



## (Teaching Practice Implementation in the English Department at the Faculty of Education at Omar Al-Mukhtar University).

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### Introduction (the Learning situation in the English department at the Faculty of Education)

Students enrolled in the English Department of the College of Education study 134 credit hours covering topics in the English language specialization, including reading, writing, listening, speaking, grammar, vocabulary building, and English literature (both prose and poetry). They also cover subjects such as pedagogy, teaching methods, measurement and evaluation, psychology, curricula, and educational techniques in Arabic. They also cover topics related to English language teaching, including English language teaching methodology, educational strategies, language skills teaching, and language testing. Finally, practical education includes two parts. The first part is practical and is implemented at the college in the sixth semester of the third year. It covers topics such as classroom management and lesson planning. Students prepare teaching materials and practically apply selected lessons from the textbooks for the primary and preparatory stages. Students' success is evaluated based on their ability to present and implement the lessons. The second part of practical education is implemented in schools. The college's practical education coordinator visits schools in the primary and preparatory stages, with Sundays allocated for practical education in schools during the eighth semester of the fourth year. The first three or four weeks of the school visit are devoted to observation, during which Students teachers attend with English language teachers at the schools to observe how English subjects are taught in the classroom. This is also a period to familiarize themselves with the school system and class schedules. After the observation period is completed, the students are assigned, in agreement with the subject teacher and the academic supervisor, a lecturer from the English Department. Although there is no clear plan for implementing the second part of the practical education in schools, nor for the method of evaluating the Students teachers, evaluation usually takes place during the last two weeks of the school enrollment period to implement the practical education. Eighty percent of the grade is allocated to the evaluation of the lecturer, and 20 percent to the evaluation of the school principal.

Following the issuance of Decision No. 456 of 2022 by the Minister of Higher Education and Scientific Research, approving the executive regulations for colleges of education at Libyan universities, a mechanism was established for implementing the practical education program. The first part will be for teaching applications at the college, spanning fourteen semesters,



with one training day per week, meaning fourteen days for this part of the practical education program. The mechanism for implementing practical education at educational institutions will be distributed over thirteen weeks, meaning one semester. In light of the proposed regulations referred to above, Students teachers will spend two weeks at the college, specifically eight hours, to prepare them for practical education in schools. They will also spend a full day in schools for classroom observation, representing the third week of the semester. This will then be followed by eight weeks during which they will attend only one study day per week. Finally, Students teachers will attend two full weeks of practical education, interspersed with a final student assessment. The regulations established a form for evaluating student teachers by the supervising lecturer, with a total of 100 marks, a form for the school principal with a total of 10 marks, and a form for evaluating the student trainee by the school teacher, with a total of 10 marks. The evaluation system for student trainees does not allow for the active participation of the school teacher in the evaluation of the student, as he is viewed as an expert in teaching his subject and can help guide the student towards the best teaching methods and classroom management. The executive regulations of the Faculties of Education at Libyan universities stipulate that the grades of the school principal and the head teacher are not combined in the event of a student trainee failing. However, if the student passes the evaluation with the supervising lecturer, the grades of the school principal and head teacher are added to their grades.

Although the new regulations, which organize the work of the Colleges of Education, have greatly enhanced the Colleges of Education, clarifying the responsibilities of the university lecturer for assigning Student teachers to schools. They also clarify the responsibilities of the school principal and the primary teacher at the school, and specifying a timeframe for the practical education mechanism implemented within the college (known as "teaching applications"). The second part, practical education in educational institutions, is implemented in cooperation with schools in the educational district. However, a fourteen-week period is not feasible. Typically, only eight to ten study weeks are implemented during the semester. The problem of disrespecting time and the lack of an annual calendar specifying the beginning and end of each semester prevents planning for the full implementation of practical education over a fourteen-month period. Furthermore, the irregular start times for schools in the educational district and the large number of holidays within them prevent the College of Education from aligning with the start times of school semesters in the educational district. In the midst of these educational crises, study schedules in the College of Education may not coincide with the start times of school semesters in the educational district.

### **What is Teaching practice?**

Marais & Meier (2004:221) cited in (Koross 2016) assert that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and



schools. From my own experience, teaching practice is an organized process with clear objectives. It gives student teachers the opportunity to enroll in schools to apply the skills, knowledge, and attitudes they have studied, learned, and acquired, under the supervision of subject teachers and a supervising lecturer. Their performance is then evaluated, and upon successful completion of the evaluation process, trainees obtain a teaching qualification for the job market.

