

ISSN 1992-1179=Magallat gami'at kirkuk.Al-dirasat al-insaniyyat

Journal of Kirkuk University

Humanity Studies

A Scientific Refereed Journal

Published by University of Kirkuk

Kirkuk / Iraq

Volume 12 Number 2 Year 2017

Post Address

Iraq - Kirkuk - University of Kirkuk

P.O. Box: 2281, Post code: 52001

E. mail: journal_kirkukuniversity@yahoo.com

Editorial Board

Prof. Dr. Karem Najim Kader	Editor - in - Chief
Asst. Prof. Dr. Sabah Musa	Secretary Manager
Asst. Prof. Dr. Zenabden Ali Sufer	Member
Asst. Prof. Dr. Ali Kbalil Ahmad	Member
Asst. Prof. Dr. Abdulrahman Mohammad Mahmud	Member
Asst. Prof. Dr. Hadi Salih Ramadhan	Member
Asst. Prof. Falah Salahadin Mustafa	Member
Dr . Wisam Ahmad Abdulah	Member

Technical Coordinator & print

Dana Tahseen Abdoulrahman

Consultants Committee

Prof. Dr. Khalil Ali Murad

College of Arts, Univ. of Salahddin

Prof. Dr. Fa'iq Mustafa

College of Languages , Univ. of Suleimaniyah

Prof. Dr., Fileyih Karcam Al-Rikabi

College of Arts, Univ. of Baghdad

Prof. Dr., Tawfiq Ibrahim Salih

College of Education, Univ. of Kirkuk

Prof. Dr. Hussein Andah

College of Law, Univ. of Kufah

Prof. Dr. Abdul Fattah Ali Yahya Al-Botani

Center for Kurdish Studies & Documents Univ. of Dohuk

Publishing Instruction

- The journal aims to publish substantial scientific papers not previously published in any field of knowledge.
- The researcher should present three copies of the paper typed on A4 besides a (CD).
- Number of pages of the paper should not exceed (25) pages; otherwise the researcher has to pay 1 thousand I.D. For any additional page.
- Title of the paper should be on the top centre of the first page. The name of the researcher should be on the top left hand of the first page of the paper. If the is written by two researchers, the second researcher's name should be put on the top right hand. The academic title, name of university and college should be indicated below researchers' names.
- An abstract in Arabic and English should be presented for each paper. It should be within (150- 200) words, showing purpose of the paper, results and recommend actions.
- Printed pictures, diagrams and tables are to be presented in separate pages. They should be given separate page numbers referred to in the body of the paper.
- Issuing in structure Scientific procedure followed:-

A) Evaluation:

The paper is sent to two reviewers. One reviewer is from inside the university while the other is from outside the university. The evaluation is done in strict secrecy and within specialization.

B) Publication

The papers are published according to the dates of submission and proportional to different specializations.

- The journal which bears the name of the University of Kirkuk / Humanities Studies publishes papers dealing exclusively with humanities.
- Language of the journal.

The main language of the journal is Arabic. The journal also publishes in other languages such as English, Kurdish and Turkish.

- References are arranged alphabetically and put together with the notes, at the end of the paper.
 - Legal and scientific rights
- 1- The paper is published under the name of the researcher who receives a copy of it.
 - 2- The researcher has the right to present his/her papers for scientific promotion, or malice references to them in other papers.
 - The time span between submission and acceptance of the paper:
 - 1- Three months whether the result is positive or negative.
 - 2- In case of delay, the evaluation is extended for one month.
 - 3- In the case of refusal or apology by a reviewer, the evaluation is extended for six months.

Publication Fees

- 1- 100,000 I.D. For Professors.
- 2- 75,000 I.D. For Assistant Professors.
- 3- 60,000 I.D. For Instructors and below.

Contents

NO	Content	Page
1	The Acquisition of Fricatives and Affricates by Mosuli Children between 2 and 5 years Umayya I. Younis Zena M. Khidhir Mosul University / College of Education for Humanities	1 - 22
2	Developing Fluency in the Pronunciation of Iraqi Learners of English: Method and Techniques Ammar H. Saeed Mosul University / College of Arts	23-51
3	The Effect of Teaching Practice on Student-Teachers' Conception of Lesson Planning Sawgil Mohammed Amin Kitabchy Kirkuk University / College of Education for Humanities	52-71

The Effect of Teaching Practice on Student-Teachers' Conception of Lesson Planning

Sawgil Mohammed Amin Kitahchy
Kirkuk University / College of Education for Humanities

تاريخ نشر البحث: ٢٠١٧ / ٢ / ١٩

تاريخ استلام البحث: ٢٠١٦ / ٩ / ١٦

Abstract

Teaching is a hard task since one is dealing with pupils who have different skills, levels of knowledge, interest and individual differences. Giving a successful lesson is the aim of every teacher. As such, a teacher should try his/her best to make pupils understand the lesson easily and quickly. To bring about such an aim, the teacher is advised to plan the lessons in advance before stepping into the classroom. Careful preparation for lessons aids the teacher in dealing well with different problems and situations as they arise in the class. It also makes the teacher feel more secure in front of the class.

