching methodology in the difficulties facing English teachers.

Significance of the Study:

This study attempts to answer several questions related to the difficulties of English teaching in 5th and 6th grades as perceived by English language teachers. This study might be helpful for teachers, supervisors

and those interested in holding training programmes for new pre-service and in-service teachers. It might be helpful for the planners of Palestinian curricula school books. It may encourage English teachers and supervisors to cope with the educational difficulties. It might encourage other researchers to study other subjects in other stages in. This study attempts to present some facts related to the outcomes of many studies which conducted in the world.

This study is necessary because English language teachers of 5th and 6th grades can not achieve their educational aims if the teachers use methods of teaching and use visual aids. This study tried to present the real situations for those problems. It may might foster and develop the methods of English teaching.

Definition of Terms:

1.Educational difficulty:

It is a cause of trouble that an English teacher faces. It will decrease effectiveness of teaching English. It will prevent the teacher from achieving English syllabus aims correctly (Webster's Encyclopedia, 1996).

2.An English teacher:

Everyone who teaches English in 5th and 6th grades or other stages.

3.Supervisor's annual evaluation:

It is a supervisor's act of evaluating English language teacher at classroom. (Webster's Encyclopedia, 1996).

4.A new English teacher:

A teacher who has been appointed recently by the Ministry of Education.

5.Fifth and Sixth Grades:

They are two stages which continue the previous stages in teaching English.

6. Classroom environment:

It is a natural or social conditions in which students learn or it's a social condition having basic economic, cultural characteristics and having the same social position in a certain place. (Webster's Encyclopedia, 1996).

7. Linguistics Difficulties:

They are causes of troubles that belong to language, such as grammar, writing system. (Webster's Encyclopedia, 1996).

8. Large Classes:

Classes which have unusual number of students In a certain place. (Webster's Encyclopedia, 1996).

9. Negative Interaction between a teacher and a supervisor:

The relationship between a teacher and a supervisor has no useful results. (Webster's Encyclopedia, 1996).

10. Visual Aids:

Materials depend on the sense of sight, such as films, slides, photographs ...etc, used as aids in teaching. (Webster's Encyclopedia, 1996).

11. Traditional Methods:

It is along-established or inherited way of thinking, teaching or acting depending on memorizing. (Webster's Encyclopedia, 1996).

12. Communicative Method:

It is a new way of teaching. It depends on interchanging thoughts, opinion or information by speech, writing signs. (Webster's Encyclopedia, 1996).

Limitations of the Study:

The scope of the study is limited in terms of the following aspects:

It is based on the perceptions of English language teachers' responses towards the items of the questionnaire which represent educational difficulties in 5th and 6th grades in the northern districts of Palestine's public primary schools for the scholastic year 2001\2002. The population of the study consisted of (160) male and female teachers; while the respondents of the questionnaire were 145 male and female teachers. The statistical analysis was carried out on 145 teachers.

Finally, the questionnaire covered fifty two items which represent educational difficulties distributed on six domains.

Summary:

This chapter focused the importance of finding out the main educational difficulties facing English language teachers. This chapter proceeded to discuss how English teachers overcome the educational difficulties. It dealt with the statement of the problem, purpose of the study, research questions, hypotheses of the study, significance of the study, definitions of terms and limitations of the study. Finally this chapter indicated how to help English language teachers to achieve the teaching objectives to increase teacher's outcomes in the classroom.

Chapter Two

Review of Relevant Literature

Introduction:

The researcher reviewed a number of studies whose problems and general aims are relevant to those of this study. In this chapter, the researcher will present a brief account of the studies that focused on the following topics: problems of classroom environment, problems of teaching large classes, negative interaction between the teacher and the supervisor, the use of time and lack of visual aids in teaching English.

1. Studies relevant to the problems of classroom environment:

Problems of classrooms environment are related to natural or social conditions in which students learn, such as poor light, untidiness of chairs, chalkboard, old buildings, problems of discipline which are created by the large number of students and the lack of electricity.

Robert (1979) focused on the teacher's discomfort in the classroom handling problems of pupil control and discipline; adjusting the deficiencies in school equipment, physical conditions; materials, adjusting to the teaching assignment, adapting to needs, interests and abilities of pupils motivating pupils and responses.

Robert (1979) indicated to the sources of anxiety: Insufficient time for rest and preparation in a school day, large class size, insufficient clerical help, inadequate salary and inadequate fringe benefits.

Drayer (1979) pointed out that some problems of the classroom environment are the most serious for both the teacher and students. Some problems arise in classroom: untidiness, the papers, disorganized books. They will create in the classroom. Poor light is another problem which creates inadequate environment for students and it makes them unable to see the chalkboard well. Students who sit in the back and front rows of the classroom are not able to see the chalkboard. Classes with bad windows will create difficulties for learners because the air will go through windows and so the papers will fly.

Drayer (1979) focused on problems of discipline which are big challenges for teachers in the classroom. There are few slow learners in classroom who often create small or big problems, so they often bother teachers in the classroom. If those small problems are not solved immediately they will be big problems. Therefore, the teachers should encourage those students to participate in classroom. They should give these students simple activities then the classroom will be controlled well. Drayer (1979) also focused on the problems related to the individual differences. There are no two students alike in the classroom. Individual differences can be classified into two parts:

First: Mental differences.

Second: Differences related to height, weight... etc.

The beginning teachers face difficulties in evaluating and teaching students. By the time teachers are able to vary the questions according to the students. The beginning teachers need time to be practiced in teaching. Cheating problem will arise in the classroom and the beginning teachers are not able to solve this problem by the time they will advise those students to stop this bad habit.

Robert (1979) examined the discipline in the classroom. They found that teacher suffered from many sources of anxieties which affected on their input in the classroom. The teachers are in the different positions of the most middle managers in that they accomplish their goals largely by managing relationships. They rely upon the support cooperation and approval of a large number of people including students, parents, fellow teachers, administrators, general society and supervisors. The fact is that these various groups may sometimes have conflicting ideas over what should be done in the classroom. There are some reported sources of anxiety for beginning teachers.

Epstein (1979) focused on problem of lighting in the classroom which affects the teacher's performance. All winter the classroom has been dull. A good lighting is adequate for reading much less for providing a bright and cheery ambience, magnify. But if there are no curtains or shades on the chain link-guard. The sun's rays are pleasantly warming and disconcerting building.

The teacher appreciates the pleasant and she-almost unconsciously is repeatedly drawn to stand in it as she teaches. The children who must look at her must gaze also at the brilliant light that falls across her body.

The teacher can not teach well in the class which lacks lighting. The teacher will be unaware of what is happening in the dark class. Students can't read the teacher's instructions and they can't write the notes well. The teacher can't correct student's classroom work.

It was noticed that the majority of above mentioned studies emphasized that the problems of classroom environment affect badly on teaching

process at the classroom. These studies suggested how such problems could be removed.

Bello (1981) highlighted the importance of the school site. If the school is built in a swampy area, the children face many difficulties when they go to the classes especially in winter because their clothes will be wet and dirty. The playground will be small, so the school must be built far away from a swampy area. Also if a school is close to the traffic, it is difficult for teacher to teach students well in such condition. Therefore, the schools should be built away from main roads to avoid accidents.

Dodge and Trister (1996) investigated several typical classroom behavior problems: running in the classroom, inability to make choices, failure to stick to activities, fighting over toys and poor use of materials. These can be traced to how the room is arranged and how materials are displayed.

By making a few changes in the classroom environment, early childhood teachers can create classroom environment that encourages learning and at the same time make their jobs easier and more rewarding. This guide in English-and Spanish language versions outlines three workshops on the learning environment and summarizes a companion video designed to show staff how a well-organized environment helps children, emphasizing clearly defined activity areas, well-established daily routines. The attractive and logical display of materials and the creativity to continually adapt and enhance the environment.

The first two workshops outlined in the manual are intended for staff and covered, how the environment can discourage learning, including the

relationship between the classroom and specific behavior problems and how the environment can encourage learning including four major goals influenced by the classroom-trust and cooperation, independence, involvement in work and acquisition of skills and concepts.

The third workshop outlined and explained the learning environment to parents.

Li (1998) conducted a study to explore Chinese English teacher's understanding of English teaching particularly the difficulties they had in using communicative language teaching (CLT) in the Chinese context. Participants were six Chinese English teachers, two from each of the elementary, secondary and tertiary levels. The major modes of data collection consisted of semi-structured and informal interviews and on-site observations of teaching. Li study found that: Chinese English teachers, while the cognizant of the achievements had serious problems in TEFL in China. They had many difficulties in implementing (CLT) in their classrooms. Difficulties that the Chinese teachers have encountered in using (CLT) have their sources in that (CLT) as a methodology developed in the West with Western cultural values which are very different from dominant Chinese culture values.

Li found that teachers might want to incorporate a communicative component into their traditional teaching methods. For this purpose changes must be made in teacher's understanding of language learning, teaching and curricula in teacher education programs. Chinese teachers are encouraged to use different methods of teaching that will fit better into their particular language teaching contexts.

Aker (2000) carried out a study to investigate the perception of the first secondary students towards English language classroom environment in improving (EFL) learning in Nablus. The sample of this study consisted of 711 students in the first secondary class belonging to the scientific and literary streams. The sample represented 23.6% of the total number of the population chosen randomly from first secondary class in Nablus district schools.

The data was collected, coded out and analyzed by using means and percentages, independent T-test, Alpha formula, One-Way Analysis of Variance (ANOVA) and (L.S.O). The findings of the study revealed that the perception of English language students towards classroom environment was positive in the domains of affiliation interaction, cooperation, task orientation, individualization and teacher control.

Aker stresses the importance of creating positive classroom environment which includes social, psychological and emotional aspects. In addition, the researcher recommends providing schools with modern facilities, modern methods of teaching, qualified experienced teachers and up to date syllabus that helps students to orient themselves and keep up with their classroom environment taking into consideration the useful classroom to improve student's results.

2.Studies relevant to the problems of teaching large classes:

Teaching large class is difficult for English teachers because they can't correct all the student's workbooks, assignments on time or ask students relevant questions. Teachers find difficulties in controlling unusual number of students.

Bossert (1979) focused on the problem of organization of task activities; they may limit or enhance the teacher's opportunity to provide

special assistance to individual pupils. For example, group activities involving the entire class may preclude the teacher providing needed immediate special assistance. How do teachers who use large activities allocate assistance during that activity and time? More generally what is the relationship between assistance patterns and task structure in classroom? If the groups of children are not friendly, they would not achieve their duties well, so they will create problems in the classroom.

Bello (1981) pointed out in his essay that the classroom, size is very important during teaching. Each student needs about 1.4 square meters if this space is reduced, the classroom will be overcrowded, so it will be a burden on a teacher's work.

Coleman (1989) carried out a study to investigate the significance of large group language instruction in Nigeria. This study was carried on 33 teachers providing remedial English second language. The report presented teacher experiences and perceptions of class sizes (often over 100); a questionnaire was used to investigate practices and attitudes toward large classes; classroom techniques used, difficulties encountered, perceptions of outcomes that could be achieved in more reasonable-size classes. Many teachers felt they were teaching intolerably large classes, but some appeared to have adjusted to large class sizes to the point of considering them ideal. The most common difficulties found were in the areas of relationships with individual students, classroom control and grading written work. A wide range of affective, interpersonal and environmental problem was identified. The teachers indicated they would, in general, not use different methods with smaller classes but felt they might be able to use them thoroughly or more effectively.

In comparison with large-group teachers studied in other areas, those teachers appeared to be:

1. Teaching large classes.
2. More tolerant of large class sizes.
3. More concerned with individual learner needs.
4. Less concerned about classroom control.

✓ Xia (1992) focused on uncooperative students in group activities. A teacher who is doing group work, one of his most challenging experience is how to deal with uncooperative students-passive learners / non-participators and overactive students. Although their number is limited, their presence in the classroom is a nuisance to teachers. The teacher can not force them to do things out of fear of injuring themselves. The teacher can not order them to stop their misbehavior at the risk of a confrontation with some of the older trouble makers. When a teacher leaves uncooperative students in group with other students, he pretends that he's unaware of their uncooperative behavior. As time passes the non-participators may feel left out.

They become worried that they are not learning and gradually try to take part in the activities. So the writer of this essay suggested some ways to deal with these students:

1. Careful preparation. A teacher should know why those students are in active, perhaps because they have no parents or the activity is too difficult for them.
2. The teacher should try to participate in activities with the uncooperative students. He should choose the suitable work for the limited students.
3. A teacher should ask these students simple questions.