### **The Methodology process**

The ten members of the English department were invited to take part in the " Teaching Practice" research, only five of them agreed to answer the interviews questions. They have very good experience in teaching and training students. They have taught modules such as teaching methodology, Instructional Strategies and Teaching Practice part (1). The later module is added so students can have a flavor of teaching in practice. They practice classroom management, lessons planning and delivering of English languages lessons. In other words, they practice microteaching in the Faculty of Education.

A list of questions has been prepared so the interviews are structured. The questions are open-ended, this has been done so members of the staff in the English department can provide in depth data and information. It is believed that interviewed six members of staff out of eight may help to improve the representativeness of the interview sample.

### **Data Generation**

Having generated the questions, certain issues came out to the surface. These issues will be presented in the section which has been assigned to provide research recommendation. Some of these issues can be found in books but since the main purpose of the research is to present the views of the members of staff in the English department, the following

The researcher acknowledges teachers' role and contribution to teaching and learning in the English department. Also because of the experience the teachers may provide practical recommendation to improve practical teaching in the faculty of Education. Balanced questions are used in the interviews.

### **Research questions:**

The present study is based on the assumption that practical teaching time and procedures need improving and new ideas should be presented so the English language department graduates can become good quality teacher who can prepare and deliver English language teaching in Libyan schools.



### The main questions are:

- 1) What is the importance of conducting teaching practice as part of training students in the English department?
- 2) How do you evaluate the current state of teaching practice in the English Department?
- 3) What do you suggest to improve the application of practical teaching in the English Department?
- 4) What do you suggest to activate the role of other parties involved in implementing practical teaching? (Subject teacher, school principal/ supervising lecturers)
- 5) What is the importance of preparing a practical guide for teaching practice that all parties involved in implementing teaching practice must adhere to? What are the components of this guide?
- 6) What do you think of the idea of setting conditions for accepting students to study at the faculty of Education?

### The collected data

- 1) **The importance of conducting teaching practice as part of training students in the English department.**

#### Teacher 1:

The importance of practical teaching lies in preparing the student teacher and qualifying him to be a qualified teacher who meets the standards of a competent teacher, cognitively and professionally.

#### Teacher 2:

teaching practice is an essential part of teacher education because it provides teachers with the opportunity to apply theoretical knowledge in a real-world learning environment. This experience helps future teachers develop teaching skills, understand the needs of different students, and deal with the daily challenges they face in the classroom. It is a vital pathway to improving their professional readiness and ensuring their ability to deliver high-quality education.

#### Teachers 3:

- Training the student to carry out the educational process.
- Developing the student's skills to overcome teaching fears
- Training and integrating students into the field of work and the learning environment
- Training the student to use audio visual aids needed in teaching and learning.



#### **Teacher 4:**

teaching practice is the application of the theories and concepts that the students of the College of Education have studied and the skills they have acquired in planning and delivering lessons, and how to evaluate students. Time is allocated for training and observation and then practical application, which is under the supervision of supervising lecturer from the university, the subject teacher at the school and the school principal. Evaluation of the performance of the Student teachers in preparing and applying lessons and working in the school environment. This evaluation is conducted by the supervising lecturers, the subject teacher and the school headteacher.

#### **Teacher 5:**

The students teachers are trained to do the work of teachers. They are to put the theories they have learned into practice. They have to make lesson plans to be executed inside the classroom. They should know and apply the different principles of teaching and practice the different classroom management tips they have learned because each class is different.

### **2) The evaluation of the current state of teaching practice in the English Department.**

#### **Teacher 1:**

To be honest, the teaching practice in our college lacks enough time to actually train the student to be a professional teacher. There is not much time for observation and delivering lesson.

#### **Teacher 2:**

To evaluate the current status of teaching practice in the English Department, there are several challenges. One of the most prominent challenges is the insufficient time frame provided to students, which limits their opportunity to gain sufficient practical experience. In addition, there is a lack of cooperation between the course teachers in schools and the practical education students, which hinders the educational process. On the other hand, there is a shortcoming on the part of the faculty in prior arrangement, which leads to the dates of teaching practice not being consistent with the school timetable, and often conflicting with school exams or the end of the academic year.

