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The Philosophical Beliefs of English Language Teachers and Their Relation to Their Classroom Practices

Nofeh Samih ALmawadieh

Ghazi Jamal Khaliefeh

Abstract

This study aimed at exploring the dominating teaching philosophical beliefs, for the basic stage English teachers (1-6) and their relation to their classroom practices. To achieve these objectives, a stratified random sample according to the genders of teachers was chosen. The number of male teachers was (22) teachers. While the number of female teachers was (63) teachers. A questionnaire was prepared that included the philosophical beliefs and teaching practices of basic stage English language teachers. The questionnaire contained (28) philosophical belief representing the basic four philosophies, and (28) teaching practices. In light of philosophical teachers' beliefs. By using means, standard deviations, and (t-test) for two independent samples, the study showed the following findings: The dominating philosophical beliefs for basic stage English teachers (1-6) were medium. The Islamic philosophical beliefs came in the first rank. The teaching practices of basic stage English teachers (1- 6) was medium. The teaching practices in light of Islamic philosophy were in the first rank and high degree. There were no significant differences in philosophical beliefs and teaching practices attributed to teacher's gender. There were no significant differences in philosophical beliefs and teaching practices of teachers, attributed to the years of experience. But, there was a significant difference in the teaching practices, based on ideal philosophy, in favor of (5) years and above. There was a positive significant relation between English teachers' beliefs and their teaching practices.

Keywords: philosophical beliefs , English teachers , Classroom practices.

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(Myers & Myers, 1995)

Clarification

Justification

Interpretation

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(Youngblood, 2003

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(Brick house, 1990; Cronin-Jones, 1991; Laplante, 1990)
(Newsome, Gess and Lederman; 1995)

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(Boyd-Youngblood, 2003)
(AL-Arfajr, 2001)

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(Sheehan&Burke,2012)

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0.88	68.0		3
0.82	48.0		4

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70.7	91.0		1
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	1	0.28	3.56		1
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	3	0.22	3.54		4
	4	0.18	3.46		3
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	3	0.77	3.64			5
	4	0.83	3.61			2
	5	0.93	3.44			4
	6	1.07	3.33			7
	7	1.23	3.13			1
		0.28	3.56			

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	1	0.77	3.93			6
	2	0.77	3.92			3
	3	0.89	3.66			2

	4	1.10	3.48			7
	5	1.12	3.35			4
	6	0.76	3.34			5
	7	0.94	3.15			1
		0.15	3.55			

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	2	1.22	3.59			1
	3	1.26	3.54	()		7
	4	1.10	3.52			4
	5	0.67	3.49			6
	6	0.98	3.39			2
	7	0.84	3.35			5
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	3	0.85	3.61			7
	4	1.22	3.48			1
	5	0.91	3.44			6
	6	1.17	3.40			2
	7	0.81	2.93			5
		0.18	3.46			

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	5	1.08	3.68			5
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	3	1.11	3.87			7
	4	0.84	3.78			6
	5	0.91	3.54			2
	6	1.20	3.44			4
	7	0.89	3.33			5
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	2	0.80	3.84		3
	3	0.98	3.68		6
	4	0.91	3.38		7

	5	0.92	3.20			4
	6	0.94	2.99			5
	7	1.19	2.94			2
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	1	0.83	4.00			7
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0.975	0.031	0.28	3.56	7		
		0.24	3.56	20		
0.289	1.091	0.26	3.67	5		
		0.29	3.51	16		
0.164	1.455	0.12	3.58	5		
		0.22	3.42	14		
0.250	1.193	0.15	3.60	5		
		0.13	3.52	13		
0.065	1.867	0.46	3.60	22		
		0.32	3.46	63		

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(6-1) () (α≤0.05)

(0.065) (1.867)

(6-1) (α≤0.05)

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(14) (t-test)

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0.235	1.217	0.27	3.61	12		
		0.17	3.50	14	5	
0.962	0.049	0.36	3.53	9		
		0.22	3.53	12	5	
0.145	1.528	0.24	3.45	8		
		0.27	3.63	11	5	
0.436	0.800	0.21	3.48	8		
		0.27	3.39	10	5	
0.704	0.382	0.34	3.51	37		
		0.39	3.54	48	5	

(14)

(6-1) () (α≤0.05)

(0.704) (0.382)

(6-1) (α≤ 0.05)

(α≤ 0.05) :

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(15) (t-test)

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0.258	1.157	0.54	3.58	7		
		0.49	3.84	20		
0.283	1.105	0.93	2.93	5		
		0.53	3.29	16		
0.649	0.464	0.43	3.52	5		
		0.50	3.64	14		
0.350	0.963	0.49	3.94	5		
		0.51	3.68	13		
0.399	0.848	0.67	3.53	22		
		0.54	3.65	63		

(6-1) (15) ($\alpha \leq 0.05$)
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 (0.399) (0.848)
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(6-1) (16) (t-test)

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(t-test) (6-1)

0.446	0.774	0.43	3.68	12		
		0.57	3.84	14	5	
0.285	1.101	0.81	3.03	9		
		0.47	3.34	12	5	
0.004*	3.362	0.51	3.27	8		
		0.25	3.86	11	5	
0.944	0.072	0.48	3.75	8		
		0.56	3.76	10	5	
0.335	0.970	0.67	3.52	37		
		0.49	3.64	48	5	

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