Gibbs (1992) examined the practical assistance to teachers and administrators responsible for teaching large classes at colleges and universities in the United Kingdom. Areas covered include class size, problems related to learning and teaching, teaching strategies in specific disciplines, field study experience and other subjects. The 12 chapters in the publication are grouped into those which address theoretical issues, describe case studies and discuss institutional support for change and improving teaching, learning. The chapters are:

1. An introduction: The content of changes in class size (Graham Gibbs and Alan Jenkins).
2. The problems of learning and teaching in large classes (Andrew Ward and Alan Jenkins).
3. Control and independence (Graham Gibbs). 586534
4. Active learning in structured lectures (Alan Jenkins).
5. Introduction to law: The workbook method (Nick Johnson).
6. Introductory physics: techniques and resources for large classes (Ashley A. Green).

It was found that all above mentioned studies and essays had emphasized that a large class is difficult to be taught because students need too much time, attention and effort. So large classes will be a burden for teachers. The teacher should be dealing with them correctly and reasonably. Many methods of teaching have to be used in the classroom.

3. Studies relevant to the negative interaction between the teacher and the supervisor:

The negative interaction between teacher and a supervisor is caused by many reasons, such as the unannounced supervisor's visit to English teacher, the supervisor's low grade for teachers, English teachers often

complain for not being provided with the feed back of supervisor's classroom visit. Supervisor often concentrates on teachers' fault not to instruct them.

The study of Boyd (1989) and Abdel-Qader (1999) focused on evaluating the teacher's performance in the classroom.

The Boyd's study concluded that the system used to evaluate the teachers should provide them with necessary feedback regarding their needs in the classrooms. The evaluation system should facilitate teacher's learning of new teaching technologies and keeping in touch with other teachers and decision makers so as to cooperate on how to implement the needed changes inside the classrooms.

Boyd concluded that the evaluation system should not overlook the following bases:

- Its relevance to the essential teaching skills.
- Its objectivity.
- Evaluation process needs to be preceded by the necessary communication.
- Evaluation should be utilized to serve the teacher's professional development.
- The basic aim of the evaluator's report should be to provide the teacher with instructive feedback.

Boyd's study found that teachers were often interested in the evaluation process and expression of their concerns:

- Evaluators didn't devote sufficient time to the evaluation process.
- Evaluators didn't properly carry out their job.
- Evaluators' inputs were not put in the service of the teacher's professional development.

-If evaluation is to be viewed as an available experience, the evaluator has to be more serious in carrying out his task rather than treating the evaluation as routine and useless process.

Abdel-Qader (1999) investigated the role of English language supervisor as perceived by principals and English teachers of Jenin District public secondary schools. He found that the factual role played by the English language supervisors in Jenin District public secondary schools based on the perception of English language teachers and the principals of those schools.

The study of Abdel-Qader tried also to investigate the effect of the respondents, gender, qualification, experience and profession on their perception of English language supervisor's role.

Abdel-Qader developed a questionnaire based on (Al-Heigawy, 1993), for the purpose of this study. The questionnaire consisted of 58 items. The study sample consisted of the whole population of male and female English teachers and school principals of Jenin District public secondary schools for the scholastic year 1998/1999. The number of English language teachers who responded to the questionnaire was 120.

The study found that: the English language teacher ranked the role of the English language supervisor as middle on all the domains and on the total domain as well. However, there were differences within the teacher's perceptions. There were differences due to gender in favor of the female teacher. There were also differences due to qualification in favor of the holder of B.A or a higher qualification. In addition, differences were found due to experiences in favor of teachers of ten years experience or more.

A-Unus (1996) and Abdel-Qader (1999) carried out a study to examine the Jordanian teachers' perceptions of educational supervision. Specifically, the researcher sought to determine the extent to which supervisory targets were fulfilled. The extent to which supervisory tasks were practiced and the significance of varying the supervisory styles and the extent to which these styles were used.

The study sample consisted of 1,125 teachers. It was found that the most important aim of supervision was to assist the teacher in improving his teaching practices and methods; the most significant supervisory task was the supervisor's understanding of the total teaching learning situation, as this understanding would enable the supervisors to aid the teacher in his attempt to improve his performance; the most successful supervisory style was the arranged classroom visit; Sudden classroom visit was still a common style practiced by many educational supervisors.

Fredricka (1996) found that English teacher often became anxious when supervisors visited them in the classroom because of the nature of traditional visits is that they are usually unannounced.

Boothe (1998) investigated the extent to which negative behaviors that could affect the supervisory climate for student teachers were practised by college supervisors and supervising teachers. Researcher collected data over two years with two different sets of student teachers. During the 1996-1997 school year, 21 student teachers participated and during the 1997-1998 school year, 22 student teachers participated.

The college supervisors were the same in both years. Student teachers were asked to complete a survey about their experiences with the classroom supervising teacher and the college supervising teacher. This study found

that there was a difference, however, in behaviors associated with vision and knowledge, but no differences surfaced for conflict management, administrative ability. Many teachers felt worried when supervisors visited them.

The majority of above mentioned studies and essays focused on the negative relationship between English teachers and supervisors. Those studies emphasized that the traditional method of supervising doesn't fit nowadays because it neglects teacher's point of view; it concentrates only on how supervisors will count the teacher's faults not to instruct, so this will affect badly on the teacher's mood proficiency.

4. Studies relevant to the use of time:

Epstein (1979) focused on the use of time. Teachers of ten complained that they were at disadvantages in trying to teach children the more effective subjects because they had relatively little time to overcome the native effects of home and the street. Hours of watching television, they said would nullify attempts to contemplate the blandishments of the media analytically and with a healthy skepticism. There wasn't enough time during the few hours spent in school each day to change the whole direction of a child's life.

Bello (1981) highlighted the importance of timetable. There are some factors that should be taken into consideration to put a school timetable. The difficult and the most important subject should be taught in the morning because the students are at the best concentration: Maths, Arabic ...etc, are two cases in point. But other subjects should be taken later.

Handicrafts and physical education are taught later. Drawing shouldn't be taught after the games or physical education. Subjects such as handicraft needs more time than other subjects.

The researcher's opinion on this subject is that the majority of our schools don't follow a timetable. Subjects such as physical education, handicrafts are often taught in the morning. The time of handicrafts subject is at the time of other subjects. The most difficult and the most important subjects are often taught in the afternoon. This problem is created by the principal of the school and it affects on both teachers and students.

Sonari (1993) identified the problems experienced by international students enrolled in an English language program and investigated if significant differences existed between subgroups based on the variables of age, gender, geographical region, length of the stay in the United States, place of residence, major source of financial support, level of English proficiency, degree of satisfaction and primary goal.

The subjects consisted of international students enrolled in the Oregon State University English language Institute (ELT). There were 108 students in the study; 79 returned usable responses. The Michigan international student problem inventory (MISPI) was developed by John Porter in 1962 and was revised in 1977.

The data were analyzed by the application of mean, standard deviation, and Chi-Square. Of all the problem areas considered in the study, English language was the problem of most concern to the respondents. This was followed by living-dining, admission-selection, social personal and health services. It was found that: there were significant differences between older and younger students who spent much time in 4.5 faced less difficulties in speaking English, but students who spent few years faced more difficulties in speaking English. Students from Africa reported the most difficulties followed by respondents from Middle East, Asia and Europe. However,

there were no significant differences in gender, place of residence, source of financial support, degree of satisfaction and primary goal.

The majority of above mentioned studies and essays stressed on the importance of time. It is better for the teacher to arrange his plan according to time, but the teacher often faces the problem of time which is appeared, because of the syllabus; it is too long, it can't be taught during school year. Teachers of English usually face the problem of school timetable made by the principal. Many difficulties or problems will appear in it because of the bad arrangements.

Salih (1996) assessed the attitudes of teachers toward the effectiveness and suitability of the components of the Tenth Grade English Syllabus in Nablus District.

The purpose of this study was to investigate the attitudes of teachers toward the effectiveness and suitability of the components of 10th grade English Syllabus in Nablus District. More specifically, this study attempted to answer the following questions:

- 1.To what extent do teachers of English vary in their attitudes toward the effectiveness and suitability of 10th grade English syllabus?
- 2.Do these attitudes vary with the following variables: age, gender, academic qualification, TEFL, experience and TEFL training?

The population of the study consisted of 60 male and female teachers of English who taught English for the 10th grade in the governmental schools in Nablus District in 1996. The sample of this study included all population of the study.

The findings of this study showed that 41.1% of the teachers received no either-or in service training at all. The study also found that 71.4% of teachers believed that no one school year was enough to the syllabus.

\ Qawasmi (1997) focused on problems in teaching English conversational interaction. The study investigated the need for providing more opportunities that stimulate students to participate in actual conversational interaction and the need for a natural atmosphere and setting to create a teaching English conversational interaction.

A questionnaire was developed and distributed to 175 students at Bier Zeit, An-Najah, Bethlehem and Hebron universities. To ensure the validity of the questionnaire, it was given to five specialists. The reliability of the questionnaire was 0.87. The results of the study showed that the students didn't have enough opportunities to practise English in their daily life and the students who misunderstood the speech of native speakers of English considered pronunciation as the major obstacle, and the heavy reliance on the teacher in class makes it difficult for the learners to interact with native speakers of English outside the classroom.

Phongsuwan (1997) explored the significance of the perceived nature of English language-based problems, communication behavior and coping strategies of Thai students at Washington State University.

Data were collected by a questionnaire and personal interviews. Fifty-two questionnaires were sent to Thai students and the return rate was 92.30%. Five students were selected and interviewed. The results of the study showed that seventy-five percent of Thai students experienced language-based problems. Thai students' perceived English language-based problems included the following areas:

1. Pronunciation.
2. Inadequate vocabulary.
3. Native speakers' speaking speed.
4. Colloquial or informal speech.
5. Differences in social life.
6. Differences in customs and cultures.
7. Fluency.
8. Shyness.
9. Low reading and writing speech.
10. Differences in learning methodology.

Major causes of the problems found were: lack of practice in language skills in the U.S and in Thailand, lack of background knowledge, lack of interacting with native speakers, lack of practicing ideas expression, learning from inadequately trained non-native English speaking teachers in Thailand, lack of practice in performing large quantities of reading in English, differences in educational systems, cultural background, communication anxiety and limited time.

Speaking was the most difficult while reading was the strongest skill. The results of T-tests and One-Way (ANOVA) indicated that Thai students English language-based problem differed significantly in terms of gender and length of stay in the U.S. Differences in: age, marital status, levels of study, fields of study, and prior experience in English study and training didn't have a significant effect on the English language-based problems as perceived by Thai students at Washington State University. The results of the study also revealed that Thai students developed major communication behaviors and coping strategies to overcome their problems and improve language skills in order to achieve academic success: Watching television;

listening to the radio, reading magazines, newspapers, textbooks and interacting with Thai friends, international students and native speakers.

Alghazo (2001) examined the linguistic-cultural influences that may hinder Arab students English language proficiency. To this end, a number of instruments were distributed to both graduate and undergraduate Arab male and female students attending the University of Illinois at Urbana-Champaign and three other institutions in the Midwest.

The results showed that the undergraduates who were also the younger students who had been studying in the United States for fewer years and performed lower academically felt less strongly about their perceptions of the linguistic-cultural influences. In contrast, the graduate students who were older and had been studying in the United States for more years and were performing well at their academic level, felt more strongly about their perceptions of the linguistic-cultural influences that might hinder their English language proficiency.

5.Studies related to lack of visual aids in teaching English:

English teachers usually find difficulties in teaching students if they have no visual aids such as maps, T.V, films, cassettes...etc. Teachers can't explain or concepts without pictures particularly for 5th and 6th grades.

Bello (1981) pointed out that in the Nigerian syllabus, the contents were up-to-date; it concentrated on science and technology because these subjects are necessary to make Nigeria an advanced country. At the same time the syllabus there included social studies which are necessary to expose the children to how to live in a peaceful country and how to respect others. So the syllabus there was a balanced syllabus; it included language,

arts, science, social studies and religious instructions. All the contents of the Nigerian social studies were taken from the Nigerian environment, to strengthen the relationship between students and the country. Visual aids were available in Nigerian schools, such as libraries, recorder cassettes and T.V ...etc.

The researcher found that 5th and 6th grades syllabus of English language in Palestine was derived from the Jordanian environment; there was no reference to the Palestinian environment. So it became difficult for English teachers in Palestine to teach students about other environments. The researcher taught fifth and sixth grades for five years, he noticed that the contents of those syllabuses describe the Jordanian environment.

Ahmad (2000) mentioned that Naji, Zayani and Sultan talked about the ambiguity of English language objectives.