#### **Teacher 3:**

- The time allocated for teaching practice is very short for training and using the different English language skills (reading, writing, listening, speaking and grammar)



- There is a lack of educational tools for training on them as well as educational sources and references.

**Teacher 4:**

I am not satisfied with the current implementation of teaching practice. We must prepare the College of Education to be a place for training students (Traineeship) so that we provide the equipment, facilities and software that prepare students to apply the skills and knowledge they use in school under the supervision of the subject teacher and the school principal.

**Teacher 5:**

Students teachers should be given more time to observe the subject teachers in the classroom. Students should observe the subject teachers to learn different techniques to be used in different classes before the actual teaching. During the observation periods the student teachers will learn from them. When they observe, additional tasks should be given to them like to construct the lesson plan of what they had observed and should be checked by the subject teachers or the supervising lecturers.

When the students teacher teach, the subject teachers should be present. Some of the subject teachers take advantage of the presence of students teachers to be absent from school. The Subject teachers play an important role because they know pupils and subject matter. They could suggest many things to improve the way the student teachers teach and manage the class.

**3) Suggestions to improve the application of teaching practice in the English Department.**

**Teacher 1:**

I suggest giving a longer period of time to enable the supervising lecturers to actually train the students. I suggest having a long time for the observation period so that the student teachers can get used to the place and write down their notes about the teacher and the students. As for giving the lessons, I suggest having separate teaching practice first, i.e. once a week, and then continuous teaching practice for no less than 10 consecutive days to actually evaluate the student teachers.

**Teacher 2:**

To improve the implementation of teaching practice in the English Department, I suggest increasing the time frame allocated to students to ensure that they gain sufficient practical experience. Collaboration between the college and schools should also be enhanced by holding prior coordination meetings to ensure that the program is well-organized and its



timings are consistent with the school schedule. In addition, training workshops should be provided for school teachers to enhance their skills in supporting and effectively following up on student teachers.

### Teacher 3:

- Increase the time allocated to the practical education program.
- Provide equipment and teaching aids to make the training program successful.
- Sufficiently train the students on the skills they need to implement the teaching practice (preparing lessons, dealing with students, and managing the classroom)

Good selection of students to study in the English Department helps to have good outcomes in the department.

### Teacher 4:

First, students who wish to join colleges of education must be selected to ensure that they are good at reading and writing, that their pronunciation is correct and that they do not have a disability that prevents them from moving and teaching in classrooms.

Second, the content of educational materials that the trainee student needs must be updated and developed, and the focus is on the practical aspects therein. This prepares the Students teachers for the final evaluation that takes place during the educational process period.

Third, teaching practice must be implemented in partnership with schools that provide a place for training students (Training placement), and the duties and responsibilities of each party must be determined.

Fourth, the period of time that the student spends in the training and preparation period at the college is determined, and the observation period is determined, followed by the teaching practice, which will be followed by an evaluation of the students' performance.

### Teacher 5:

-Student teachers should be prepared with their audio-visual aids. They were trained not just to make use of the books directly. Games are appropriate, student teachers must be ready to use them. This will make their classes more interactive and motivated.

-Lesson plans should be checked by the supervising lecturers a day or two before teaching so the supervising teachers can check and make suggestions. But some of the student teachers just go and teach without showing their lesson plans so they are not that prepared.



-Teaching 3-4 sessions are not enough. The more our students are exposed to the schools, the better they will become a good and prepared teacher

#### **4) Suggestions to activate the role of other parties involved in implementing teaching practice. (Subject teacher, school principal/ supervising lecturers)**

##### **Teacher 1:**

The importance of the subject teacher lies in training the student teacher to be a role model in his discipline and preparation for lessons, "and in his appearance", in his dealings with students, and in conveying information through various educational means.

The school principal' role is importance. It lies in coordinating with the college and department in facilitating and managing the work of student teachers and following up on their attendance.

##### **Teacher 2:**

To activate the role of other parties involved in the implementation of teaching practice, I suggest that there be continuous coordination between the subject teacher and student teachers, including setting clear goals and providing feedback to students. The role of the school principal and supervising lecturers should be strengthened in providing a supportive environment for student teachers, including providing the necessary resources and facilitating communication between subject teachers and student teachers.

##### **Teacher 3:**

- Providing the student teachers with the opportunity and sufficient time to demonstrate their abilities in the field of education.
- Providing educational means (audio and visual aids) and enabling student to use them to carry out the training in a better way.

