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Thesis Title	The Effective Effect of Training Programs on the Professional Competency of Student Teachers of English		
Year	1999		

Abstract

Abstract

Training student-teachers with professional competencies is very essential in colleges of education to supply them with experiences skills and provide them with a genuine teaching qualification. Pre-servici training programs can be used as a means of professional improvement,

On the basis of the above statement, the aims set for the study are:

1. Investigating the effect of training student teachers through (training assignments) on their professional competency.
2. Investigating the effect of training student teachers through (peer clinical observation) on their professional competency.
3. Comparing the results of the two groups of trainees in both programs.
4. Comparing the results of the two experimental groups with the student teachers trained in the traditional way.

Three hypotheses were generated as parts of the original design of this study: 1.

There is no significant difference between the mean of the first experimental group conducting training in (training assignments) and the mean of the control group.

2. There is no significant difference between the mean of the second experimental group conducting training through (peer clinical observation) and the mean of the control group.

3. There is no significant difference between the mean of the first experimental group and the second experimental group.

The sample of subjects of this study is limited to the fourth-year students of the Department of English at the College of Education for Women of Baghdad University during the academic year 1997-1998. The total population is (79) students. Repeaters have been excluded and (45) students represent the study sample, They were divided into three groups: Two experimental groups; each one consists of (15) students, whereas the control group consists of (15) students.

In order to conduct the experiment, a list for the teaching competencies was developed to help in constructing an observation checklist, which was given to a jury to determine face validity. Then it was applied to (10) student teachers to assure its reliability.

In conducting the experiment, the first experimental group was taught through the (training assignment) program, while the second experimental group was taught through the (peer clinical observation) program. The control group was taught through the traditional way (lecturing).

The results of the present study can be summarized as follows:

1. The training assignment program has proved to be the best way in general when compared with the traditional way.
2. The peer clinical observation program surpassed the traditional one.
3. The training assignment program has more effect than peer clinical

Certain conclusions are formulated and a number of suggestions are made for remedial work in the area of teachers' education and for further