Zayani (1981) investigated the progress of syllabus and teaching English in Bahrain secondary schools. This study aimed to find out the reasons of decrease student's level in secondary schools and a remedial work needed to solve this problem.

This study aimed at answering the following questions:

1. Do students' background and culture have an effect on their low levels?
2. Do teachers' methods of teaching philosophy of education have a role in this low proficiency?
3. The sample of this study consisted of 18 male and female teachers and 50 male and female students. This study was dependent on a questionnaire.

Findings of the study were:

1. Weakness of the students.
2. Teachers' failure to teach English in a communicative way.
3. Lack of visual aids and the ambiguity of English language objectives.

Naji (1983) examined evaluation of the objectives of teaching English in Yemen secondary schools.

This study endeavored to answer the following questions:

- 1.To what extent the objectives of teaching English in secondary schools are related to their criteria?
- 2.What are the suggested objectives in teaching English in Yemen Secondary Schools?

The sample of this study consisted of 45 teachers of both sexes. The data were collected through a questionnaire and interviews.

The study found that: the present English language objectives weren't clear because they couldn't describe the student's skills. It was also found that the English language teachers concentrated on traditional methods in teaching reading and comprehension more than speaking and writing. There was also a lack of visual aids. One major findings was also the lack of training programmes for teachers.

Cammish (1990) in Liaw (1995) focused on the importance of audio-visual revolution. The revolutionary elements were the tapes and filmstrips. Teaching is done successfully by these elements. Teachers are comfortable to use them. But some schools are still suffering from the lack of visual aids particularly in poor countries and so teaching there is poor.

The majority of above studies and essays stressed on the significance of the use of visual aids in the classroom. They will help the teachers during teaching. But English teachers often have no enough of visual aids. They have no enough time to prepare them too, so the lack of visual aids is bad and it will be a difficult thing for teachers to teach without.

Classes in which are visual aids are used will achieve English activities more than classes which don't use visual aids.

Dweikat (1997) examined the effect of using visual aids on the achievement of tenth grade students in English in Nablus governmental schools. The purpose of this study was to investigate the effect of using non-projected visual aids on the achievement of 10th grade students in English in Nablus governmental schools. The study aimed at answering the following questions:

1. Are there significant differences in the achievement of 10th grade students taught English by using a variety of non-projected visual aides and those taught by traditional method based on the textbook only?
2. Are there significant differences in the achievement in English between the 10th grade students due to sex of the students?

The sample of the study consisted of 126 students: 67 males and 59 females distributed among four sections in two schools: one for males and the other for females. Each sex group was divided into the groups randomly. The result of the analysis indicated the following: There were significant differences at ($\alpha=0.05$) between the achievement of 10th grade students who were taught English by using a number of visual aides and that of those students who were taught the same matter by means of the traditional method of instruction and the difference was in favor of the experimental group. And there are no significant difference at ($\alpha=0.05$) between the achievement of male and female students who learned English by visual aids. And there were no significant differences at ($\alpha=0.05$) in the achievement of 10th grade students due to the interaction between sex of the students and methods of instruction.

Ahmad (2000) identified the problems which faced the teachers and supervisors of English language teaching in Aden secondary schools. The sample of the study consisted of (199) teachers and supervisors, 87 females and 32 males. The researcher used a questionnaire to obtain the necessary data.

The reliability was computed by two-way test and re-test Cronbach Alpha. This study tried to find answers to the following questions:

- 1.What are the problems of teaching English language in Aden secondary schools as perceived by teachers and supervisors?
- 2.Are there any statistically differences in the responses of teachers and supervisors of English language teaching problems due to the sex variable?
- 3.Are there any statistically differences between the response of teachers and the problems of teaching English due to the differences in their experiences?
- 4.Are there any statistically differences between the responses of teachers and supervisors concerning English language teaching problems?

The findings of this study were: lack of visual aids, the lack of materials to make visual aids, teachers' failure in using the communicative approach and lack of libraries in schools.

Summary:

In this chapter, the researcher reviewed several relevant studies and literature on the educational difficulties which English language teachers faced in the classroom. These studies were categorized into five main fields; the problems of classroom environment, the problems of teaching large classes, the negative interaction between the teacher and the supervisor, the use of time and lack of visual aids in teaching English. The review of these studies indicated that the majority of teachers held negative attitudes towards English supervisors and supervision. On the other hand, some studies cited examples of problems of classroom environment which affected badly on the teacher's outcomes.

The researcher pointed out that the rest of the studies showed that English teachers couldn't achieve English well. They couldn't teach in those situations.

Chapter Three

Methodology

Introduction:

This chapter, presents the design and the procedure used in investigating the questions of the study. More specifically, this chapter respectively includes the study purposes, population, the study design, the instrument, its validity, reliability procedures and finally the statistical analysis used in the data processing of the study.

Procedure:

The study used the descriptive methodology and analytic method to identify important educational difficulties as perceived by English language teachers in 5th and 6th grades in the northern districts of Palestine's public primary schools.

Population:

The population of this study consisted of (160) subjects divided into two groups:

- 1.85 English language male teachers.
- 2.75 English language female teachers.

The subjects were teachers in 18 public primary schools in Salfit district, 44 in public primary schools in Jenin district and 29 public primary schools in Qalqilia district in the academic year 2001/2002. (Appendix D).

The study population:

The population of the study consisted of 160 teachers whereas the respondents were 145 teachers (males and females), 75 male teachers and

70 female teachers. The percentage of responding teachers was 90.62%; the statistical analysis was carried out on the 145 teachers who responded to the questionnaire.

Following are tables showing the distribution of the teachers' population according to different variables.

Table 1

Distribution of the teachers' population according to their gender

Gender	Number	Percentage
Male	75	51.8%
Female	70	48.2%
Total	145	100%

Table 1 shows that 51.8% of the teachers' population were males whereas 48.2% were females.

Table 2

Distribution of the teachers' population according to their qualification

Qualification	Number	Percentage
Community college certificate	60	41.38%
Bachelor of Arts (B.A)	65	44.83%
Master of Arts	20	13.8%
Total	145	100%

Table 2 shows that 41.38% of English language teachers had community college certificate degrees 44.83% had B.A degrees and 13.8% had Master of Arts.

Table 3

Distribution of the teachers' population according to their experience

Years of experience	frequency	Percentage
Five or less	40	27.59%
Six to ten	50	34.48%
More than ten	55	37.93%
Total	145	100%

Table 3 shows that the teachers with 5 years or less experience represented 27.59% of the teachers' population. The teachers with 6-10 years experience represented 34.48% of the teachers' population. Teachers with more than 10 years of experience represented 37.93% of the teachers' population.

Table 4

Distribution of the teachers' population according to supervisor's annual evaluation

The last annual evaluation	Number	Percentage
High grade	25	17.25%
Low grade	110	75.88%
Very low grade	10	6.89%
Total	145	100%

Table 4 shows that the teachers with high grade annual evaluation represented 17.25% the teachers, with low-grade annual evaluation represented 75.88% and the new teachers without annual evaluation represented 6.89%.

Table 5

Distribution of the teachers' population according to methods of teaching in the classroom

English Methodology	Number	Percentage
Traditional method	25	17.25%
Communicative method	120	82.75%
Total	145	100%

Table 5 shows that the teachers whose method of teaching was traditional represented 17.25%, but the teachers, whose method of teaching was new or communicative represented 82.75%.

Instrumentation:

The researcher used the questionnaire as a means of data collection for the study. The researcher developed the study questionnaire depending on relevant studies and literature with specific reference to an Arabic questionnaire which was developed by Hassan Ibrahim Saleh (1999). The questionnaire was shown to two English language specialists teaching in the English Department of An-Najah University.

The questionnaire was shown to Prof. Jawdat Ahmad Sa'adeh, a specialist in education.

Minor modifications were made in accordance with English language specialists remarks.

The researcher studied thoroughly the 52 items of Arabic questionnaire. The researcher began the items with "I find difficulties in ...".

Following are some examples of changed items:

1.Item 48 was “The lack of laboratory in school” is a difficulty for teachers of science. This was changed to be relevant to the teacher of English. The researcher changed it to “the lack of school library...”.

2.Item 49 was: “The lack of time to conduct scientific experiments. This item was changed to be relevant to this study. It became: “The lack of time to prepare the visual aids”. Following are examples of amended items:

Item No	Before amendment	After amendment
2	I find a difficulty in distinguishing between general and specific objectives.	I find difficulties in distinguishing between general and specific objectives.
3	I have a difficulty in analyzing the general objectives into specific objectives.	I find difficulties in translating general objectives into specific ones.
4	I find a difficulty in forming the educational objectives in knowledge domain.	I find difficulties in forming the educational objectives in the psychomotor domain.
33	I find a difficulty in controlling the verbal interaction during teaching.	I find difficulties in controlling the verbal interaction inside the classroom.
41	There is a lack of programmes in-service training programmes.	The lack of in-service training programmes.
48	There is a lack of libraries in schools.	The lack of school libraries.

The 52-item questionnaire which developed for the purpose of this study were distributed on the six domains:

Table 6
Distribution of questionnaire items among English teaching difficulties

No.	Domains	Number of items included
1	Problems in forming educational objectives and planning.	9
2	Obstacles of general objectives and content in teaching English syllabus for 5 th – 6 th grades.	13
3	Difficulties of methods of teaching English.	11
4	Difficulties of pupils' evaluation.	6
5	Problems related to teacher's inservice training.	7
6	Difficulties related to achievement of the syllabus activities.	6

The researcher prepared the questionnaire by using clear and accurate English language (Appendixes A, B) in according with the remarks of the study supervisor. The questionnaire was distributed among the English language teachers. The respondents' responses on the level of practice for each item in the questionnaire were designed in accordance with Likert scale as follows: strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1).

Validity:

To ensure the questionnaire validity, it was handed to a jury of eight educational experts teaching in the colleges of education of An-Najah National University, Bir Zeit University and the supervisors of English language in Salfit district. They were kindly requested to examine each item in terms of wording, clarity of meaning and relevance to the domains. The items approved by at least six members were adopted (Appendix B).

Although the questionnaire was approved by a high percentage 97.1% (as illustrated in Table 7 below), the researcher modified the formulation of five items in accordance with the jury members' recommendations. The questionnaire had 52 items distributed on six domains. See Appendix B.

Table 7

Summary of the jury's views regarding the instrument validity

No	Domain	No. of item	Suitable	Percentage	Unsuitable	Percentage
1	The difficulties in forming educational objectives and planning.	9	104	97.1%	3	2.9%
2	The difficulties of general objectives and content in teaching English.	13	151	97.4%	4	2.6%
3	The difficulties of methods of teaching	11	122	97.6%	3	2.5%
4	The difficulties of pupils' evaluation.	6	66	97%	2	3%
5	The difficulties related to teacher's in-service training.	7	77	98.7%	3	3.9%

6	The difficulties related to achievement of the syllabus activities.	6	66	97%	2	3%
	Total	52	586	97.1%	17	2.9%

Table 7 shows that the questionnaire was approved by a high percentage of 97.1%, it shows sufficient to adopt the items of the questionnaire.

Reliability:

Reliability coefficient for each of the five domains as well as for the total domain was calculated by using Chronbach Alpha formula as illustrated in Table 8 below:

Table 8

Instrument reliability for respondents: male and female teachers:
using Alpha formula

No.	Domains	Male teachers	Female teachers
1	The difficulties in forming educational objectives and planning.	0.87	0.85
2	The difficulties of general objectives and content.	0.86	0.77
3	The difficulties of methods of teaching.	0.77	0.71
4	The difficulties of pupils' evaluation.	0.71	0.76
5	The difficulties related to teacher's training.	0.72	0.83
6	The difficulties related to achieving syllabus activities.	0.88	0.74
---	Total	0.95	0.93

As Table 8 shows the instrument reliability for the male teachers ranged between 0.71-0.88 while female teachers it was between 0.71-0.85. As for the total reliability, it was 0.95 for male teachers and (0.93) for the female teachers. This was considered to be a high reliability and sufficient for the purpose of the study.

Data Collection:

After passing the two tests of validity and reliability and prior to starting the process of administering the questionnaire, the researcher developed an introductory section attached to the questionnaire. This section was designed to generate demographic information for the study. Demographic information was essential requirement for the success of the data processing as it enables the researcher to detect differences among the respondents. To facilitate the statistical analysis of the information in this section, the respondents were classified in terms of the following criteria: Gender, qualification, experience, annual evaluation and English methodology.

The final step in the process of preparing the questionnaire was a brief cover letter which introduced the topic of the study clarified the importance of the research in this field, developed guidelines for answering the questionnaire and appreciated the respondents' assistance and cooperation in the completion of the questionnaire.