##### **Teacher 4:**

- The parties involved in practical education (the scientific department, the school which provides teaching practice, and supervising lecturers) must be convinced of the importance of organizing and implementing teaching practice in schools.
- Determine the responsibility and role of each party in implementing the teaching practice and its commitment to it.
- The evaluation of Student teachers must be transparent and clear to all, and the evaluation criteria must be clear to all parties, including Student teachers.



### Teacher 5:

The supervising lecturers must be present with the Student teachers throughout the teaching practice at the school. The student teachers need them. Their comments and suggestions are important to mold the student teachers. They instruct their student teachers so they will perform well. They should be a good example to the student teachers not only during teaching practice but also in the university.

The lesson plans of the student teachers must be prepared in advance. They should be checked by the subject teacher and the Student teachers a day or two before implementation so the students can correct or suggest things to improve the implementation of the lesson.

The supervising lecture should evaluate each lesson the student teachers teach. Since many students are under the care of only one supervising lecturer, the subject teachers should participate in the students' evaluation.

## 5) The importance of preparing a teaching practice guide and its components.

### Teacher 1:

In my opinion, I believe that the teaching practice guide is very important for implementing teaching practice. It should clarify the duties and responsibilities of the parties involved in teaching practice at school: supervising lecturers, school teachers and headteachers. This will certainly improve teaching practice.

### Teacher 2:

A teaching practice guide should be prepared and all parties involved in the implementation of practical education adhere to. This is very important to ensure coordination of efforts and achieving the desired educational goals. The guide should include:

- The educational goals of teaching practice.
- The duties and responsibilities of each participating party (student teachers, subject teachers, school principals).
- Clear guidelines for communication and cooperation between the different parties.
- Criteria for evaluating the performance of student teachers.
- Emergency plans and how to deal with potential problems.

### Teacher 3:

The guide explains the role of all parties involved in the teaching practice (their duties and rights). The guide must explain:



- The role of the teacher supervising the teaching practice program, such as (training in teaching).
- The role of the student in the teaching practice program, such as (preparing the teaching plans, preparing audio visual aids, and teaching lessons).
- The role of the school teachers, such as (giving the student the opportunity to do teaching practice and guiding him during teaching).
- The role of the school headteacher, which is to provide the educational tools required for teaching.

#### **Teacher 4:**

The idea of preparing a guide for implementing teaching practice is very important, as it defines the roles and responsibilities and distributes them to the parties involved in implementing the teaching practice. Therefore, the guide must specify the number of training hours before joining the school that provides teaching practice, and specify what is required of the student in terms of preparing and delivering lessons, preparing educational tools or experiments, or implementing software that helps students participate in the teaching practice. The guide must show the distribution of evaluation grades for the Students teachers, which are distributed between the supervising lecturer representing the College of Education, the subject teacher, and the school principal. The evaluation criteria must be clear to every body.

#### **Teacher 5:**

-It is very important to have a teaching practice guide for all people concerned. It should include the following:

-Students responsibilities and their acceptance to schools' rules and regulation.

-Supervising lectures responsibilities and how they evaluate students.

-Students teachers need the subject teacher cooperation and their instructions therefore the teaching practice guide should describe their role and include them in the students' evaluation.

- It should include the evaluation items such as using the audio-visual aids, lesson plans, classroom management and interaction with students.

- Both the observation and the actual training time should be decided in advance.

- the modules that students need to cover before joining the school attachment.



**6) What do you think of the idea of setting conditions for accepting students to study at the faculty of Education?**

**Teacher 1:**

It's an excellent idea...we should stick to it to develop teaching and learning in the English department at the Faculty of Education.

**Teacher 2:**

Setting criteria for selecting students to study at the College of Education is a good idea to ensure that students who have the skills and real desire to work in the field of education are accepted.

**Teacher 3:**

There must be conditions for admission to the college:

- Students must have the desire to study in the department, not to be affiliated.
- Their average must not be less than 75% in the English language subject.
- Students must pass the entrance exam with an average of 60% in all skills.

**Teacher 4:**

This is a very important suggestion, which I presented to the college administration. I am a supporter of conducting entrance exams to ensure student's ability to study at the College of Education. He needs to be self-reliant, meaning that he reads and understands, and writes notes in lectures and from books. This is what is known as the student being the center of the educational process, and then the student is ready to receive training, and is a self-directed learner, and continues to educate and develop himself on his own.

