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Enhancing English Majors' Practice Teaching Performance Skills through an Integrated Designed Portfolio

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Abstract

This study explored the enhancement of English majors' practice teaching performance skills through the implementation of an integrated designed portfolio. The suggested portfolio serves as a reflective blueprint, enabling students to apply and illustrate the theoretical knowledge gained from academic and educational courses in language, psychology, and curriculum studies. Designed to measure the professional skills acquired from these courses, the portfolio promotes a comprehensive and practical understanding of teaching. A sample of 60 students from the Faculty of Education was divided into a control group and an experimental group, each consisting of 30 students. The experimental group utilized the integrated designed portfolio, while the control group followed traditional approach which relied on conventional lesson planning and assessment practices. The study employed practical test, including the implementation of an English lesson, and Practice Teaching performance Skills Rubric. The results revealed that the integrated portfolio significantly improved the professional skills and teaching efficacy of English majors, providing an integrated framework for reflective and applied learning.

Key words: Practice Teaching, Student-teacher's Performance skills, Integrated Designed Portfolio

تحسين مهارات أداء طلاب قسم اللغة الإنجليزية فى التربية العملية من خلال ملف إنجاز مصمم بشكل متكامل

إعداد

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كلية التربية –جامعة 6 أكتوبر

مستخلص الدراسة

بحثت هذه الدراسة تعزيز مهارات الأداء التدريسي العملي لطلاب قسم اللغة الإنجليزية من خلال تطبيق ملف إنجاز مصمم بشكل متكامل. يُعد الملف المقترح بمثابة مخطط يساعد الطلاب على تطبيق وإبراز المعرفة النظرية المكتسبة من المقررات الأكاديمية والتربوية في مجالات اللغة، وعلم النفس، والمناهج وطرق التدريس . تم تصميم الملف لقياس المهارات المهنية التي تم اكتسابها من هذه المقررات، مما يعزز فهماً شاملاً وعملياً للتدريس. اشتملت عينة الدراسة على 60 طالباً من كلية التربية تم تقسيمهم إلى مجموعتين: مجموعة ضابطة وأخرى تجريبية، تضم كل منهما 30 طالباً. استخدمت المجموعة التجريبية ملف الإنجاز المصمم بشكل متكامل، بينما اتبعت المجموعة الضابطة الأساليب التقليدية المتضمنة لتخطيط درس وتنفيذة . استخدمت الدراسة اختبارات عملية، بما في ذلك تنفيذ درس في اللغة الإنجليزية، ومقياس متدرج لتقييم مهارات الأداء التدريسي. أظهرت النتائج أن ملف الإنجاز المتكامل ساهم بشكل كبير في تحسين المهارات المهنية والكفاءة التدريسية لطلاب قسم اللغة الإنجليزية، مما قدم إطاراً متكاملاً للتعلم التأملى والتطبيقي.

الكلمات الدالة : التدريب الميداني – مهارات أداء الطالب المعلم – ملف الإنجاز المتكامل

Introduction

Faculties of education play a pivotal and central role in preparing the next generation of teachers, providing them with the knowledge, skills, and pedagogical expertise necessary to excel in the dynamic world of education. Ambitious educators work on an integrated journey within the faculty, where theory meets with practice, and passion converges with purpose. Through comprehensive curricula, practical experiences, experienced faculty, and a focus on reflective practice, the faculty of education paves the way for the emergence of impactful educators who will shape the future of education with their enthusiasm and commitment to lifelong learning.

The role of the college or university is critical in creating the circumstances in which teachers are prepared. Faculties of education develop comprehensive and up-to-date curricula that involve a wide range of subjects, including pedagogy, educational psychology, curriculum design, classroom management, assessment techniques, and educational technology. These curricula ensure that students gain a thorough understanding of the theoretical foundations of education. Many faculties of education offer specialization options that allow students to focus on specific subject areas, grade levels, or educational contexts. This specialization enables future teachers to develop expertise in areas where they have a strong passion or interest. They employ experienced and knowledgeable faculty members who have a deep understanding of the educational field. These professors act as mentors, guiding students through their academic journey and providing valuable insights gained from their own teaching experiences. Faculties of education often engage in research and innovation to stay well-informed of the latest trends and best practices in education. This research-driven approach ensures that students are exposed to innovative ideas and methodologies that can enhance their teaching effectiveness (Tattoo, et.al, 2013, Murray, et.al, 2006&Roth, 1999).