The researcher sent the questionnaire to the dean of graduate Studies College at An-Najah National University. Then the dean sent the questionnaire with a letter to the Ministry of Education asking for a permit to distribute the questionnaire on the subjects of the study in northern districts of Palestine.

The permit of the Ministry of Education was received on 12/3/2002. On the same day a letter was produced by Salfit Directorate of Education and was circulated among the primary schools in the northern districts of Palestine, urging them to cooperate with the researcher and facilitate his mission. (Appendix F).

On 15/3/2002 the researcher distributed the questionnaire among the schools concerned by using their mailboxes in the Directorate of Education.

The researcher wrote a note on the envelopes which included the questionnaires for each school, encouraging the subjects to call him at his school "Biddia Secondary School for Boys" in case of any inquiry.

The researcher received many calls from the subjects expressing their fears. The researcher made it quite clear that the aim of the study was to assess the role and not the personality. The researcher stressed that the information collected for the purpose of the study would be dealt with confidentiality and it would be put in the service of scientific research.

Out of the 160 distributed questionnaires, the researcher received a total of 145 (90.62% of the original population).

Statistical Analysis:

The Statistical Packages for Social Science (SPSS) programme was used in the data processing. To answer the questions of the study, the means, standard deviation and the percentages were calculated and analyzed. For analyzing data the researcher used the following percentages:

80% and more very high

70-79.9% high.

60-69.9% moderate.

50-59.9% low.

Less than 50% very low.

Summary:

The researcher discussed in this chapter the thesis of the study design and methodology. The procedure used in investigating the questions of the study was clearly described. The purposes of the study were clearly dealt with in the questions of the study. The chapter described the population of the study, the respondents' distribution according to their gender, qualification, experience, annual evaluation and English methodology. The chapter also included a detailed description of the design, development and administration of the study instrument. Finally, this chapter gave also a description of the validity and reliability procedures and the statistical analysis of the data collected for the purposes of the study.

Results

Introduction:

This chapter includes the main results of the study. It classifies the results according to the questions of the study. It investigates the effect of specific educational difficulties on English language teachers at class room. Finally, the researcher in this chapter analyses the items of the questionnaire using the mean, standard deviation and percentages.

1.First question of the study:

What are the educational difficulties in teaching English in 5th and 6th grades as perceived by English teachers in the northern districts of Palestine?

To answer the question the researcher used the mean, standard deviation and the percentages to calculate and analyze each item of the questionnaire. Tables 9, 10, 11 show the mean; standard deviation and the percentage.

Table 9 shows the main difficulties, facing English teachers in 5th and 6th grades in Salfit, Jenin and Qalqilia districts' public primary schools. The mean, standard deviation and the percentage of each item of the questionnaire were calculated the items were arranged according to their importance and seriousness for teachers.

Table (9)

The main difficulties facing English teachers in 5th and 6th grades in
Salfit, Jenin and Qalqilia districts

No	Item	The mean**	Standard deviation	Percentage ***	Rank
51	I find difficulties in teaching of increasing duties.	4.90	0.30	98%	1
47	The lack of instruments, devices and necessary materials.	4.85	0.31	97%	2
50	I find difficulties in teaching large classes.	4.75	0.42	95%	3
49	The lack of time to prepare visual aids.	4.74	0.40	94.8%	4
31	I find difficulties in putting a remedial plan for slow learners.	4.73	0.40	94.6%	5
34	I find difficulties in linking evaluation with the educational objectives.	4.72	0.45	94.4%	6
2	I find difficulties in distinguishing between general and specific objectives	4.70	0.50	94%	7
18	The contents of English syllabuses aren't suitable for individual differences.	4.68	0.50	93.6%	8
29	I find difficulties in developing pupils' creative thinking.	4.64	0.50	92.8%	9

** Out of (5) degrees.

*** $(\text{mean} / 5) * (100)$.

33	I find difficulties in controlling the verbal interaction inside the classroom.	4.62	0.51	92.4%	10
41	The lack of in-service training programmes.	4.61	0.52	92.2%	11
8	I find difficulties in analyzing the content of an English lesson into facts, concepts and procedures.	4.60	0.53	92%	12
46	The weakness of teacher's growth academic and behavior.	4.59	0.54	91.8%	13
40	The lack of teacher's competency to teach English language.	4.58	0.58	91.6%	14
48	The lack of school libraries.	4.57	0.61	91.4%	15
---	Total score	4.68	0.47	93.7%	---

Table 9 shows also that the highest mean for item 51 was 4.90, "I find difficulties in teaching of increasing duties". This item had the first grade. But the lowest mean was for item 48 (4.57), "The lack of school libraries", it had fifteenth grade". Teachers are often worried because they work at school and at home, too. They have to work at home to complete their work. They have little time to prepare visual aids. They can't evaluate all the students on time.

Table 10 shows that the mean, standard deviation and the percentage of each item of the questionnaire. The items were arranged according to their seriousness.

Table (10)

The means, standard deviation and percentage of educational difficulties in English language teaching

No	Item	The mean **	Standard deviation	Percentage ***-	Rank
9	I find difficulties in forming the educational objectives in the affective domain.	4.48	0.65	89.6%	16
5	I have difficulties in forming the educational objectives in the cognitive domain.	4.46	0.64	89.2%	17
19	The charts, pictures and shapes of 5 th and 6 th grade textbooks aren't clear and suitable for these grades.	4.45	0.67	89%	18
17	The content of English syllabuses for 5 th and 6 th classes don't take into consideration the pupil's creative thinking skills.	4.43	0.71	88.6%	19
22	The content of English syllabuses for 5 th and 6 th grades aren't suitable for Palestinian educational environments.	4.40	0.70	88%	20
27	I find difficulties in choosing the	4.39	0.69	87.8%	21

** Out of (5) degrees.

*** (mean/ 5) * (100).

	method of teaching which is suitable for a lesson content.				
30	I find difficulties in matching the objectives of teaching English with environmental problems.	4.35	0.65	87%	22
39	I find difficulties in linking the evaluation with methods, and aids activities to achieve the objectives.	4.29	0.78	85.8%	23
38	I find difficulties in analyzing the exam results to apply them in improving the methods of teaching.	4.20	0.73	84%	24
37	I find difficulties in forming a good question.	4.19	0.70	83.8%	25
44	The lack of programmes which can achieve the teacher's different needs.	3.98	0.99	79.6%	26
43	The weakness of Correlation between programmes and teaching.	3.97	0.80	79.4%	27
45	The weakness of training programmes.	3.96	0.90	79.2%	28
52	The difficulties of applying some activities.	3.95	0.81	79%	29
32	I find difficulties in correcting homework.	3.94	0.85	78.8%	30
1	I find difficulties in deriving the educational objectives in a lesson content.	3.93	0.82	78.6%	31

3	I find difficulties in translating general objectives into specific ones.	3.90	0.70	78%	32
6	I find difficulties in preparing a daily plan for an English lesson.	3.88	0.69	77.6%	33
16	The contents of English syllabus don't concentrate on the correlation between literature and society.	3.81	0.78	76.2%	34
15	The general objectives lack of comprehension in the affective domain.	3.78	0.77	75.6%	35
21	The contents of English syllabus for 5 th and 6 th grades aren't related to other knowledge branches.	3.76	0.82	75.2%	36
---	Total score	4.09	0.75	82.3%	---

Table 10 shows also that the highest mean was for item 9 (4.48) "I find difficulties in forming the educational objectives in the affective domain". This item had the ninth grade. But the lowest mean was (3.76) "The contents of English syllabus for 5th and 6th grades aren't related to other knowledge branches. This item had the thirty sixth grade.

Table 11 shows the mean, standard deviation and the percentage of each item of the questionnaire. The items were arranged according to their seriousness for teachers.

Table 11

The means, standard deviation and the percentage of educational difficulties in English language teaching

No	Item	The mean **	Standard deviation	Percentage ***	Rank
20	The textbooks of English syllabuses for 5 th and 6 th grades aren't suitable for relevant literature.	3.72	0.76	74.4%	37
25	I find difficulties in preparing educational activities which are suitable for pupils' ability.	3.56	0.82	71.2%	38
26	I find difficulties in changing the methods of teaching in one lesson according to pupils' needs.	3.56	0.76	71.2%	39
24	I find difficulties in linking the linguistic knowledge with pupils' previous experience.	3.50	0.92	70%	40
23	I find difficulties in linking the linguistic knowledge with pupils' needs.	3.49	0.70	70%	41
35	I find difficulties in designing an evaluative teaching that deals with the	3.40	0.87	68%	42

** Out of (5) degrees.

*** $(\text{mean} / 5) * (100)$.

	teaching learning process.				
36	I find difficulties in taking into a consideration the continuity in the evaluation.	3.39	0.85	67.8%	43
42	The shortage of time in training programmes held during academic year.	3.35	0.84	67%	44
4	I find difficulties in forming the educational objectives in the cognitive domain.	3.34	0.85	66.8%	45
7	I find difficulties in preparing an annual or a seasonal English plan.	3.30	0.84	66%	46
11	I find it difficult to know the specific objectives for each lesson.	3.29	0.85	65.8%	47
10	I find it difficult to know the general objectives of teaching English in Palestine.	3.25	0.84	64.8%	48
3	The general objectives lack of comprehension in the cognitive domain.	3.24	0.82	64.8%	49
12	The specific objectives of English lessons can't measure the individual differences among pupils.	3.20	0.83	64%	50
14	The general objectives lack of comprehension in the psychomotor	2.98	1.42	59.6%	51

	domain.				
28	I find difficulties in developing the pupils' creative thinking.	2.90	1.30	58%	52
---	Total score	3.34	0.89	66.8%	---

Table 11 also shows that the highest mean was for item 20 (3.72): "The textbooks of English syllabuses for 5th and 6th grades aren't suitable for relevant literature". This item had the thirty seventh grades. But the lowest mean was for item 28 (2.90) "I find difficulties in developing the pupils' creative thinking". This item had the fifty second grade.

2. Second question of the study:

What are the most specific educational difficulties in teaching English in 5th and 6th grades as perceived by teachers?

The researcher found that the main and common difficulties of teaching English were the following:

1. I find difficulties in teaching of increasing duties, this item had the highest percentage, (98%); teachers of English are often busy at school, and at home, too. They have to correct students workbooks at school, they have to correct students papers at home. Teachers have to follow up the slow learners, they have to follow up students absence. They share in un curriculum activities.
2. The lack of instrument, devices and necessary materials, this item had (97%). Teachers of English can't teach well because of the lack of necessary materials such as T.V, projector. Teachers need those devices to

teach students. There are many schools in the northern of Palestine have no necessary devices.

3. I find difficulties in teaching large classes.
4. The lack of time to prepare visual aids.

These items 49 and 50 have (95%). Teachers of English can't teach well because of unusual numbers of students at classes, so they can't correct students papers, workbooks and evaluating them during the lessons. Teachers have no enough time to make visual aids. Teachers of English have a lot of lessons, so they can't prepare what they want.

3.Third question of the study:

Are there any differences between male and female teachers' feelings towards the educational difficulties in 5th and 6th grades in northern districts of Palestine due to gender variable?

The researcher used the means and the standard deviation to find out the differences between the males and females.

Table 12

Means and standard deviation of male and female teachers' feelings
towards difficulties of teaching English

Domain	Gender			
	Male teachers N= 75		Female teachers N= 70	
	Mean	Standard Deviation	Mean	Standard Deviation
Difficulties in forming educational objectives and planning.	3.93	0.82	3.88	0.69
Difficulties of general objectives and content in teaching English.	3.76	0.82	2.98	0.42
Difficulties of methods of teaching English.	3.94	0.85	3.56	0.76
Difficulties of pupil's evaluation.	4.20	0.73	3.39	0.85
Difficulties related to teachers' in-service training.	3.98	0.99	3.35	0.84
Difficulties related to achievement of syllabus activities.	4.74	0.40	4.57	0.61
Total score	4.01	0.77	3.62	0.70

Table 12 shows that the male teachers' means were higher than female teachers' means on all domains and on the total because male teacher's means

ranged between 3.76 and 4.74 while female teacher's means ranged between 2.98 and 4.57. The total score; the mean of male teachers responses towards the difficulties was 4.01 and 3.62 for female teachers.

This indicates that there was a difference between the female teachers' responses towards educational English difficulties in the northern district of Palestine in all domains and the total score.

4.Fourth question of the study:

Are there any differences in the teachers' responses towards the difficulties of teaching English according to the experience variable?