The current research aims to investigate 4th year EFL university students' conception of lesson planning before and after the teaching practice period. A two-part questionnaire was designed as an instrument to answer the research questions of this study. The data obtained by means of the questionnaire were computed using the calculated mean, the standard deviation, and the T-test.

The results indicate that 4th year EFL university students (student-teachers) well realize the value of lesson planning, at the time no significant effect of teaching practice has been detected on such realization. The findings also show no significant effect of gender in this respect as no differences were there between male and female students' realization of the value of lesson planning before and after the teaching practice period.

1- Introduction

The term "lesson" is popularly considered to be a unified set of activities that cover a period of classroom time(Richards and Nunan, 1990).

Hornby (2004) defines a plan as a set of things to do in order to achieve something or to make detailed arrangements for something you want to do in the future. To be more specific, teachers may wonder "which way they ought to go" before they enter a classroom. This usually means that teachers need to plan what they want to do in their classrooms (Yinger, 1980). A lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behaviour that will result in student learning. According to Farrell(2002: 30), a lesson plan is the daily decisions a teacher makes for the successful outcome of a lesson. It serves as a map or a checklist that guides the teacher in knowing what s/he wants to do next.

Richards et al. (1992) define a lesson plan as a description or outline of (a) the goals or the objectives a teacher has set for a lesson, (b) the activities and procedures the teacher will use to achieve them, and the order to be followed, and (c) the materials and resources which will be used. Likewise, Bailey(1996: 18) points out that a lesson plan is like a roadmap "which describes where the teacher hopes to go in a lesson, presumably taking the students along". As such, a lesson plan is an essential part of the lesson in teaching any subject in general and foreign languages in particular, since the teacher not only has to concentrate on the content being taught and learners need, but also on the use of the foreign language as well (Milkova, 2013). In other words, the lesson plan is the device which the teacher should use to organize and do his work properly.

Teaching practice (in teacher education) refers to the teaching opportunities or experiences provided for a student-teacher to gain teaching experience, usually through working with an experienced teacher for a period of time by teaching that teacher's class. Such experiences may include micro-teaching, teaching an individual lesson from time to time, or regular teaching over a whole term or longer,

during which the student- teacher has direct and individual control over a class. Teaching practice is intended to give student-teachers an opportunity to apply the information and skills they have studied in their teacher education programmer, and to acquire basic teaching skills (Richards et al., 1992:284).

2- Aims of the study

The current research aim is to answer the following questions:

1. Do 4th year students (student-teachers) at the Dept. of English have realization of the concept of lesson planning or not?
2. What is the effect (if any) of teaching practice period (which lasts for six weeks) on student- teachers' conception of lesson planning ?
3. Are there differences (if any) between male and female student-teachers' conception of lesson planning before and after teaching practice

3- The Hypotheses

It is hypothesized that:

1. Student-teachers have a realization of the concept of lesson planning.
2. Teaching practice has an effect on student-teachers' conception of lesson planning.
3. There are no differences between male and female student-teachers' conception of lesson planning before and after teaching practice.

4- Limits of the Research

The present research is limited to the realization of the importance of lesson planning by a sample of 4th year student-teachers (students doing practice teaching of English) of the Department of English, College of Education for Humanities during the academic year 2014-2015.

5- Value of the Research

The present research is expected to be of value to teachers of English at large and student-teachers doing teaching practice of English at Intermediate and preparatory schools in particular. Familiarity with the sample of teachers' conception will help in identifying the importance of lesson planning and teachers' better consideration of it as a tool towards the improvement of their teaching and duly learners' better achievement.

6- Significance of Lesson PLanning

The importance of planning doesn't lie in the teaching process only, but the whole life seems to be caught up in a series of plan or preparation. It is worth mentioning here to refer with great honour, to the teacher of humanity, our prophet's hadith which enhances the importance of planning in all fields of our life: Anas reported that a person said to Allah's Messenger (peace be upon him): when would be the Last Hour? He (The Prophet) said: what preparation have you made for that? (Sahih Muslims).

Lesson plan can play a vital role in teaching. It gives the teacher an effective guide which he/she needs while handing out the lessons to pupils. Careful planning is crucial to successful teaching, and it is doubtful that anyone can be a good teacher, unless he is aware of his objectives, and plans the classroom activities accordingly. Certainly such pre-planning is necessary to ensure maximum effectiveness (Chastain, 1988: 335). Accordingly, there are several merits of a planned lesson. One of them is that having a lesson plan helps the teacher to maintain focus. With a classroom full of pupils (40-50 pupils in each class), with their short attention spans and their natural desire for disruption, it is very easy for a lesson to be sidetracked completely, and the best way for the teacher, to steer the lesson back on course is to bring his plan with him (www.adoptuskids.org). Also, language teachers may ask themselves: "why should they bother writing plans for every lesson?" Some teachers say they write lesson plans only because a supervisor, or school administrator requires them to do so. However, not many teachers enter a classroom without some kind of plan.

To be more specific, the teacher of English needs to master both the language and English language teaching, i.e. English is the tool and the objective. Furthermore, he needs to be a good organizer (Al-Hamash, 1978). The first priority in this process is convincing the teacher that planning a lesson is not worth doing, but worth doing well (www.adaptuskids.org). Likewise, just as teachers expect their pupils to come to class prepared to learn, pupils come to class expecting their teachers to be prepared to teach (Jensen, 2001: 403). With planned lessons, a teacher has actual paperwork of everything he has taught, so he can refer back to it later.