Teachers are made, not born, although some individuals may naturally possess traits that make them more responsive and adaptable to aspects of teacher education. Teaching is a profession that demands proficiency in subject mastery, pedagogy, practical teaching skills, communication, and general studies. To be effective and efficient, a teacher training center should be strategically designed to deliver these essential components based on fundamental principles such as creativity, collaboration, critical inquiry,

classroom practice, contextualization, action research, knowledge, values, ethics, persistence, virtual learning, communication, professional commitment, and authenticity to both local and global standard. Pedagogy is the set of concepts and skills (i.e. theories, principles, strategies, techniques, styles, etc), abilities and competences a teacher professionally employs when helping, aiding or facilitating others to learn (Oni & Adegoke, 2015). Practice teaching is a fundamental component of teacher training. Faculties of education collaborate with schools to provide students with sufficient opportunities to apply their theoretical knowledge in real classroom settings. Through observation, planning, teaching, and reflection, students learn to address the challenges and complexities of teaching in a supportive and supervised environment. Faculties of education encourage continuous professional development among their students. They organize micro-teaching courses, workshops, seminars, and training sessions to help students enhance their skills and stay current with the required demands of the education field. They often collaborate with schools, educational institutions, and community organizations. These partnerships provide students with opportunities for practical exposure and foster a sense of community engagement. Faculties of education promote reflective practice, encouraging students to critically analyze their teaching experiences, identify areas for improvement, and develop a growth mindset (Irby, 2017, & Gereluk, 2019).

A crucial stage in the development of future teachers is practice teaching, also known as student teaching or practicum. In order to improve their teaching abilities and obtain real-world experience, student teachers are immersed in authentic classroom environments during this time. The teacher's portfolio is one of the most effective resources for improving the practice teaching experience. A portfolio is a tool that reflects the learning process and serves as a window into authentic learning. It offers a concrete means of contextualizing learning, interpreting past and present experiences, and documenting and showcasing the learning that has occurred. Authentic learning can be facilitated by a portfolio. It provides a snapshot of a learner's progress over time (Jones & Shelton, 2011). This research explores the effectiveness of portfolios for teachers in practice teaching, examining how this comprehensive and reflective documentation serves as a facilitator for professional growth, self-assessment, and successful teaching practices. Tucker, 2002& et al, Klenowski, 2002, &Cole, 2000, &et al) asserts benefits of portfolios as follows: firstly, Portfolios prompt student teachers to engage

in deep reflection on their teaching experiences, methodologies, and classroom interactions. Through the process of collecting and organizing evidence of their work, student teachers can identify their strengths and areas requiring improvement. This reflective practice fosters self-assessment, allowing them to become more aware of their teaching philosophy, approaches, and instructional effectiveness.

Secondly, a teacher's development over the course of the practice teaching period is recorded in their portfolio. Student instructors can observe the development of their pedagogical knowledge and teaching abilities as they consistently add to their portfolios. In addition to boosting self-esteem, this progress documentation confirms the dedication to professional development and lifetime learning. Thirdly, a strong portfolio demonstrates a student teacher's proficiency in a range of instructional facets. Lesson plans, teaching resources, classroom evaluations, and samples of student work are all included in the portfolio to show how theoretical knowledge is applied in real-world teaching scenarios. This concrete proof proves the teacher's abilities and potential as a teacher, which is helpful when looking for a job.

Fourthly, Portfolios serve as a rich resource for constructive dialogue and feedback between student teachers, mentors, and supervisors. Evaluators can gain valuable insights into the teacher's decision-making process, instructional strategies, and classroom management skills. This collaborative approach encourages meaningful discussions about pedagogy, teaching methods, and areas of growth, fostering a supportive learning environment. Fifthly, Portfolios are frequently in line with the competencies and teaching standards established by educational authorities. Student teachers show that they are prepared to meet the demands of the teaching profession by illustrating how their methods of instruction conform to these standards. This alignment guarantees that practice teaching opportunities are organized and centered on developing educators who can enhance the learning outcomes of students.

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This alignment guarantees that practice teaching opportunities are organized and centered on developing educators who can enhance the learning outcomes of students. By encouraging reflection, documenting progress, providing evidence of competence, supporting feedback, following teaching standards, and promoting accountability, portfolios empower student teachers to become reflective practitioners who are well-prepared to embark on fulfilling and impactful teaching careers. As a bridge between theory and practice, portfolios play a vital role in shaping the next generation of competent, confident, and compassionate educators.