To find out if there were differences in the teachers' responses towards the difficulties of teaching, as a result of different experiences, the researcher used the mean and the standard deviation to calculate these groups:

1.5 years or less.

2.6-10 years.

3.More than 10 years.

Table 13

Differences in the means of teachers' responses towards educational difficulties in teaching English

Domain	Experience					
	5 years or less N= 40		6-10 years N= 50		More than 10 years N= 55	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Difficulties in forming educational objectives and planning.	3.90	0.70	3.93	0.82	3.34	0.85
Difficulties of general objectives and content teaching English.	3.24	0.82	4.43	0.71	3.78	0.77
Difficulties of methods teaching English.	3.50	0.92	3.56	0.76	3.49	0.70
Difficulties of pupil's evaluation.	3.39	0.85	4.29	0.78	4.20	0.73
Difficulties related to teachers' in-service training.	3.35	0.80	3.98	0.99	3.96	0.90
Difficulties related to achievement of syllabus activities.	4.75	0.42	4.90	0.30	4.57	0.61
Overall score	3.69	0.75	4.18	0.73	3.89	0.76

The results displayed in above table indicate:

1. In the difficulties of informing objectives and planning, the first rank was occupied by the teachers of (6-10) years' experience with a mean of (3.93). Teachers with more than 10 years experience came last with a mean (3.34).
2. In the difficulties of general objectives and content, the first rank was occupied by the teachers of (6-10) years with a mean (4.43), but the teachers of 5 years or less came last with a mean (3.24).
3. In the difficulties of methods of teaching, the first rank was occupied by the teachers of (6-10) years with a mean (3.56) but the teachers of more than 10 years experience came last with a mean (3.49).
4. In the difficulties of pupil's evaluation, the first rank was occupied by the teachers of (6-10) years with a mean (4.29), but the teachers of 5 years or less experience came the last with a mean (3.39).
5. In the difficulties related to teachers' in-service domain, the first rank was occupied by the teachers of (6-10) years experience with a mean (3.98) while the teachers of 5 years or less experience came the last with a mean (3.35).
6. In the difficulties related to achieving the syllabus activities domain the first rank was occupied by the teachers of (6-10) years with a mean (4.90) while the teachers the teachers of 10 years experience came the last with a mean (4.57).

Above results indicate that the means of English teachers with (6-10) years experience were the highest in all scores, so there were differences in the teacher's responses towards the difficulties of teaching English according to the experience variable.

5.Fifth question of the study:

Are there any differences among English language teachers towards the educational difficulties which might be attributed to qualification variable in 5th and 6th grades in northern districts of Palestine?

To answer this question, the mean and standard deviation of each domain and total of the domains were used.

Table 14

The means and standard deviation of English teachers towards educational difficulties

Domain	Teachers' Qualifications					
	Community College N= 60		Bachelor of Arts N= 65		Master of Arts N= 20	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Difficulties in forming educational objectives and planning.	*3.88	0.69	3.90	0.70	3.34	0.85
Difficulties of general objectives and content in teaching English.	3.20	0.83	3.78	0.77	3.24	0.82
Difficulties of methods in teaching English.	3.56	0.76	4.73	0.40	3.49	0.70
Difficulties of pupil's evaluation.	3.39	0.85	4.20	0.73	3.40	0.87

difficulties related to teachers' in-service training.	3.96	0.90	3.98	0.99	3.35	0.84
difficulties related to achievement of syllabus activities.	4.57	0.61	4.90	0.30	4.85	0.31
total score	3.76	0.77	4.24	0.64	3.61	0.73

* Out of (5) degrees.

The results displayed in above table indicate:

1. In the difficulties of informing objectives domain, the B.A holders came first with a mean of (3.90) followed by the community college certificate holders with a mean of (3.88) degrees and the last rank was occupied by the teachers who had Master of Arts with a mean (3.34) degrees.
2. In the difficulties of general objectives and content, the B.A holders came first with a mean (3.78) followed by the Master of Arts certificate holders with a mean of (3.24) degrees and the last rank was occupied by the teachers who had the community college with a mean of (3.20) degrees.
3. In the difficulties of methods of teaching English domain, the B.A holders came first with a mean (4.73) followed by the community college holders with a mean (3.56) degrees and the last rank was occupied by the teachers who had the Master of Arts with a mean of (3.49) degrees.
4. In the difficulties of pupil's evaluation domain, the B.A holders came first with a mean of (4.20) followed by the Master of Arts holders with a mean of (3.40) degrees. And the last rank was occupied by the teachers who had the community college certificate with a mean of (3.39) degrees.

5. In the difficulties related to teachers' in-service domain, the B.A holders came the first with a mean of (3.98) followed by the community college certificate holders with a mean of (3.96) degrees and the last rank was occupied by the teachers who had the Master of Arts with a mean of (3.35) degrees.
6. In the difficulties related to achievement the syllabus domain, the B.A holders came first with a mean of (4.90) followed by the Master of Arts certificate holders with a mean of (4.85) degrees and the last rank was occupied by the community certificate holders with a mean of (4.57) degrees.

Above results indicate that the means of the B.A holders were the highest in all scores, so there were differences in the teachers' responses towards the difficulties of teaching English according to qualification variable.

6.Sixth question of the study:

Are there any differences among English language teachers towards educational difficulties, which may be attributed to supervisor's annual evaluation variable? To answer this question, the mean and standard deviation of each domain and total of the domains were used.

Table 15

The means, and standard deviation of English teachers domains and the total score according to supervisor's annual evaluation

Domain	Annual Evaluation					
	High Grade N= 25		Low Grade N= 110		Very low grade N= 10	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Difficulties in forming educational objectives and planning.	3.34	0.85	4.70	0.50	3.90	0.70
Difficulties of general objectives and content in teaching English.	3.78	0.77	4.43	0.71	3.24	0.82
Difficulties of methods of teaching English.	3.49	0.70	3.56	0.82	2.90	0.30
Difficulties of pupil's evaluation.	3.40	0.87	4.19	0.70	3.39	0.85
Difficulties related to teachers' in-service training.	4.58	0.58	4.61	0.52	3.35	0.84
Difficulties related to achievement of syllabus activities.	4.57	0.61	4.85	0.31	4.74	0.40
Total score	3.86	0.73	4.39	0.60	3.59	0.65

The results displayed in above table indicate:

1. In the difficulties of informing objectives domain, the low grade holders came first with a mean of (4.70) followed by very low grade with a mean of (3.90) degrees and the last rank was occupied by the teachers who had got high grade with a mean (3.34) degrees.
2. In the difficulties of general objectives and content, the low grade holders came first with a mean of (4.43) followed by the teachers who had got high grade with a mean of (3.78) degrees and the last rank was occupied by the teachers who had got very low grade with a mean of (3.24) degrees.
3. In the difficulties of methods of teaching English domain, the teachers who had got low grade came first with a mean of (3.56) followed by the teachers who had got high grade with a mean of (3.49) degrees and the last rank was occupied by the teachers who had got very low grade with a mean of (2.90) degrees.
4. In the difficulties of pupil's evaluation domain, the teachers who had got low grade came first with a mean of (4.19) followed by the teachers who had got high grade with a mean of (3.40) degrees and the last rank was occupied by the teachers who had got very low grade with a mean of (3.39) degrees.
5. In the difficulties related to teachers' in-service domain, the teachers who had got low grade came the first with a mean of (4.61) followed by the teachers who had got high grade with a mean of (4.58) degrees and the last rank was occupied by the teachers who had got very low grade with a mean of (3.35) degrees.
6. In the difficulties related to achievement of activities domain, the teachers who had got low grade came first with a mean of (4.85) followed by the

teachers who had got very low grade with a mean of (4.74) degrees and the last rank was occupied by the teachers who had got high grade with a mean of (4.57) degrees.

Above results indicate that the means of English teachers who had got low grade were the highest of all in all scores, so there were differences in the teacher's responses towards the difficulties of teaching English according to supervisor's annual evaluation.

7. Seventh question of the study:

Are there any differences among English language teachers' responses towards educational difficulties due to the way of teaching?

To answer this question, the mean and standard deviation of each domain and total of the domains were used.

Table 16

The means, standard deviation of English teachers domains and the total score according to methods of teaching

Domain	Way of Teaching			
	Traditional Method N= 25		Communicative Method N= 120	
	Mean	Standard Deviation	Mean	Standard Deviation
Difficulties in forming educational objectives and planning.	3.93	0.34	3.34	0.35
Difficulties of general objectives and content in teaching English.	4.68	0.50	3.25	0.84
Difficulties of methods of teaching English.	4.35	0.65	2.90	0.30
Difficulties of pupil's evaluation.	4.70	0.45	3.40	0.87
Difficulties related to teachers' in-service training.	3.97	0.80	3.35	0.84
Difficulties related to achievement of teaching syllabus.	4.90	0.30	4.75	0.42
Total score	4.42	0.50	3.49	0.68

The results displayed in above table indicate:

1. In the difficulties in informing objectives domain, the teachers who used traditional method came first with a mean of (3.93) degrees followed by

the teachers who used communicative method with a mean of (3.34) degrees.

2. In the difficulties of general objectives and content domain, the teachers who used the traditional method came first with a mean of (4.68) degrees and followed by the teachers who used communicative method with a mean of (3.25) degrees.
3. In the difficulties of methods of teaching English domain, the teachers who used the traditional method came first with a mean of (4.35) degrees and followed by the teachers who used the communicative method with a mean of (2.90) degrees.
4. In the difficulties of pupil's evaluation domain, the teachers who used the traditional method came first with a mean of (4.70) degrees and followed by the teachers who used the communicative method with a mean of (3.40) degrees.
5. In the difficulties related to teachers' in-service domain, the teachers who had got low grade came the first with a mean of (3.97) degrees and followed by the teachers who used the communicative method with a mean of (3.35) degrees.
6. In the difficulties related to achievement of teaching domain, the teachers who used the traditional method came first with a mean of (4.90) degrees and followed by the teachers who used the communicative method with a mean of (4.75) degrees.

Above results indicate that the means of English teachers who used a traditional method were higher than teachers who used communicative method. So there were differences in the teacher's responses towards the difficulties of teaching English according to English methodology variable.

Summary:

The researcher presented in this chapter the main results of the study. He classified the results according to the answers of the questions of the study. The means, standard deviations and the percentage were used to analyze the items of the study. This chapter analyzed the main tables, concerning most serious difficulties which English teachers faced in 5th and 6th grades. The chapter showed there were differences in means, standard deviation and in the percentages in all domains.

After the analysis, this chapter showed that there were differences among teachers' responses towards difficulties which may be attributed towards difficulties to different variables; gender, experience, qualification ...etc.

Chapter Five

Discussion, Conclusions and Recommendations

Introduction:

This chapter includes discussion, conclusions and recommendations, concerning the educational difficulties in teaching English in 5th and 6th grades as perceived by English language teachers in northern districts of Palestine: Salfit, Jenin and Qalqilia. The conclusions were arranged according to the questions of the study.

First: Discussion, conclusion of the first question:

What are the educational difficulties in teaching English in 5th and 6th grades as perceived by English teachers in Salfit, Jenin and Qalqilia districts' public primary schools?

To answer the above question, the researcher used the mean, standard deviation and the percentage to calculate each item of the questionnaire. The items were arranged according to their importance and seriousness for teachers. The researcher found that all the teachers, males and females agreed that all the items of the questionnaire were difficulties which influenced the educational process.

The researcher divided the questionnaire into three groups. These groups were classified into Tables 9, 10, 11. In Table 9, the highest percentage was for item 51 (98%): "I find difficulties in teaching of increasing duties, while

the lowest percentage was for item 28 (58%): "I find difficulties in developing the pupil's creative thinking. Table 9 shows that the most serious difficulty that English teachers face was: I find difficulties of increasing duties. Teachers not only prepare for lessons at schools, but they also make visual aids at homes. They have not enough time at school to correct student's workbooks. They have to share in other activities such as cultural activity. They have to follow up slow learners. They are often busy at school because of increasing number of lessons.

The first nine items on page 48 are the most serious difficulties for English teachers. In the first group, table 9 contained 15 difficulties; they are 98% to 91%.

The second group was in table 10. This table contained 21 items (difficulties). Those difficulties were between 89.6% to 75.2%. The highest percentage in the second group (Table 10) was 89.6%: "I find difficulties informing the educational objectives in the affective domain". But the lowest percentage in the same table was for item 21 (75.2%). The contents of English syllabus for 5th and 6th grades weren't related to other knowledge branches. The contents of 5th and 6th grades are related to Jordanian environment, so students won't be familiar with Jordanian sites.