A lesson plan is a record of what we did in class. This record is useful when we teach the same course again (Farrell, 2002: 30). According to Rivers (1981: 483), a planned lesson is just better. Not all planned lessons are very great and not all unplanned lessons are a disaster, but even a bad lesson will be less bad planned, and even a great lesson can be greater with a plan. If you are good at teaching with unplanned lessons, you will be even better at teaching with a plan. Bailey (1996) argues that clearly thought-out lesson plans will more likely maintain the attention of students and increase the likelihood that they will be interested. A clear plan will also maximize time and minimize confusion of what is expected of the students, thus making classroom management easier. Richards (1998: 103) suggests that lesson plans help the teacher think about the lesson in advance to "resolve problems and difficulties, to provide a structure for a lesson, to provide a 'map' for the teacher to follow, and to provide a record of what has been taught". Farrell (2002) claims that a lesson plan is indeed very important to all teachers for it serves as a guideline on how to manage a class. Daily planning of lessons also benefits pupils because it takes into account the different backgrounds, interests, learning styles and abilities of the pupils in one class. A lesson plan is the teacher's road map of what pupils need to learn and how it will be done effectively during the class time.

Before the teacher plans his/her lesson, he/she will first need to identify the learning objectives for the class meeting. Then she can design appropriate learning activities and develop strategies or follow certain methods to obtain pupils' learning (www.crlt.umich).

There are also internal and external reasons and duly benefits drawn from planning lessons (McCatchcon, 1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, to manage the time , effort and recourses efficiently, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor, to check everyday performance and to guide a substitute teacher in case the class needs one.

Additionally, if pupils face difficulty in learning a particular point, the teacher knows which lesson plan to amend, which helps him/her learn from his own mistakes and missteps. If pupils

learn something really well, the teacher can look at that lesson and figure out what about it really worked. A lesson plan from a lesson that went really well is like a personal award certificate. And since lesson planning helps you keep track of what works and what does not work, your lesson plans will get better and better, feeding into and renewing that sense of success and accomplishment. Research shows that these kinds of small "accomplishments" can increase the teacher's motivation, his/her productivity, and his/her work engagements and satisfaction".(www. psychologytoday.com).

To summarize the importance of lesson planning, Hunter & Russell (1977); Al-Hamash (1980), Brown (1994); Ur (1996); Freeman (2000); Graves (2000) suggest that:

- When plan is ready teachers can focus on its implementation when teachers do not have to think so much about what they need to do next, they will be able to focus on other parts of the lesson.
- Planning lessons help teachers to know what worked and what did not.
- The teacher's daily responsibilities are the need to give better lessons, the desire to move pupils towards their dreams, and the constant need for successful results.
- A lesson plan helps the teacher in checking everyday performance.
- It is very effective especially for new teachers.
- It is a record of what the teacher has taught and the order in which he/she has taught things.

- It keeps the teacher on track and prevents him/her from wondering or saying something twice.
- A lesson plan enables the teacher to save much time in coming years, since the lesson plan that he/she just made can be employed over and over again, but if updates are necessary do so though.
- It allows the teacher to manage his/her time, effort and resources efficiently.
- It gives the teacher a bird's eye view of things to be taught and learned everyday.
- It provides the teachers many ways to keep the teaching process not monotonous and redundant.
- Since it is like script in movies, lesson plan makes teaching easy.
- It makes the teacher organized while teaching.
- The teacher can be able to determine when to insert icebreakers and interesting facts and lessons to keep pupils glued to their lessons.
- Lesson plan will easily help the teacher to achieve his/her goals and objectives, and same can be said on the part of pupils.
- Lesson plan helps the teacher get rid of problems or avoid them.
- It improves the habit and attitude of the pupils.
- It definitely improves the teacher's teaching skills.

7- The Role of Teachers in Lesson Planning

Al-Hamash(1980:4-43) states that the role of a teacher is that of an engineer in charge of an important project. Like an engineer, each teacher has a task to achieve. He/ she must plan his/her work in order to succeed. They both must be sure that they understand what they need to do, must have the proper materials and they must have the right kind of people. The pupils are like the workers. Both the teacher and the engineer must give good training to those who work with them. Just like the engineer, the teacher must have a good plan , Emilgen (2011) shows that if the trademark of a doctor is the stethoscope, the engineer is a calculator, the teacher cannot be able to teach without his or her lesson plan. It is necessary for the teacher to have a lesson plan to make things easier for him or her.

Teachers must set objectives, choose learning activities that fit goals and pupils' abilities, interests and needs. Teachers should arrange the activities in such a way as to facilitate understanding and learning. They should be aware of their responsibility to assist pupils in the task of learning. Planning assists teachers in selecting and arranging the most efficient sequence of learning activities for arriving at the stated goals. No teacher, even one with many years of experience, can expect to "pull off top of his head" everything needed in the entire class hour (Chastain, 1988).