Context of the problem

In the pilot study conducted with third-year English department students, several challenges were identified that these student-teachers face during their practice teaching in schools. These difficulties relate to each of the key practice teaching performance skills the current study aims to develop:

1. Designing well-structured and engaging lesson plans:

Many student-teachers struggle with organizing lesson plans that are both comprehensive and adaptable to various classroom scenarios. They often find it challenging to balance the curriculum requirements with engaging activities that capture students' interest. Additionally, they face difficulties due to the differences in planning models of schools compared to models taught at universities. Identifying or writing correct measurable learning outcomes is another common challenge, as they often observe some of teachers use verbs like "know," "understand," and "learn" instead of more measurable verbs when formulating learning objectives. Moreover, they find it hard to establish agreement between planning items, learning outcomes, content, and evaluation, and often make mistakes in their preparation or planning notebooks.

2. Mastering the subject matter being taught:

Student-teachers often lack confidence in their ability to produce content because they feel unprepared in their subject knowledge. This is especially noticeable when they are expected to respond to unexpected inquiries or go deeper into subjects outside of the core curriculum. They also have trouble defining new English words, explaining their meanings, and determining how to pronounce them correctly.

3. Using a variety of teaching strategies to cater to different learning styles:

One of the biggest challenges is modifying teaching strategies to accommodate students' varied learning preferences. It can be difficult for many student-teachers to adopt more interactive or student-centered teaching strategies because they mainly rely on traditional lecture-based techniques. They frequently lack the knowledge of how to choose appropriate strategies or methods to effectively present content, as well as how to apply the strategies they have studied at the faculty of education.

4. Integrating technology to enhance learning experiences:

Even though they were generally tech-savvy, Student-teachers had trouble incorporating technology into their lessons. Technical problems, a lack of resources in certain schools, and trouble locating relevant educational software and online resources that fit their teaching objectives were among these. Due to a lack of experience, they lack sufficient knowledge of technological applications and how to incorporate them into the teaching process.

5. Managing student behavior positively and proactively:

One of the most difficult tasks was managing the classroom. It was frequently difficult for student-teachers to establish authority and uphold a supportive learning environment. They had trouble putting proactive and consistent behavior management techniques into practice. Due to their inexperience, student-teachers found it difficult to address psychological problems in their students, such as bullying or integrating students with special needs into the classroom.

6. Using formative and summative assessments to monitor student progress:

Another challenge for student-teachers was creating and implementing formative and summative assessments. They frequently struggled to develop tests that reliably gauged students' progress and to apply the findings to guide their instruction. Student teachers don't know enough about assessment and evaluation techniques and resources. They also have trouble creating questions that measure the accomplishment of learning objectives and organizing drills and exercises appropriately.

7. Building positive relationships with students, colleagues, and parents:

For student-teachers, building trusting relationships with parents, colleagues, and students was not always simple. They struggled to communicate with these groups, which is essential for a supportive learning environment, and occasionally felt alone. Since parents are not the main teachers in schools, there were few opportunities to interact with them. Furthermore, even though public schools had parent councils, there was very little interaction between parents and teachers because of the low attendance rates

8. Being aware of and sensitive to philosophies, cultural diversity in the classroom:

There were many difficulties in addressing and being considerate of cultural diversity. Student-teachers' capacity to foster an inclusive learning environment was occasionally hindered by their lack of training in understanding and respecting the varied cultural backgrounds of their students.

9. Participating in school activities and community service activities:

Another prevalent problem was juggling teaching duties with involvement in extracurricular activities and community service. Many student-teachers struggled to efficiently manage their time so they could participate in these extra activities because they felt overburdened by their workload. Additionally, as aspiring English teachers, student-teachers were frequently ignorant of the community service opportunities available to them.

10. Reflecting on teaching experiences to identify strengths and areas for improvement:

Many student-teachers did not naturally engage in reflective practice. It was frequently difficult for them to assess their teaching experiences critically and pinpoint particular areas that needed work.

11. Ensuring that set objectives are met and learning outcomes are achieved:

Ensuring that lesson objectives were met and that learning outcomes were achieved was a significant challenge. Many student-teachers struggled with aligning their instructional strategies with the learning goals and measuring student achievement accurately.

These difficulties highlighted the need for targeted support and training in each of these key areas to help student-teachers develop the necessary skills to become effective educators.Based on the topic of using portfolio to develop English majors' performance skills in practice teaching, the following are some potential study questions and areas of investigation:

What is the effectiveness of the integrated designed portfolio on the development of English majors' performance skills in practice teaching?