The third group was illustrated in table 11. This table contained 16 difficulties (items) which faced teachers. The highest percentage in this table was for item 20 (74.4%): The textbooks of English syllabuses for 5th and 6th grades aren't suitable for relevant literature. But the lowest percentage was for item 28 (58%): "I find difficulties in developing the pupils' creative thinking".

The results of this study supported the previous studies. They supported Aker (2000) who investigated the perception of the first secondary students

towards English language classroom environment in improving (EFL) learning in Nablus. The findings of this study concurred with Aker's and Qwasmi's studies.

The researcher stressed the use of modern instruments; visual aids and up-to-date syllabus. Dweikat (1997) examined the effect of using visual aids on achievement of tenth grade students in English in Nablus government schools. This study indicated to use visual aids. It's clear in the item (47), the lack of instruments, devices and necessary materials.

The researcher found that these difficulties or items 50 and 49 in table 9, were serious problems which faced English teachers. They had 95%. They supported the findings of Coleman (1989) who investigated the significance of large group language instruction in Nigeria. Coleman indicated in his study that the most common difficulties found were in the areas of relationship with individual students, classroom control and grading written work.

The study of Naji supported the results of this study: Item 50: "I find difficulties in teaching large class" and item 49: "The lack of time to prepare visual aids".

Gibbs (1992) studied the publication to practical assistance to teachers and administrators responsible for teaching large classes at colleges and universities in the United Kingdom. This study found that teachers couldn't teach well if there was great number of students in one class. Salih (1996) assessed the attitudes of teachers towards the effectiveness and suitability of the components of the Tenth Grade English Syllabus in Nablus district. The findings of this study revealed that 41.1% of the teachers received no either or in-service at all. The study also found that 71.4% that school year wasn't

enough to cover the syllabus, so the teachers had no enough time to prepare the visual aids.

So the study of the researcher supported the item 49: "The lack of time to prepare the visual aids".

Table 10 shows that items 17, 1 and 45 represented serious difficulties which faced English teachers item 17 on English syllabuses for 5th and 6th classes didn't take into a consideration the creative thinking. This result supports the findings of Qawasmi (1997) in his investigation of the problems in teaching English conversational interaction.

This study revealed that students didn't have opportunities to practise English in their life, so it's difficult for learners to interact with native speakers. But item 1: "I find difficulties in deriving the educational objectives in a lesson content and item 45 on the weakness of training programmes. supported the findings of these studies.

Zayani (1998) examined the progress of syllabuses and teaching English in Bahrain's secondary school. This study found that the objectives of English language weren't clear. Teachers needed more training.

Naji (1983) devoted his study to the evaluation of teaching English in Yemen's secondary schools. This study found that there was a lack of training programmes and visual aids.

Table 11 shows that item 42, the shortage of time in training programmes held during academic year. This difficulty supported the findings of the study of Naji (1983) whose emphasized the evaluation of objectives of teaching English in Yemen Secondary Schools.

Bello (1981) found that in Nigerian syllabus the contents were up-to-date, it emphasized the importance of science and technology because these subjects are necessary to make Nigeria an advanced country. The findings of this study supported these items: 47, the lack of instrument, devices... and the item 48, the lack of school libraries. The researcher attributes the findings of this question to increasing duties of English teachers, lack of teaching instruments, large classesetc. So the researcher believes that these were the most serious difficulties which face English teachers.

Discussion and conclusion of the second question:

What are the most specific educational difficulties in English teaching in 5th and 6th grades as perceived by English teachers in the northern districts of Palestine?

The researcher used the means, standard deviation and percentages to answer this question. Tables 9, 10 and 11 show that the most serious difficulties that faced teachers were the following:

1. The teacher of English found difficulties in teaching because of increasing textbook duties.
2. The lack of instruments, devices and necessary materials.
3. Teachers find difficulties in teaching large class.
4. The lack of time to prepare visual aids.

Table 9 revealed that these items had the highest percentages: 98%, 97%, and 95%. These items represent difficulties. Those items supported the findings of these studies: Gibbs (1992), Coleman (1989) and Naji (1983). The researcher attributes the findings of this question to lack of instruments at school, lack of time to prepare visual aids, so the researcher believes that these were the most common difficulties which face teachers.

Discussion and conclusion of the third question:

Are there any differences between the male and female teachers' feelings towards the educational difficulties in 5th and 6th grades in northern districts of Palestine due to gender variable?

To answer this question, the researcher used the mean and the standard deviation of male and female of the teachers' feelings towards difficulties of teaching English. Table 12 shows that the total score of male teachers was (4.01), but the total score of female teachers was (3.62) degrees. So the means of male teachers were higher than the means of female teachers in all domains and total. The standard deviations of male teachers were higher than the standard deviations of female teachers in the total. Therefore, there were differences in the teachers' feelings towards the difficulties of teaching due to gender variable. The researcher attributes the findings of this question to male teachers who face more difficulties more than female teachers. Male teachers are less patient than female teachers.

Discussion and conclusion of the fourth question:

Are there any differences in the teachers' responses towards the difficulties of teaching English which may be attributed to the experience variable?

To answer this question, the researcher used the means and the standard deviation to calculate the three groups.

Table 13 shows that the means of English teachers with 6-10 years experience were the highest in all domains and total. The total domain of teachers with 6-10 years experience was (4.18) while the total domain of teachers with 5 years or less was (3.69).

Therefore, there were differences in the teachers' feelings towards the difficulties of teaching due to experience variable. The researcher attributes the findings of this question to English teachers with 6-10 years experience because this group face more difficulties than others. They face difficulties in preparation, teaching, making visual aids and they have less training than others.

Discussion conclusion of the fifth question:

Are there any differences among English language teachers towards the educational difficulties due to qualification variable in 5th and 6th grades in Northern Districts of Palestine?

To answer this question, the researcher used the means and the standard deviations.

Table 14 shows that the means of the holders of B.A were the highest in all domains and total. The total of B.A holders was (4.24) while the total of community college holders was (3.76) and the total of Master of Arts holders was (3.61).

Therefore, there were differences of English teachers' responses towards educational difficulties due to qualification variable. The researcher attributes the findings of this question to the holders of B.A in all domains. Those teachers face difficulties in the writing objectives, preparing for lessons...etc. Those teachers have less training than others.

Discussion and conclusion of the sixth question:

Are there any differences among English language teachers' responses towards educational difficulties due to supervisor's annual evaluation?

To answer this question, the researcher used the mean, standard deviation.

Table 15 shows that the means of English teachers who got low grade were the highest in all domains and total. The total score of low grade came first with a mean of (4.39) degrees and followed by the total score of high grade with a mean of (3.86) degrees and the last rank was occupied by without annual evaluation with a total score, (3.59) degrees. So there were differences of English teachers' responses towards educational difficulties which might be attributed to supervisor's annual evaluation. The researcher attributes the findings of this question to teachers who got low grade. They would be disappointed, they would be unhappy with supervisors. The low grade affects badly on teachers' outcomes at classroom.

Discussion and conclusion of the seventh question:

Are there any differences among English language teachers' responses towards educational difficulties which may be attributed to teaching variable? To answer this question, the researcher used the means and standard deviation.

Table 16 shows that the means of English teachers who used the traditional method were higher than the means of English teachers who used communicative method in all domains and total score.

The total score of traditional method came first with mean (4.42) degrees and followed by the total score of communicative method with a mean of (3.49) degrees. So there were differences in teachers' responses towards educational difficulties which might be attributed to the way of teaching variable. The researcher attributes the findings of this question to the traditional method of teaching which was used by teachers. Those teachers face difficulties in teaching students and this method is not fit for the curriculum. Because is based on communicative method.

Recommendations:

The Majority of the previous studies focused on educational problems, which affected badly on English language teachers at classroom. Those studies pointed out that large class, lack of visual aids, heavy load of English language teachers ...etc. Those were obstacles, which arise at classroom. The researcher would like to say if those obstacles are removed the educational process will be easy for teachers.

In the light of the results of this study, the researcher would like to recommend the following:

1. The Palestinian Ministry of Education is invited to reduce the load of English teachers; to give them ample time to prepare well and correct student's papers.
2. The Palestinian Ministry of Education is invited to supply public primary schools in northern districts of Palestine with instruments, devices and necessary materials such as: audio-visual aids, libraries, projectors, maps, ...etc.
3. The Palestinian Ministry of Education is advised to build new schools to solve the problem of large classes.
4. English language supervisors are invited to give special attention to the newly appointed teachers; how to put a remedial plan for slow learners and how to put an annual plan...etc.
5. English language supervisors need to provide teachers with assistance in preparing lesson plans and their objectives. Supervisors and educational experts are advised to help teachers in linking evaluation with the educational objectives.

6. The Palestinian Ministry of Education is advised to hold in-service training programmes for English teachers. Teachers of English are advised to develop pupils' creative thinking.
7. The Palestinian Ministry of Education is invited to supply schools with good English magazines, cassettes, ...etc.
8. Universities are advised to qualify teachers to teach correctly.
9. Teachers are advised to cope up with modern methods of teaching.

Further Studies:

The researcher recommends that other studies be conducted in different districts of Palestine to find out the difficulties of teaching English.

The researcher also believes that the following studies should be conducted:

1. There is a need to carry out a similar study on English language teaching difficulties as perceived by teachers in secondary schools to help English teachers how to teach secondary stage.
2. There is a need to carry out a similar study about English language teaching difficulties as perceived by students in secondary schools.

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ملحق (A)

استبانة مقياس الصعوبات التعليمية في تدريس العلوم
صممت من قبل الباحث: حسن إبراهيم عبد اللطيف إبراهيم صالح.

أخي المعلم، أختي المعلمة:

يهدف هذا المقياس إلى التعرف على الصعوبات التعليمية في تدريس العلوم كما يراها المعلمون في الصفوف الأربعة الأساسية الأولى. وكذلك تقدير درجة شعور المعلم بكل صعوبة مما قد يساعد على وضع الحلول لهذه الصعوبات.

يتضمن المقياس الذي بين أيديكم 52 فقرة مرتبة في ستة مجالات تمثل كل فقرة إحدى الصعوبات في تدريس العلوم، يتبع كل فقرة منها سلم تقدير مكون من أربع درجات، والمطلوب منك أخي المعلم، أختي المعلمة أن تضع / تضعي إشارة (X) في المكان الذي يمثل شعورك بكل صعوبة.

مثال:

درجة الشعور بالصعوبة				نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.
بدرجة ضعيفة جداً (0)	بدرجة ضعيفة (1)	بدرجة متوسطة (2)	بدرجة كبيرة (3)	
		X		تحضير خطة يومية لحصة واحدة في مبحث العلوم

وهذا يعني أن المعلم يشعر بصعوبة تحضير خطة يومية لحصة في مبحث العلوم بدرجة متوسطة.

أمل منك أخي المعلم / أختي المعلمة الإجابة عن فقرات المقياس بكل حرية واطمئنان لأن هذه الدراسة لأغراض البحث العلمي ولذا لم يطلب منك كتابة اسمك.

شاكراً لكم / لكن حسن تعاونكم / تعاونكن

الباحث

حسن إبراهيم عبد اللطيف إبراهيم

معلومات أساسية عن المعلم / المعلمة

ضع إشارة (X) بجانب الحالة التي تنطبق عليك في الفراغ المخصص:

- 1- الجنس: (أ) ذكر () (ب) أنثى ()

2- المؤهل العلمي: إذا كنت:

- (أ) بكالوريوس ()
(ب) دبلوم ()

3- الخبرة في التدريس:

- (أ) خبرة قصيرة: أقل من 5 ()
(ب) خبرة متوسطة: 5 - 9 سنوات ()
(ج) خبرة طويلة: 10 سنوات فأكثر ()

4- آخر تقدير سنوي إداري حصل عليه المعلم / المعلمة:

- (أ) تقدير عالٍ / ممتاز أو جيد جداً ()
(ب) تقدير متدنٍ / جيد أو متوسط أو ضعيف ()
(ج) معلم مستجد / بلا تقدير ()

5- نوع السلطة المشرفة:

- (أ) حكومية ()
(ب) خاصة ()
(ج) وكالة ()

6- تقوم بتدريس العلوم ضمن:

- (أ) التعليم التكاملي ()
(ب) الطريقة العادية (المبحث المنفصل) ()

والآن أعرض عليك الفقرات التي تمثل الصعوبات في تدريس العلوم في الصفوف الأساسية الأربعة الأولى راجياً أن تضع إشارة (X) في المكان الذي يدل على درجة شعورك بالصعوبة:

المجال الأول:

الصعوبات المتعلقة بصياغة الأهداف التعليمية والتخطيط اليومي والسنوي:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		درجة كبيرة (3)	درجة متوسطة (2)	درجة ضعيفة (1)	درجة ضعيفة جداً (0)
1	اشتقاق الأهداف التعليمية من محتوى درس معين.				
2	التفريق بين الأهداف العامة والأهداف اليومية (الخاصة).				
3	تحليل الهدف العام إلى مجموعة من الأهداف التعليمية (الخاصة).				
4	صياغة الأهداف التعليمية في المجال المعرفي.				
5	صياغة الأهداف التعليمية في المجال الانفعالي.				
6	صياغة الأهداف التعليمية في المجال النفس حركي. 586534				
7	تحضير خطة يومية لحصة في مبحث العلوم.				
8	إعداد الخطة السنوية (أو الفصلية) لمبحث العلوم.				
9	تحليل محتوى درس العلوم إلى حقائق ومفاهيم ومبادئ وإجراءات.				