Although teachers often complain that it is every difficult or even unnecessary to plan lesson. The difficulty seems to lie in the first year of teaching. Richards (1998: 103) point out that teachers should realize that "the success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned". Also, Jensen (2001: 406) makes the point that teachers need to anticipate what part of the lesson may be difficult for the pupils? What kind of questions can the teacher expect? Anticipating problems and thinking of solutions beforehand and careful preparation in advance make teachers feel more comfortable and confident when they walk into the classroom.

As being teachers in general and being teachers of a foreign language in particular, teachers will face many problems and situations and the teacher should be intelligent enough to know well how to deal with the different problems as they arise in the class; for this reason teachers should be equipped with lesson plan before they step into the class. In short, the influence of the teacher is undeniable in learning; therefore, teachers are told never to give unprepared lessons. For teachers to feel secured when planning for their lessons, Jensen(2001) argues that a teacher must consider the background of the pupils, the objectives of the lesson, the skills to be taught, the activities, the materials, texts, the time constraints and the connection to previous and future lessons. It is important to state explicitly what you want pupils to gain from the lesson. Farrell (2002: 32) points out that an effective lesson plan starts with appropriate and clearly written objectives. Clear, well-written objectives are the first step in daily lesson planning.

These objectives help state precisely what we want our students to learn, help guide the selection of appropriate activities. Learning to plan is just like learning any other skill, it takes time and practice. (Jensen, 2001: Farrell 2002) argue that after writing the lesson objectives, teachers must decide the activities, an equipment such as audiovisual aids and procedures they will use to ensure the successful attainment of those objectives. Shrum and Gilsao (1994: 48) add that effective objectives "describe what students will be able to do in terms of observable behaviour and when using the foreign language", and since time is precious in teaching foreign languages, a well-prepared plan makes the teacher fairly certain of the time it takes so the classroom time is not wasted (Al-Hamash,1978). To summarize, and in very basic terms, a lesson plan is the teacher's guide for running a particular lesson, it includes the goals (what the pupils are supposed to learn), how the goals will be reached (the method, procedure) and a way of measuring how well the goals to be reached (test, homework...etc.) and help provide overall lesson focus and direction. It also gives teachers a way to evaluate what their pupils have learned at the end of the lesson.

8- Population and Sample of the Research

The population of the current research is represented by the students enrolled at the Department of English, College of Education for Humanities, University of Kirkuk during the academic year 2014- 2015 All 4th year students, i.e. 105 students (two groups of 80 females and 25 males), have been selected to represent the sample. The sample is supposed to spend four- year studying period at the college and the main objective to be equipped with the required specialized knowledge of new ideas and methods of teaching in their field of majoring. During the first semester of the final year, the sample should have frequent visits to intermediate and preparatory schools to observe experienced teachers of English and to acquire more practical knowledge about teaching methods and techniques.

9- Research Tools

A questionnaire represents the main tool of the present research. It has been designed after the researcher's consultaion with people specialized in the field of teaching and learning English as a foreign language and access to some literature on the topic under discussion.

The questionnaire form begins with items that seek information about respondents' gender. There are also general instructions that clarify the purpose behind the research and how the subjects are supposed to give answers to the items of the questionnaire.

The questionnaire consists of fifteen structured items geared towards student-teachers' conception of lesson planning. Each item has 5 options set according to Likert's scale (Graves 2000:295) to determine the strength of student agreement or disagreement with certain statements.

The questionnaire has been administered twice. It was first piloted to the sample of the research during the first semester of the academic year 2014-2015, i.e. before the teaching practice period. It was then administered during the second semester after the sample of the students finished the teaching practice period.

While in the second stage the same form of the questionnaire was used to collect the data from the respondents in the second semester (after teaching practice).

10- Data collection

Student-teachers' responses to the questionnaire have been made according to a five-point scale that ranges between (1) as a minimum value and (5) as the maximum value and as follows:

- SA Strongly Agree
- A Agree
- M Moderate
- D Disagree
- U Undecided

Accordingly, to find out the way student-teachers have scored either positively or negatively to the variables within the questionnaire, the value (3) has considered the average of the mid-point that separates negative responses from positive ones.

11- Data Analysis and Discussion of Results

SPSS statistical programme has been applied to analyse the data got via the questionnaire. The results are discussed below.

To determine student-teachers' conception of lesson planning, the calculated mean of each individual item was compared with the hypothesis mean which is (3) for all items. The results indicate that student-teachers (in both stages before and after teaching practice) have demonstrated almost the same level of positive responses to the items that outline their conception of lesson planning except items (2,4,8,10,14) with means below the average. It is worthy to note that items on lesson planning are presented according to their mean before and after teaching practice as illustrated in table (1):

No.	Statements	Mean before teaching practice	Mean after teaching practice
1	Lesson planning is an important part of the teachers work	4.704	4.731
2	I plan for the lesson immediately before entering the class	2.181	2.571
3	I prepare the lesson plan the night before the class is taught	4.181	4.247
4	I put the plan after finishing the lesson	2.304	2.352
5	I prepare the lessons plan with the help of experienced teachers	3.800	3.371
6	Planning lessons save time and effort	4.047	4.028
7	The lesson plan should be prepared in details	3.771	3.828
8	I will change my lesson plan if I know it will be checked by the supervisor	2.561	2.771
9	Lesson planning helps the teacher to give a lesson that brings about his goal	4.704	4.200

	easly		
10	I prefer to teach according to a ready-made lesson plan	2.266	2.257
11	Planning for lessons makes the teacher feel more relaxed	4.561	4.457
12	I prefer writing my lesson plan by myself	3.714	4.009
13	I stick to the minute of my lesson plan	3.533	3.390
14	I think that having a mental plan will do the job	2.209	2.371
15	There is a flexibility in the application of my lesson plan	3.771	3.790

Table(1): Calculated Means of the Items of the Questionnaire Before and After the Teaching Practice Period

In the following paragraphs, the mean of each item before and after administration of the questionnaire will be presented followed by a discussion.