**Teacher 5:**

Acceptance must be based on a written exam and an interview. Not all of the applicants are qualified and dedicated. There are some students who are enrolled just to finish a degree. Or maybe they are not meant to become teachers.

**The partnership between the Faculty of Education and schools**

With a realistic view of the cooperation between the College of Education and the schools located in the educational boroughs to implement practical education, we find that this cooperation does not rise to the level of actual and effective partnership. To justify this partnership, the schools affiliated with the Ministry of Education represent the labor market for teachers in the future, which needs teachers in the early education and primary stages,



and specialized teachers in the preparatory and secondary stages. Also, through the practical application of teaching and learning, it provides Students teachers with the skills, behaviors and attitudes required by the school to maintain its relations with parents and entities complementing the role of the school, such as psychological and social support departments, media, and what relates to students' rights and protection.

The Department of Education and Science in UK goes further and emphasizes the experienced teachers in school to take part in the assessment process.

*"Experienced teachers from schools, sharing responsibility with the training institution for the planning, supervision and support of students' school experience and teaching practice should be given influential role in the assessment of students' practical performance. They should also be involved in the training of students within the institutions. " (DES 1984, annex para.3)*

Therefore, the concept of partnership between the College of Education and the schools affiliated with the educational boroughs should not be formal, and limited to allocating a few days to enable supervising lecturers of teaching practice to conduct an individual assessment of a group of students. A mechanism must be established in which expert teachers in schools participate, and they determine the answer that must be measured to evaluate the information, skills and behaviors of the Students teachers, and this should be within a large period of time to train students in preparing lessons, managing classrooms, using educational technology and acquiring the social skills required to work in schools.

### **Conclusion and Recommendations**

- ✓ Students should be admitted to the English Department through interviews and an entrance exam to ensure good pronunciation and proficiency in English language skills. I suggest that an intermediate or above-intermediate level students should be accepted. The reason for suggesting this level is that students in the English Department take English literature courses in their second year and study pedagogical subjects to prepare them for lesson planning, classroom management, language skills, and essay writing in their third year.
- ✓ The first preparation experience in the English Department, known as Practical Education 1, occurs in the third year, during which students practice preparing, planning, and delivering lessons. Students receive feedback, and their performance is evaluated through the delivery of micro-lessons using teaching aids and language skills.
- ✓ Allocate sufficient time for teaching practice in schools. The observation period at the school is three weeks, with the student attending two school days each week to get to



- know the students and participate in school activities. The student then engages in teaching training, under the supervision of the subject teacher, for a full seven weeks.
- ✓ Modifying the content of the computer course to include training in Microsoft Office skills: Microsoft Word, Power Point, and Excel. English Department students need to master the use of these programs in lesson planning and using them in lesson presentations.
  - ✓ The school's subject teachers must participate in the student's training and evaluation. Based on this, the practical education grades are redistributed as follows: 50 points for the supervising lecturer, and 50 points for the school's subject teacher. The evaluation must be based on three different lessons for the initial evaluation, followed by five additional lessons for the final evaluation. Evaluation items focus on the lesson plans presented, teaching aids, classroom management and attention, and proficiency in language skills: writing, speaking, listening, and reading.
  - ✓ It is necessary to adopt Kolb's (1965) concept of experiential learning, which gives students the opportunity to apply the knowledge and skills they have learned during previous years to the real world, the fourth-year practicum. The college, in partnership with schools, provides students with the opportunity to apply existing knowledge and develop new knowledge and skills in the schools. This provides students with the opportunity to work collaboratively in the future job market, encourages self-evaluation, and fosters critical thinking. To evaluate experiential learning, we must take into account the students' development of themselves and their teaching skills during the specified period of teaching practice, document their work through a reflective portfolio, and then present a comprehensive visual presentation that serves as the final year's project.