المجال الثاني:

الصعوبات المتعلقة بالأهداف العامة لتدريس العلوم والمناهج والكتب المدرسية:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		بدرجة كبيرة (3)	بدرجة متوسطة (2)	بدرجة ضعيفة (1)	بدرجة ضعيفة جداً (0)
10	معرفة الأهداف العامة لتدريس العلوم في فلسطين.				
11	معرفة الأهداف الخاصة لكل وحدة دراسية.				
12	مدى مراعاة الأهداف الخاصة لتدريس العلوم الفردية بين الطلبة.				
13	مدى شمول الأهداف العامة لتدريس العلوم للمجال المعرفي.				
14	مدى شمول الأهداف العامة لتدريس العلوم للمجال الانفعالي.				
15	مدى شمول الأهداف العامة لتدريس العلوم للمجال النفس حركي.				
16	عدم تركيز مناهج العلوم على العلاقة بين (العلم، التكنولوجيا، المجتمع).				
17	مدى مراعاة المناهج لتنمية جوانب التفكير الإبداعي لدى الطلبة.				
18	مدى ملائمة أساليب عرض المادة العلمية في كتب العلوم للفروق الفردية بين الطلبة.				
19	مدى وضوح الصور والأشكال والرسوم البيانية في كتب العلوم.				
20	مدى مسايرة المادة العلمية في كتب العلوم للتقدم العلمي والتكنولوجي.				
21	مدى ارتباط محتوى كتب العلوم بفروع المعرفة الأخرى ذات العلاقة.				
22	مدى تعريف كتب العلوم بالتراث العلمي العربي والإسلامي.				

المجال الثالث:

الصعوبات المتعلقة بأساليب تدريس العلوم:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		درجة كبيرة (3)	درجة متوسطة (2)	درجة ضعيفة (1)	درجة ضعيفة جداً (0)
23	ربط المعرفة العلمية بحاجات الطلبة.				
24	ربط المعرفة العلمية بخبرات الطلبة السابقة.				
25	إعداد أنشطة تعليمية تتناسب قدرات الطلبة الفردية.				
26	تنويع أساليب التدريس في الحصة الواحدة حسب حاجات الطلبة.				
27	اختيار أسلوب التدريس المناسب لمحتوى درس معين.				
28	تنمية أسلوب التفكير العلمي لدى الطلبة.				
29	تنمية التفكير الإبداعي لدى الطلبة.				
30	ربط أهداف تدريس العلوم بالمشكلات الصحية والبيئية.				
31	وضع خطط علاجية للطلبة الضعفاء تحصيلياً.				
32	تصحيح الواجبات البيتية.				
33	تنظيم التفاعل اللفظي أثناء التدريس.				

المجال الرابع:

الصعوبات المتعلقة بتقويم الطلبة:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		درجة كبيرة (3)	درجة متوسطة (2)	درجة ضعيفة (1)	درجة ضعيفة جداً (0)
34	ربط التقويم بالأهداف التعليمية.				
35	تصميم تقويم يتناول جميع جوانب التعلم.				
36	مراعاة الاستمرارية في التقويم.				
37	مراعاة مواصفات السؤال الجيد.				
38	تحليل نتائج الاختبارات، وتوظيف ذلك في تحسين طرق التدريس وتطويرها.				
39	ربط التقويم بالأساليب والوسائل والأنشطة المتبعة لتحقيق الأهداف.				

المجال الخامس:

الصعوبات المتعلقة بتدريب المعلم أثناء الخدمة ونموه الذاتي:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		درجة كبيرة (3)	درجة متوسطة (2)	درجة ضعيفة (1)	درجة ضعيفة جداً (0)
40	مدى كفاية إعداد المعلم لتدريس مبحث العلوم.				
41	قلة برامج التدريب أثناء الخدمة.				
42	قصر مدة الدورات التدريبية التي تعقد أثناء العام الدراسي.				
43	ضعف الارتباط بين برامج التدريب (الدورات) والتدريس.				
44	قلة البرامج التي تلبي حاجات المعلمين المختلفة.				
45	تدني مستوى برامج التدريب الحالية.				
46	مدى إمكانية النمو الذاتي للمعلم أكاديمياً ومسلحياً.				

المجال السادس:

الصعوبات المتعلقة بتنفيذ الأنشطة العملية التي يحتويها المنهاج:

الرقم	نوع الصعوبة التي تواجه تدريس العلوم في هذا المجال.	درجة الشعور بالصعوبة			
		درجة كبيرة (3)	درجة متوسطة (2)	درجة ضعيفة (1)	درجة ضعيفة جدا (0)
47	نقص الأجهزة والأدوات والمواد اللازمة.				
48	عدم وجود مختبر في المدرسة.				
49	عدم توفر الوقت الكافي للقيام بالتجارب.				
50	اكتظاظ الصفوف.				
51	ارتفاع العبء التدريسي للمعلم.				
52	صعوبة تنفيذ بعض الأنشطة.				

ملاحظات واقتراحات:

Appendix (B)

Some of Educational difficulties in teaching English in 5th and 6th grades as perceived by English language teachers in northern districts of Palestine.

The questionnaire submitted to the jury for examination of its validity.
Basic information about English language teachers.

Part One: Please circle the letter that applies to you:

1. Gender:
 - (A) Male
 - (B) Female

2. Qualification:
 - (A) Community college certificate
 - (B) Bachelor of Arts
 - (C) Master of Arts

3. Experience:
 - (A) 5 years or less
 - (B) 6 – 10 years
 - (C) More than 10 years

4. The last annual evaluation, which an English teacher has got from English supervisor or school principal:
 - (A) High grade: excellent, very good
 - (B) Low grade: good / average
 - (C) A new teacher: without annual evaluation

5. English Methodology:
 - (A) Traditional method: (old method)
 - (B) Communicative method (new method)

Part two:

Statements which represent some of educational difficulties, facing English language teachers in: 5th and 6th grades.

Please write (×) on the degree that applies to you.

First Domain:

Difficulties in forming educational objectives: annual and daily planning.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	I find difficulty in deriving the educational objectives from a lesson content.					
2	I find a difficulty in distinguishing between general and specific objectives.					
3	I have a difficulty in analyzing the general objective into specific objectives.					
4	I find a difficulty in forming the educational objectives in knowledge domain.					
5	I have difficulty in forming the educational objectives on excitable domain.					

6	I find difficulties in preparing a daily plan for an English lesson.					
7	I find difficulties in preparing an annual or seasonal English plan.					
8	I find difficulty in translating the content of an English lesson into facts, concepts, and procedures.					
9	I find difficulties in forming the educational objectives on the affective domain.					

Second Domain:

Difficulties of general objectives and content in teaching English syllabus for both grades: 5th and 6th.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
10	I find difficulty in knowing the general objectives of teaching English in Palestine.					
11	I find difficulty in knowing the specific objectives for each lesson.					
12	The specific objectives of English can't measure the individual differences among pupils.					
13	The general objectives lack comprehension on the knowledge domain.					
14	The general objectives lack comprehension on the excitable domain.					
15	The general objectives lack comprehension on the dynamic soul domain.					

16	The contents of English syllabuses don't concentrate on the correlation between literature and society.					
17	The contents of English syllabuses for 5 th and 6 th don't take into consideration the pupils' creative thinking.					
18	The contents of English syllabuses aren't suitable for individual differences.					
19	The pictures, charts, and shapes in 5 th and 6 th textbooks aren't clear and suitable for these grades.					
20	The contents of English syllabuses aren't suitable for relevant literature.					
21	The contents of English syllabuses for 5 th and 6 th grades aren't related to other knowledge branches.					
22	The contents of English syllabuses for 5 th and 6 th grades aren't suitable for Palestinian environment.					

Third Domain:

The difficulties related to the methods of teaching English.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
23	I find difficulty in linking the linguistic knowledge with pupils' needs.					
24	I find difficulty in linking the linguistic knowledge with pupils' previous experience.					
25	I find difficulty in preparing educational activities suitable for pupils' abilities.					
26	I find difficulty in changing the methods of teaching in one lesson according to pupils' needs.					
27	I find difficulty in choosing the method of teaching suitable for classroom content.					
28	I find difficulty in developing the scientific thinking of pupils.					
29	I find difficulty in developing the pupils' creative thinking.					

30	I find difficulty in matching the objectives of teaching English with environmental problems.					
31	I find difficulty in putting a remedial plan for slow learners.					
32	I find difficulty in correcting homework.					
33	I find a difficulty in controlling the verbal interaction during teaching.					

Fourth Domain:

Difficulties related to pupils' evaluation.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
34	I find a difficulty in linking the evaluation with the educational objectives.					
35	I find difficulty in designing an evaluative teaching which deal with educational sides.					
36	I find difficulty in taking into a consideration continuity in the evaluation.					
37	I find difficulty in forming a good question.					
38	I find difficulty in analyzing the exam results to apply them in improving the methods of teaching.					
39	I find difficulty in linking the evaluation with methods, aids and activities to achieve the objectives.					

Fifth Domain:

Difficulties related to teachers' in-service training.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
40	The lack of the teacher's ability to teach English language.					
41	There is a lack of programmes in-service training programmes.					
42	There is a short time of training programmes held during academic year.					
43	There is weakness in correlation between training programmes and teaching.					
44	There is a lack of programmes which can achieve the teacher's different needs.					
45	There is a weakness in training programmes.					
46	There is a weakness in teacher's growth academic development and behavior.					

Sixth Domain:

Difficulties related to achieving the syllabus activities.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
47	There is a lack of instruments, devices and necessary materials.					
48	There is a lack of libraries in schools.					
49	There is a lack of time to prepare visual aids.					
50	I find difficulty in teaching large classes.					
51	I find difficulty in teaching because of increasing duties.					
52	There is a difficulty in applying some activities.					

Notes and Suggestions:

Researcher

Hisham Izzat Hamoudeh

Appendix (C)

An-Najah National University

Some of Educational difficulties English in teaching in 5th and 6th grades as perceived by English language teachers in northern districts of Palestine. After jury's modification.

Basic information about English language teacher.

Part One: Please circle the letter that applies to you:

1. Gender:
 - (A) Male.
 - (B) Female.
2. Qualification:
 - (A) Community college certificate.
 - (B) Bachelor of Arts.
 - (C) Master of Arts.
3. Experience:
 - (A) 5 years or less.
 - (B) 6 – 10 years.
 - (C) More than 10 years.
4. The last annual evaluation, which you have got from your English supervisor or school principal:
 - (A) High grade: excellent, very good.
 - (B) Low grade: good / average.
 - (C) A new teacher: without annual evaluation.
5. English Methodology: What do you use in classroom?
 - (A) Traditional method: (old method).
 - (B) Communicative method (new method).

Part two:

The following items represent some of education difficulties, facing English language teachers in the 5th and 6th grades.

Please write (×) on the degree that applies to you.

First Domain:

Difficulties in forming educational objectives: annual and daily planning.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	I find difficulties in deriving the educational objectives in a lesson content.					
2	I find difficulties in distinguishing between general and specific objectives.					
3	I find difficulties in translating general objectives into specific ones.					
4	I find difficulties in forming the educational objectives on psychomotor domain.					
5	I have difficulties in forming the educational objectives on the cognitive domain.					

6	I find difficulties in preparing a daily plan for an English lesson.					
7	I find difficulties in preparing an annual or a seasonal English plan.					
8	I find difficulties in analyzing the content of an English lesson into facts, concepts and procedures.					
9	I find difficulties in forming the educational objectives in the affective domain.					