Responses to the item "Lesson planning is an important part of the teacher's work" has scored (4.704/4.731). This means that students are aware that planning is one of their basic or major tasks as teachers. What to teach and how to teach are the main elements of a useful plan principles. The student-teachers have become familiar with this fact while teaching, so their scores on the item "I plan for the lesson immediately before entering the class" are (2.181/2.571); "how-to" teach demonstration should precede the class time.

Lesson planning as Jensen(2001) suggests should be set at least a night before the class is taught. The item "I prepare the lesson plan the night before the class is taught" has scored (4.181/4.247). After teaching practice period, the student-teachers have become more satisfied that it is useless to plan after the lesson is over. Their responses for the item "I put the plan after finishing the lesson" are (2.304/2.352). Consulting or planning with experienced teachers can be helpful in this period. Responses to the item "I prepare the lesson plan with the help of experienced teachers" have scored (3.800/3.371).

Planning helps to control the way the class time is used as productively as possible. Teachers are advised to be aware of the time so that each minute of the class is accounted for before they step into the classroom. Accordingly, the mean for the item "planning lessons saves time and effort" has got the mean scores (4.047/4.028) successively. Responses to item "The lesson plan should be prepared in details" have the mean scores (3.771/3.828) since, when first learning how to plan, it is important to be as detailed as possible. It is worth noting that lesson plans vary in the extent of being detailed. The more experienced a teacher becomes, the less the details may be needed in a lesson plan.

One of the reasons of planning lessons is to meet a requirement by the supervisor or the school administrator, the teacher-students have scored the means (2.561/2.771) for the item "I will change my lesson plan if I know it will be checked by the supervisor".

Lesson planning enables the teacher to organize the classroom situation, i.e. it will ensure the organization of the lesson. The more organized a teacher is, the more effective the teaching, and thus the learning is. Writing daily lesson plan is a large part of being organized (www.englishpages.com). The student-teachers' knowledge of this fact is shown from the responses to the item "Lesson planning helps the teacher to give a lesson that brings about his goal easily" with the mean scores (4.704/4.200) respectively. The mean scores (2.266/2.257) for the item "I prefer to teach according to a ready-made lesson plan" indicate that student-teachers do not prefer a ready-made lesson plan (spoon-fed) because they know that every teacher is familiar with his pupils (what will work); therefore a lesson plan should be planned according to the level, needs and interests of the learners. The item "Planning for lessons makes the teacher more relaxed" has got the mean scores (4.561/4.457) due to student-teachers' belief that planning lessons makes the teacher feel more comfortable and confident when he/she walks into the classroom. The mean scores (3.714/4.009) of the item "I prefer writing my lesson plan by myself" indicate that participants prefer being autonomous in writing their own lesson plans. The student-teachers have scored (3.533/3.390) as the means for the item "I stick to the minute of my lesson plan".

This reveals that the subjects stick firmly to their plan and have desire to achieve every single activity in the way they usually plan for (follow their plan as it is written). The item "I think that having a mental plan will do the job" has scored (2.209/2.371) as student-teachers think that they do not need bother themselves with writing plans. They claim they are preparing the plans inside their heads (their plans exist in their minds). To be able to run the class successfully, participants believe in the necessity of being flexible and not adopting lesson plans rigidly. Yet in spite of the importance of planning, Jensen (2001) claims that a lesson plan is mutable, not written in stone. A good lesson plan guides but does not hinder what and how to teach. The item "There is flexibility in the application of my lesson plan" has got the mean scores (3.771/3.790) respectively.

In order to examine to what extent teaching practice can affect student-teachers' conception of lesson planning, the scores and the standard deviations of student-teachers' responses before and after teaching practice have been statistically calculated by using a one-sample t-test. The results indicate that there is no significant difference between student-teachers' conception before and after teaching practice. This means that teaching practice has no effect on student-teachers' conception of lesson planning. Accordingly, the above-stated hypothesis is rejected. Tables (2 and 3) demonstrate the difference between student-teachers' responses to the items related to their conception of lesson planning before and after teaching practice

Total no.	Calculated Mean	Sd.	t- Value		Sig
			Calculated	Tabulated	
105	3.487	3.817	140.246	1.990	N.S

Table(2): The Difference between Student- Teachers Responses to the statements of the Concept of Lesson plan before Teaching Practice

Total no.	Calculated Mean	Sd.	t- Value		Sig
			Calculated	Tabulated	
105	3.491	5.499	96.518	1.990	N.S

Table(3): The Difference between Student- Teachers Responses to the statements of the Concept of Lesson plan after Teaching Practice.