To answer the above central question, the following sub-questions were also answered:

1. What are the essential Practice teaching performance skills required for English majors?

2. What are the challenges faced by English majors during their practice teaching?

3. What are the suggested solutions, through the portfolio's items, to address the difficulties faced by English majors during practice teaching?

4. What impact does the use of an integrated designed portfolio have on student-teachers' overall teaching effectiveness and professional development?

Research Hypotheses

1. There is statistically significant difference between the mean scores of the experimental group and the control group on performance skills post-test on the overall lesson planning skill in favor of the experimental group.
2. There are statistically significant differences between the mean scores of the experimental group and the control group on performance skills post-test on each sub-skill of teaching practice performance skills in favor of the experimental group.
3. There is statistically significant difference between the mean score of the experimental group on the pre-post-test on the overall on performance skills in favor of the post-test.
4. There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of the performance skills of English lessons in favor of the post-test.

Research Delimitations

A. A sample of third year EFL learners was chosen randomly from Faculty of Education, October Six University.

B.Eleven skills of practice teaching performance include the following:

- Design well-structured and engaging lesson plans.
- Master the subject matter being taught.
- Use variety of teaching strategies to cater to different learning styles.
- Integrate technology to enhance learning experiences.
- Manage student behavior positively and proactively.
- Use formative and summative assessments to monitor student progress.
- Build positive relationships with students and colleagues and parents.
- Be aware of and sensitive to cultural diversity in the classroom.
- Participates in school activities and community service activities.
- Reflect on teaching experiences to identify strengths and areas for improvement.
- Ensure that set objectives are met and learning outcomes are achieved.

3. The training program was implemented to activate and utilize the suggested portfolio for the experimental group during the first semester 2023/2024.

Aim of the study

The aim of this research can be summarized in the following points:

- Improving the practice teaching performance of English majors.
- Introducing and utilize an integrated designed portfolio as a reflective tool.
- Enabling students to apply and illustrate theoretical knowledge from academic courses in practical teaching scenarios.
- Assessing the professional skills acquired from courses in psychology, curriculum studies, and education departments.
- Promoting a comprehensive and practical understanding of teaching through reflective and applied learning.

- Comparing the effectiveness of the integrated designed portfolio with traditional teaching approaches.
- Measuring the teaching efficacy and professional skills of English majors using practical tests and assessment forms.
- Offering a robust framework for reflective learning and continuous improvement in teaching practices.
- Quantifying the impact of the integrated designed portfolio on enhancing teaching skills and efficacy.

The Instruments of the Study

The instruments used in the study to assess the enhancement of English majors' practice teaching performance skills through an integrated designed portfolio are as follows:

1. Interview:

- Semi-structured interviews are conducted to gain in-depth qualitative insights into the participants' experiences and perspectives on the integrated designed portfolio.
- The interviews are semi-structured to balance consistency and flexibility. An interview guide with open-ended questions is prepared, focusing on key themes related to the study.

2. Practical Tests:

- Implementation of an English lesson to evaluate teaching performance.
- Observation and assessment of the actual teaching process in a classroom setting.

3. A rubric Form:

- A detailed rubrics form aimed at measuring participants' performance skills.

The procedures of the Study

1. Identifying the Research Problem:

- Recognizing that English majors may lack the practical teaching skills needed for effective classroom performance.

- Determining that there is a need to enhance these skills through a structured and reflective approach.

2. Reviewing Related Studies:

- Conducting a thorough review of existing literature on practice teaching performance and the use of portfolios in teacher education.
- Identify previous research findings, methodologies, and gaps in the literature that this study aims to address.
- Use the insights gained from related studies to inform the design and focus of the current research.

3. Interviews with Stakeholders:

- Conducting interviews with students to understand their challenges and needs in practice teaching.
- Discussing English supervisors to gain insights into common deficiencies and areas for improvement in student teaching performance.
- Collect qualitative data on the current state of practice teaching among English majors.

4. Identifying Study Questions:

- Formulating research questions based on the insights gained from interviews and the literature review.

5. Formulating Hypotheses:

- Developing hypotheses to be tested in the study: They include the following ideas that the integrated designed portfolio significantly improves the teaching performance of English majors compared to traditional methods.
  Students using the integrated portfolio demonstrate greater professional skills and teaching efficacy.