It is believed that in order to implement a new practical education program and create an opportunity for Students teachers to learn the skills, behaviors and attitudes required by the labor market, i.e. schools, we must reconsider the time allocated for implementing practical education in schools. Currently, the College of Education allocates one day per week over the course of one semester, and usually the duration of one semester does not exceed 8 to 10 weeks. This means that the student teachers actually attend school for a maximum of ten days. This period is not even enough to complete the observation period to get to know the teachers and students, let alone selecting, planning and implementing the lessons. Therefore, I suggest that the duration of implementing practical education in schools be two full semesters, i.e. (28) weeks, distributed as follows: Five weeks for visiting and observing schools. The goal of this stage is to get to know the school facilities and educational resources, teaching methods used by subject teachers, and the curricula used. The Students teachers then return to the faculty of Education and spend nine weeks at the college training on the use of educational technology in teaching and classroom management, and they prepare and apply selected lessons from the curricula, under the supervision of lecturers at the faculty. Then comes the full practical education phase at schools, where the Students



teachers spend a period of fourteen weeks training on lessons, setting exams, and interacting with students at schools. The period is divided into two periods, the first of which is 7 weeks long and is under the supervision of experienced teachers at schools, and 7 weeks for the final evaluation, in which both subject teachers at schools and supervising lecturers from the College of Education participate and produce the final evaluation of Students teachers.

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### (تطبيق التربية العملية في قسم اللغة الإنجليزية بكلية التربية بجامعة عمر المختار)

تعتبر التربية العملية أساساً من أسس تأهيل المعلمين في كلية التربية، وهي المرحلة التي تعد الطلاب لتلقي تدريبهم في سوق العمل الذي ستستقبلهم بعد تخرجهم. وبالتعاون مع المدارس التي تتبع المنطاق التعليمية، يقوم منسق قسم اللغة الإنجليزية بزيارة المدارس لتحديد أعداد الطلبة والمدة المطلوبة لإكمال مدة التربية العملية. تسلط هذه الدراسة الضوء على التربية العملية بوضعها الحالي، ويستكشف الباحث وجهات نظر أعضاء هيئة التدريس بقسم اللغة الإنجليزية، بكلية التربية في كيفية تحسين جودة تطبيق التربية العملية التي تجرى عادة في المدارس العامة. لذا تم إجراء مقابلات أستخدمت فيها أسئلة مفتوحة لإعطاء الفرصة لأعضاء هيئة التدريس الفرصة لتقديم إجاباتهم الخاصة، وإعطاء معلومات عميقة. لاشك بأن الدراسة تقدم نظرة ناقدة للتربية العملية التي تطبق في قسم اللغة الإنجليزية بكلية التربية، وتقدم أيضاً توصيات تهدف إلى تحسين جودة التربية العملية وما يصاحبها من تقييم. وتقدم الدراسة فكرة جديدة وهي ضرورة الاستعانة بمدرسي المدارس لتدريب الطلبة وتقييم أدائهم، وتوصي بضرورة زيادة الاهتمام بالتربية العملية، وتخصيص الوقت الكافي لها، والذي من شأنه تحسين جودة أداء الطلبة. فعملية تطبيق التربية العملية وتقييمها تحتاج تعاون مدرس المادة والأستاذ المشرف والطلاب، مع التأكيد على ضرورة تدريب الطلبة على إعداد الدروس واستخدام الوسائل التعليمية واستخدام برامج التكنولوجيا لجعل دروسهم جذابة لتلاميذ المدارس.

كلمات مفتاحية: التربية العملية، الأستاذ المشرف، مدرس المادة، معلم متدرب.

### Teaching Practice Implementation in the English Department at the Faculty of Education at Omar Al-Mukhtar University).

Teaching practice is a fundamental component of teacher training at the College of Education. It prepares students for the job market they will be in after graduation. In collaboration with schools within the educational borough, the English Department coordinator visits schools to determine the number of students and the length of time required to complete the teaching practice. This study sheds light on the current state of teaching practice. The researcher explores the perspectives of faculty members in the English Department at the College of Education on how to improve the quality of teaching practice, which is typically implemented in public schools. Interviews were conducted using open-ended questions to allow faculty members to provide their own answers and provide in-depth information. Undoubtedly, the study provides a critical view of the teaching practice implemented in the English Department at the College of Education and also offers recommendations aimed at improving the quality of teaching practice and its accompanying evaluation. The study presents a new idea which is employing school teachers to train and evaluate trainee teachers. It recommends the need to increase attention to teaching practice and allocate sufficient time to it, which will improve the quality of student teachers' performance. The process of implementing and evaluating teaching practice requires the cooperation of the subject teacher, the supervising lecturer, and the student teachers. This is coupled with the emphasis on training students in preparing lessons, using audio-visual aids, and make full use of technology programs to make their lessons attractive to schoolchildren.

Key words: teaching practice, supervising teacher, subject teacher and student teacher.