To investigate differences, if any, between male and female student-teachers' conception of lesson planning, the mean scores and the standard deviations of both groups of student-teachers' (males and females) conception of lesson planning before and after teaching practice have been statistically analysed using a two ample t-test. The results show no significant difference between the two groups. As such, the results do not support the hypothesis that gender could affect student-teachers' conception of lesson planning, i.e. female student-teachers are more interested in lesson planning than their male counterparts. In fact, both, males and females prove to have positive conception of lesson planning. Accordingly, the hypothesis concerning gendered difference is rejected. The results are presented in tables (4 and 5):

Gender.	No.	Calculated Mean	Sd.	t- Value		Sig
				Calculated	Tabulated	
Male	25	3.434	3.392	1.093	1.990	N.S
Female	80	3.498	3.392			

Table(4):The Difference between Male and Female Student- Teachers Responses to the statements of the Concept of Lesson plan before Teaching Practice.

Gender.	No.	Calculated Mean	Sd.	t- Value		Sig
				Calculated	Tabulated	
Male	25	3.389	4.331	0.951	1.990	N.S
Female	80	3.469	5.803			

Table(5): The Difference between Male and Female Student- Teachers Responses to the statements of the Concept of Lesson plan after Teaching Practice.

12- Conclusions

The goal of this study is to investigate the effect of teaching practice on student-teachers' conception of lesson planning. The results indicate that student-teachers are already aware of the concept of lesson planning and its importance in teaching. The results show no statistically significant difference before and after teaching practice. Likewise, the results have indicated no effect of gender on student-teachers' conception of lessonning as there are no statistically significant difference between male and female students teachers in this respect.

Bibliography

Al-Hamash, Kh. I. (1978). *A Survey of English Textbooks in Primary and Secondary Schools in Iraq*. Baghdad: Al-Sha'b Press.

————— (1980). The New English Course for Iraq: "The Basic Tasks of the Future". *IDELTI JOURNAL*. No.15,pp4-43.

Bailey, K. M. (1986). The best-laid plans: Teachers' In-class decisions to depart from their lesson plans. In K.M.Bailey and Nunan(Eds.), *Voices from the language classroom: quantitative research in second language classrooms*(pp.15-40). New York: Cambridge University Press.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice*. The United States of America: Harcourt Brace Jovanovich, Inc.

Emilgen(2011). *How to prepare a lesson plan: Lesson Plan Sample*: Hubpages.

Farrell, S. C. Thomas (2002). Lesson Planning. In Jack, C. Richards and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Graves, K., (2000). *Designing language courses: A guide for teachers*. Boston: Heinle and Heinle.

Hornby, A.S. (2004). *Oxford Advanced learner's Dictionary*. Oxford University Press.

- Hunter, M, & Russell, D. (1977). *How can I plan more effective lesson? Instructor*, 87, 74-75.
- Jensen, L. (2001). Planning Lessons. In Celce-Murcia, M. (ed.). *Teaching English as a Second or Foreign Language*. 3rd Ed. Boston, MA: Heinle and Heinle.
- Larsen-Freeman, D. (2000). *Teaching and Principles in Language Teaching*. Oxford: Oxford University Press.
- Mc Cutcheon, G. (1980). How Do Elementary School Teachers Plan? The Nature of Planning and Influences on it. *Elementary School Journal*. 81(1), 4-23.
- Milkova, S. (2013). Center for Research on Learning and Teaching. *Strategies for Effective Lesson Planning*: University of Michigan.
- Richards, J.C. (1998). What's the use of lesson plan? In J.C. Richards (Ed.). *Beyond Training* (pp. 103-121). New York: Cambridge University Press.
- Richards, P. (1992). *Longman Dictionary of Language teaching and Applied Linguistics*. Longman.
- Rivers, W. M. (1981). *Teaching Foreign Language Skills*. Chicago: Chicago University Press
- Ur, P. (1996). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Yinger, R. (1980). A Study of Teacher Planning. *Elementary School Journal*, 80(3), 107-127.

References from Websites

www.adoptuskids.org

www.crlt.umich

www.myenglishpage.com

www.photobucket.com

www.psychologytoday.com

www.scoreresearch.com

www.anonymous.colorinmypiano.com

www.verybestQUOTES.com

APPENDIX

Lesson Planning Questionnaire

Sex	Male		Female	
-----	------	--	--------	--

Dear Student

The researcher investigates the effect of Teaching Practice on Student-Teachers' conception of lesson planning. Would you please read the statements below and particularly that are concerned with the concept of lesson planning carefully, then tick in the square of the option that applies to you.