Second Domain:

Difficulties of general objectives and content in teaching English syllabus for both 5th and 6th grades.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
10	I find it's difficult to know the general objectives of teaching English in Palestine.					
11	I find it difficult to know the specific objectives for each lesson.					
12	The specific objectives of English lesson can't measure the individual differences among pupils.					
13	The general objectives lack of comprehension in the cognitive domain.					
14	The general objectives lack of comprehension in the psychomotor domain.					
15	The general objectives lack of comprehension in the affective domain.					
16	The contents of English syllabuses don't concentrate					

	on the correlation between literature and society.					
17	The content of English syllabuses for 5 th and 6 th classes don't take into consideration the pupils' creative thinking skills.					
18	The contents of English syllabuses aren't suitable for individual differences.					
19	The charts, pictures, and shapes of 5 th and 6 th grade textbooks aren't clear and suitable for these grades.					
20	The textbooks of English syllabuses for 5 th and 6 th grades aren't suitable for relevant literature.					
21	The contents of English syllabus for 5 th and 6 th grades aren't related to other knowledge branches.					
22	The contents of English syllabuses for 5 th and 6 th grades aren't suitable for Palestinian educational environment.					

Third Domain:

Difficulties related to the methods of teaching English.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
23	I find difficulties in linking the linguistic knowledge with pupils' needs.					
24	I find difficulties in linking the linguistic knowledge with pupils' previous experience.					
25	I find difficulties in preparing educational activities which are suitable for pupils' abilities.					
26	I find difficulties in changing the methods of teaching in one lesson according to pupils' needs.					
27	I find difficulties in choosing the method of teaching which is suitable for a lesson content.					
28	I find difficulties in developing the pupils' creative thinking.					
29	I find difficulties in developing pupils' creative					

	thinking skills.					
30	I find difficulties in matching the objectives of teaching English with environmental problems.					
31	I find difficulties in putting a remedial plan for slow learners.					
32	I find difficulties in correcting homework.					
33	I find difficulties in controlling the verbal interaction inside the classroom.					

Fourth Domain:

Difficulties related to pupils' evaluation.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
34	I find difficulties in linking evaluation with the educational objectives.					
35	I find difficulties in designing an evaluative teaching which deal with the teaching learning process.					
36	I find difficulties in taking into a consideration the continuity in the evaluation.					
37	I find difficulties in forming a good question.					
38	I find difficulties in analyzing the exam results to apply them in improving the methods of teaching.					
39	I find difficulties in linking the evaluation with methods, aids and activities to achieve the objectives.					

Fifth Domain:

Difficulties related to teachers' in-service training.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
40	There is a lack of the teacher's competency to teach English language.					
41	The lack of in-service training programmes.					
42	The shortage of training programmes held during the academic year.					
43	The weakness in correlation between programmes and teaching.					
44	The lack of programmes which can achieve the teacher's different needs.					
45	The weakness of training programmes.					
46	The weakness of teacher's academic and behavior growth.					

Sixth Domain:

Difficulties related to achieving the syllabus activities.

No	Item	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
47	The lack of instruments, devices and necessary materials.					
48	The lack of school libraries.					
49	The lack of time to prepare visual aids.					
50	I find difficulties in teaching large classes.					
51	I find difficulties in teaching because of increasing duties.					
52	The difficulties of applying some activities.					

Notes and Suggestions:

Thanks for your cooperation

Researcher

Hisham Izzat Hamoudeh

Appendix (D)

School Names

1-Salfit District Public Primary Schools / (2001 / 2002):

No.	
1	Al Zaweyah Primary School for Boys.
2	Al Zaweyah Primary School for Girls.
3	Amal Primary School for Boys.
4	Biddia Primary School for Boys.
5	Biddia Primary School for Girls.
6	Brougen Primary School for Boys.
7	Dier Istia Primary School for Boys.
8	Dier Istia Primary School for Girls.
9	Hares Primary School for Girls.
10	Khirbit Qais Primary School for Boys.
11	Kofer Al Deek Primary School for Boys.
12	Masha Primary School for Girls.
13	Marda Primary School for Girls..
14	Qeireh Primary School for Girls.
15	Rafat Primary School for Boys.
16	Sarta Primary School for Boys.
17	Sarta Primary School for Girls.
18	Yasouf Primary School for Girls.

2-Jenin District Public Primary Schools / (2001 / 2002):

No.	
1	Ajah Primary School for Boys.
2	Ajah Primary School for Girls.
3	Al-Khansa Primary School for Boys.
4	Al-Araga Primary School for Boys.
5	Al-Jadedah Primary School for Girls.
6	Al-Jalama Primary School for Boys.
7	Al-Jalama Primary School for Girls.
8	Al-Salam Primary School for Boys.
9	Al-Zababda Primary School for Girls.
10	Al-Zahra Primary School for Girls.
11	Al-Yamoun Primary School for Boys.
12	Al-Yamoun Primary School for Girls.
13	A'nin Primary School for Girls.
14	Anza Primary School for Girls.
15	Arrabah Primary School for Boys.
16	Arrabah Primary School for Girls.
17	Barta'a Primary School for Girls.
18	Bergen Primary School for Girls.
19	Dier Abu Da'ef Primary School for Boys.
20	Dier Abu Da'ef Primary School for Girls.
21	Fahma Primary School for Girls.
22	Faqu'h Primary School for Boys.
23	Faqu'h Primary School for Girls.
24	Jaba Primary School for Boys.
25	Jalqamous Primary School for Boys.

No.	
26	Jalqamous Primary School for Girls.
27	Jenin Primary School for Boys.
28	Jenin Primary School for Girls.
29	Kufr Dan Primary School for Boys.
30	Kufr Dan Primary School for Girls.
31	Qabatia Primary School for Boys.
32	Qabatia Primary School for Girls.
33	Raba Primary School for Girls.
34	Romana Primary School for Boys.
35	Sanour Primary School for Boys.
36	Sanour Primary School for Girls.
37	Selet Al-Harthia Primary for Boys.
38	Selet Al-Harthia Primary for Girls.
39	Tamoun Primary School for Boys.
40	Tamoun Primary School for Girls.
41	Toubas Primary School for Boys.
42	Toubas Primary School for Girls.
43	Ya'bad Primary School for Boys.
44	Ya'bad Primary School for Girls.

3-Qalqilia District Public Primary Schools / (2001 / 2002):

No.	
1	Al-Ashqar and Al-Modawar Primary School.
2	Al-Eman Primary School.
3	Al-Fundoq Primary School.
4	Al-Isra Primary School.
5	Al-Morabiteen Primary School.
6	Al-Morbitat Al-Khyria Primary School.
7	Al-Nabi Elyas Primary School.
8	Al-Quds Al-Hadetha Primary School.
9	Al-Saleman Primary School.
10	Al-Sharqa Primary School.
11	Azoun Primary School for Boys.
12	Azoun Atmeh Primary School for Girls.
13	Bait Ameen Primary School for Boys.
14	Baqa Al-Hatab Primary School for Girls.
15	Ematain Primary School for Boys.
16	Falamya Primary School.
17	Fara'ta Primary School for Boys.
18	Fatima Ghazal Primary School for Boys.
19	Hable Primary School for Boys.
20	Haja Primary School for Boys.
21	Jayous Primary School for Boys.
22	Kufor Abush Primary School.
23	Kufor Jammal Primary School for Boys.
24	Kufor Lagef Primary School.
25	Palestine Primary School.

No.	
26	Qalqilia Primary School.
27	Ras Atiea Primary School.
28	Saniria Primary School for Girls.
29	Sara Primary School for Boys.



Appendix E

التاريخ : ٢٠٠٢/٢/٩

معالي وزير التربية والتعليم المحترم
رام الله

تحية وبعد ،

الموضوع : تسهيل مهمة الطالب / هشام عزت حمودة ابو حامد رقم التسجيل ٩٧٤٩٧٨٣

الطالب المذكور اعلاه هو احد طلبة الماجستير في جامعة النجاح الوطنية ، تخصص أساليب تدريس لغة انجليزية، في كلية العلوم التربوية /الدراسات العليا، وهو الآن بصدد إعداد الأطروحة الخاصة به بعنوان :

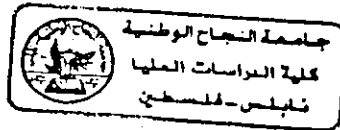
(بعض الصعوبات التعليمية في الصفين الخامس والسادس الاساسيين كما يلاحظها معلمو اللغة الانجليزية في شمال فلسطين)

يرجى من حضرتكم تسهيل مهمته في توزيع الاستبانة على معلم اللغة الانجليزية في الصفين الخامس والسادس الاساسيين في المدارس الحكومية التابعة لمديرية التربية والتعليم في محافظات شمال فلسطين .

شاكرين لكم حسن تعاونكم..

وتفضلوا بقبول وافر الاحترام ،

عميد كلية الدراسات العليا
د. علي بركات



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Appendix F

الرقم: م ت/ 6 / ١٠٠٠

التاريخ: 2002/3/12م

الموافق: 28 / ذو الحجة / 1422 هـ

حضرات مديري ومديرات المدارس المحترمين
بعد التحية،،،

الموضوع: الدراسة الميدانية

الطالب: (هشام عزت حمودة أبو حامد)

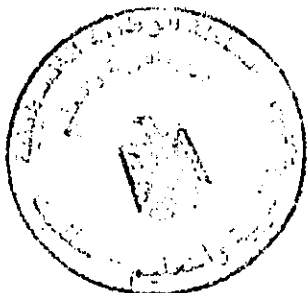
الإشارة: كتاب معالي وزير التربية والتعليم رقم وت/30/31/1291 بتاريخ 2002/2/27.

أوافق على قيام الباحث المذكور أعلاه بإجراء دراسته الميدانية حول (بعض الصعوبات التعليمية في الصفين الخامس والسادس الأساسيين كما يلاحظها معلمو اللغة الإنجليزية في شمال فلسطين) وتوزيع الاستبانة المعدة لهذه الغاية على معلمي ومعلمات اللغة الإنجليزية للصفين الخامس والسادس الأساسيين في المدارس الحكومية في مدارسكم ، وذلك بعد التنسيق المسبق مع مديرية التربية والتعليم.

مع الاحترام،،،

مدير التربية والتعليم

وجيه الأمين



ن.ا.ع

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الصعوبات التعليمية الأكثر شيوعاً في تعليم اللغة الإنجليزية في الصفين الخامس والسادس الأساسيين كما يلاحظها معلمو اللغة الإنجليزية في المدارس الأساسية في محافظات شمال فلسطين

إعداد:

هشام عزت حمودة أبو حامد

إشراف:

الدكتور فواز عقل

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في تخصص أساليب تدريس اللغة الإنجليزية من كلية الدراسات العليا في جامعة النجاح الوطنية، نابلس، فلسطين.

الملخص

هدفت هذه الدراسة لبحث ومعرفة الصعوبات التعليمية الأكثر شيوعاً في تعليم اللغة الإنجليزية في الصفين الخامس والسادس الأساسيين كما يلاحظها معلمو اللغة الإنجليزية في المدارس الحكومية الأساسية في محافظات شمال فلسطين. وقد بحثت هذه الدراسة تأثير الجنس، الخبرة، المؤهل العلمي والتقدير السنوي للموجه وأساليب تعليم اللغة الإنجليزية على وجهة نظر المستجيب من المعلمين بخصوص الصعوبات التعليمية التي يواجهها المعلمون.

تكون مجتمع الدراسة من 160 شخصاً "معلمي ومعلمات اللغة الإنجليزية في المدارس الحكومية الأساسية في محافظات شمال فلسطين" وذلك للعام الدراسي 2001-2002م. وقد بلغ عدد المعلمين والمعلمات الذين استجابوا لاستبانة الدراسة 145 معلماً ومعلمة.

وقد تكونت استبانة الدراسة من 52 فقرة موزعة على ستة مجالات. أما بالنسبة لصدق الأداة فقد تم تسليم الاستبانة إلى لجنة من الخبراء التربويين حيث اعتبروها مناسبة لأغراض الدراسة، وكذلك فإن ثبات الاستبانة تم التأكد منه باستخدام معادلة كرونباخ ألفا. وفيما يتعلق بالمعالجات الإحصائية للإجابة على أسئلة الدراسة، فقد تم حساب المتوسطات والنسب المئوية والانحرافات المعيارية وتحليلها وذلك فيما يتعلق بكل من المجالات والصعوبات الستة التي تواجه المعلمين في المدارس الأساسية. ودلت نتائج الدراسة على ما يأتي:

أن معلمي ومعلمات اللغة الإنجليزية يواجهون صعوبات تعليمية في تعليم المدارس الحكومية الأساسية في محافظات شمال فلسطين، حيث يواجه المعلمون والمعلمات صعوبات على كل المجالات وفي جميع أسئلة الدراسة.