Thank you for your cooperation and assistance

The Researcher

No.	Statements	Strongly Agree	Agree	Moderate	Disagree	Undecided
1	Lesson planning is an important part of the teachers work					
2	I plan for the lesson immediately before entering the class					
3	I prepare the lesson plan the night before the class is taught					
4	I put the plan after finishing the lesson					
5	I prepare the lessons plan with the help of experienced teachers					
6	Planning lessons save time and effort					
7	The lesson plan should be prepared in details					
8	I will change my lesson plan if I know it will be checked by the supervisor					
9	Lesson planning helps the teacher to give a lesson that brings about his goal easily					
10	I prefer to teach according to a ready- made lesson plan					
11	Planning for lessons makes the teacher feel more relaxed					
12	I prefer writing my lesson plan by myself					
13	I stick to the minute of my lesson plan					
14	I think that having a mental plan will do the job					
15	There is a flexibility in the application of my lesson plan					

تأثير فترة التطبيق على مفهوم الطلبة لمطبقين عن خطة الدرس

الخلاصة

يعتبر التعليم من المهام الصعبة لكون المدرس يتفاعل مع طلاب ذوو مهارات متباينة و مستويات معرفية مختلفة. بالإضافة الى فروق فردية واهتمامات شخصية. وحيث ان مهمة المدرس هي تقديم وابعصال المتعلمة للطلاب بشكل فاعل ونجاح لذا يتوجب عليه اعلوها مراعاة لبعاد شتاتين المشار اليها آنفاً. ومن الاستراتيجيات التي ينصح بها المدرس عادة هو الاعداد للمسبق لخطوة الدرس. ان الاعداد الجيد للدرس قد يمنح للمدرس امكانية اوسع للتعامل مع مختلف المشاكل او المواقف الانية التي تطرأ داخل ففاعة الدرس. وكذلك من الممكن القول ان الاعداد المسبق للدرس قد يمنح للمدرس شعوراً بالراحة والطمأنينة أثناء القاء الدرس.

تهدف الدراسة الحقيقية الى سحر مفهوم خطة الدرس لدى طلاب المرحلة الرابعة قسم فلفعة الاتكولوجية قبل وبعد فترة التطبيق. استخدم الباحث اسلوب الاستبيان المكون من جزئين كاداة لجمع البيانات. وتم احصاء نتائج المستقاة من الاستبيان باستخدام المتوسط الحسابي والاحتراف المعياري والاختبار التقي.

تشير نتائج البحث الى ان طلاب المرحلة الرابعة، أي الطلاب المطبقين، يمتلكون الاتراك الكفاة المناسب عن اهمية اعداد خطة مسبقة للدرس. وكذلك تشير النتائج الى استخدام تأثير فترة التطبيق على مفهوم الطلاب لاهمية اعداد خطة دراسية مسبقة. كذلك تبين الدراسة ان عامل الجنس لا يؤثر على لترك الطلبة لاهمية الخطة حيث تشير النتائج الى عدم وجود فروق ذات دلالة معنوية بين الامات والذكور لمفهوم للخطة لديهم قبل وبعد فترة التطبيق.

ISSN 1992-1179=Magallat gami'at kirkuk.Al-dirasat al-insaniyyat

مجلة جامعة كركوك

الدراسات الإنسانية

مجلة علمية محكمة
تصدر عن جامعة كركوك
كركوك / العراق

المجلد ١٢ العدد ٢ السنة ٢٠١٧

العنوان البريدي

العراق / كركوك / جامعة كركوك

صندوق البريد : ٢٢٨١ و الرمز البريدي : ٥٢٠٠١

E. mail : journal_kirkukuniversity@yahoo.com

گۆڤارى زانكۆى كهركوك بۆ تويژينه وه مروڤايه تيبه كان

گۆڤارىكى زانستى تۆكمه يه
له لايهن زانكۆى كهركوكه وه دهرده چيت
كهركوك / عيراق

بهركى 12 ژماره 2 سالى 2017

ناوليشانى پوستانى

عيراق / كهركوك / زانكۆى كهركوك

سندوقى پوستانه : ۲۲۸۱ هيتماي پوستانى ، ۵۲۰۰۱

E. mail : journal_kirkukuniversity@yahoo.com

هيئة تحرير المجلة

رئيس التحرير	أ.د. كريم نجم خضر
مدير التحرير	أ.م.د. صباح موسى علي
عضواً	أ.م.د. زين العابدين علي صفر
عضواً	أ.م.د. هادي صالح رمضان
عضواً	أ.م.د. علي خليل علي
عضواً	أ.م.د. عبد الرحمن محمد محمود
عضواً	د. وسام احمد عبد الله
عضواً	أ.م.د. فلاح صلاح الدين مصطفى

التصديق الفني والطباعة

دانا تحسين عبد الرحمن

الهيئة الاستشارية

أ.د. خليل علي مراد جامعة صلاح الدين - كلية الآداب

أ.د. فائق مصطفى جامعة السليمانية - كلية اللغات

أ.د. فليح كريم الركابي جامعة بغداد - كلية الآداب

أ.د. توفيق إبراهيم صالح جامعة كركوك - كلية التربية

أ.د. حسين عودة جامعة الكوفة - كلية القانون

أ.د. عبد الفتاح علي يحيى البوناني جامعة دهوك -

مركز الدراسات والوثائق الكوردية

رقم الابداع في دار الكتب والوثائق ببغداد ١٢٠٩ لسنة ٢٠٠٩

تعليمات النشر

- * تهدف المجلة إلى نشر قبحوث العلمية قرصينة ذات للمستوى المتميز والتي لم يسبق نشرها في مختلف حقول المعرفة.
- * يقدم الباحث ثلاث نساخ من بحثه على ورق A4 إضافة إلى قرص (CD) .
- * يجب أن لا يزيد عدد صفحات البحث عن (٢٥) عشرين صفحة وإذا زلت تستقطع من الباحث مبلغ قدره ألف دينار عن كل صفحة
- * يتوسط عنوان البحث الصفحة الأولى . ويكون اسم الباحث على الجهة اليسرى العلوية من الصفحة الأولى للبحث ، و إذا كان البحث لشخصين يكتب الاسم الثاني على الجهة اليمنى فطياً مع كناية للقب العلمي و الجامعة والكلية .
- * يتوجب تقديم خلاصة باللغة العربية والإنكليزية لكل بحث و حدود (١٥٠_٢٠٠) كلمة يوضح فيها الهدف من البحث والنتائج و التوصيات .
- * يكون طبع الصور والمخططات و الجداول بألوان منفصلة وتعطى أرقام منفصلة بشار إليها ويحدد موقعها في متن البحث .

* المنهجية العلمية المتبعة

- أ - التنظيم : يرسل في شهرين اثنين احدهما داخل الجامعة والآخر خارج الجامعة وبسرية تامة وضمن الاختصاص .
- ب - النشر : تنشر البحوث حسب الأهمية وبما يوازن بين الاختصاصات .

* تخصصات العلمية ، من مجلة باسم مجلة جامعة كركوك للدراسات الإنسانية لذلك تنشر فقط البحوث الإنسانية .

• لتلغة المعتمدة : اللغة العربية هي اللغة المعتمدة في المجلة واللغات الأخرى مثل الإنكليزية والكورية والتركية وحسب الاختصاص .

• تكتب المصادر والهوامش في نهاية البحث وحسب ترتيب الحروف الأبجدية العربية

■ الحقوق القانونية والعلمية للباحثين

- ١- ينشر البحث باسم قبايلت ويزود بمسئل من البحث .
- ٢- للباحث الحق في تقديم بحوثه للترقية العلمية او الاشارة اليها في بحوث اخرى

• المدة الزمنية بين تقديم البحث وقبول البحث للنشر

- ١- ثلاثة اشهر اذا كانت نتيجة التقييم للمقيم ايجابية او سلبية كلاهما .
- ٢- في حالة تأخر الاجابة تمدد شهر واحد للتأكيد .
- ٣- في حالة رفض اعتذار احد المقيمين تمدد المدة الى سنة لشهر .

• اجور النشر

- ١- حامل لقب استاذ (١٠٠,٠٠٠) مائة الف دينار
- ٢- حامل لقب استاذ مساعد (٧٥,٠٠٠) خمسة وسبعون الفا دينار
- ٣- حامل لقب مدرس فما دون (٦٠,٠٠٠) ستون الف دينار

المحتويات

ت	عنوان البحث	الصفحة
١	نيشانه واتبعي و پراگماتيبيدكان نه زماني كورديدا پ.ی. د. مهدياح موسا عجل ماموستاي واقاسازي بعشي كوردي كونيزي پيرومردمي زانكوي كهركوك	١٥-١
٢	تحالف الخلفاء في مناقب أول الخلفاء تأليف عبدالله بن ابراهيم بن حسن المعروف بالمعجوب المكي الميرغني (ت ١٢٠٧هـ) دراسة وتحقيق د. كلهران سعاده عبدالله جامعة كرمينان / كلية التربية	٧٥-١٥
٣	واقع التنمية المسلحة في إقليم كردستان ونتائجها الاقتصادية م. سنور أحمد رسول م. نهار عبد العزيز خطاب جامعة صلاح الدين - كلية الآداب	١١١-٧٦
٤	بف فتح نون المثنى في : فتح المولى في شرح شواهد لشريف بن يعنى لعبد الكريم بن محمد الفكوك (ت ١٠٧٣هـ) دراسة و تحقيق م.م. ميسون عمر حسن اللطيفي مديرية تربية كركوك	١٥٢-١١٢

ت	عنوان البحث	الصفحة
٥	التحافظ خلق الحيوان من نوات الخسف والحفر في كتب الفرق - دراسة دلالية - م. الدكتور صلاح الدين سليم محمد جامعة الموصل / كلية العلوم الطبيعية	١٥٣-١٩١
٦	سببته من يرايل له زماني كورينا م. ي. هوكار عمر خنبر م. ي. ساكفر كمال واحد زاتكوي سوران زاتكوي سلاحة دين	١٩٢-٢١٧
٧	حماية حقوق الانسان في ضوء حديث حجة الوداع والمادة الثالثة من الاعلان العالمي لحقوق الانسان أ.د. جواد فقي علي أم. د. ناهدة عبد القني محمد جامعة كوية / كلية العلوم الإنسانية والاجتماعية / قسم القانون	٢١٨-٢٦٩
٨	رياليزم له بؤماني (هالكشاز يرمو توتكه)ها م. د. كديقي له محمد زاتكوي كوييه / ههكته تيي پيرومروه	٢٧٠-٣٠٠
٩	المنظنة ودورها في تشريع الاحكام للعادات نموذجا الدكتور صباح سنار سعيد جامعة السليمانية	٣٠١-٣٢٩
١٠	ناسايشي هزري له رواكدي نيملامدوه د. فاسح كريم عبدالله زاتكوي ههله بيجه / كوتليبي پيرومروه زانسته مرؤفايه تيه كان	٣٣٠-٣٥٧