6. Designing the Study:

- Selecting a sample of 70 students from the Faculty of Education.
- Randomly dividing the sample into two groups: an experimental group (35 students) and a control group (35 students).

7. Developing the Integrated Designed Portfolio:

- Creating a portfolio framework that includes lesson plans, teaching reflections, student feedback, classroom observations, professional development records, teaching materials, and assessment records.
- Ensuring the portfolio allows students to apply theoretical knowledge from psychology, curriculum studies, and education departments.

8. Implementing the Portfolio:

- Training the experimental group on how to use the integrated designed portfolio.
- Providing continuous support and guidance throughout the study period.

  Control Group Practices:
- Have the control group follow traditional teaching methods without the integrated designed portfolio.

9. Instruments of the Study:

- Practical Test.
- Practice Teaching performance Skills Rubric.

10. Data Collection:

- Conduct practical tests for both groups to gather performance data.
- Use the assessment form to evaluate teaching skills.
- Evaluate the portfolios of the experimental group using the rubric.

11. Data Analysis:

- Compare the performance data of the experimental and control groups.
- Analyze the portfolio assessments to determine the impact on professional skills and teaching efficacy.

12. Results and Conclusion:

- Summarize the findings to show the effectiveness of the integrated designed portfolio.
- Conclude that the portfolio significantly enhances the teaching performance and professional skills of English majors.
  Provide recommendations for incorporating the portfolio into practice teaching programs.

Terms of the Study

The following are the key terms associated with the study:

A. Portfolio

The portfolio can be "defined as a collection of a participant's work, such as writings, papers, projects, personal reflections, and related materials" (Tomal & Schwartz, 2019, p.67).

A portfolio can also be defined as a purposeful collection of student's work that tells a story of the student's efforts, progress, or achievements in one or more areas" (Cook-Benjamine, 2001, p.6).

Integrated Designed Portfolio:

A comprehensive and structured collection of materials and reflections designed to document and enhance the teaching practice of English majors. It includes lesson plans, teaching reflections, student feedback, classroom observations, professional development records, teaching materials, and assessment records.

Practice Teaching

(Cohen, 2004, & et al P 346) Define practice teaching as "a period of guided teaching where student-teachers practice teaching in a real classroom environment under supervision".

Practice Teaching Performance skills:

Practice Teaching Performance skills refer to the effectiveness and quality of teaching demonstrated by English majors during their practice teaching sessions.This includes lesson delivery, classroom management, student engagement, and the ability to apply theoretical knowledge in practical

teaching scenarios .“Teaching performance skills encompass the competencies required to design and implement effective instructional strategies, manage classrooms, and evaluate student progress.” (Borich, p.120).

English Majors:

Students enrolled in an English education program who, are preparing to become English teachers.

Literature Review

The following section tackles the main variables of the study which are the designed integrated portfolio represented as an independent variable and enhancing English majors’ practice teaching performance skills a dependent variable. The literature review will be divided into the following sections:

Section one: The Practice Teaching Portfolio

a. Portfolio Definition and Types
b. Portfolios Philosophy and Benefits
c. The Suggested Integrated Designed Portfolio

Section Two: Practice Teaching Performance

a. Practice Teaching definition
b. Practice Teaching Roles in Student-teacher Preparation
c. Practice Teaching Performance Skills
d. Practice Teaching Difficulties and the suggested solutions

Section one: The Practice Teaching Portfolio

a. Portfolio Definition and Types

The word "portfolio" is derived from the Latin term "portare," meaning "to carry," and "folium," meaning "leaf" or "sheet of paper." Traditionally, a portfolio was a flat case used to carry loose papers, drawings, or other documents. Over time, the term has evolved to refer to a curated collection of documents, works, or investments that showcase an individual's, organization's, or entity's skills, achievements, or assets (Tomal, 2019). Lee, et al, 2013, p.235, mentioned that a portfolio can be defined as “any combination of assets or investments”. In the context of teaching, a portfolio is “a collection of student’s work ,such as drawings ,writing , papers ,

projects , personal reflections and related materials that can be used to judge his or her performance"(Tomal ,2010,p.80). According to Smith &Tillema, 2oo6, Montgomery &Wiley, 2008, Barron, 2010, Tomal, 2019, (There are several types of portfolios, each serving different purposes and audiences. Here are some common types:

1. Professional Portfolio: demonstrates a person's accomplishments, experience, abilities, and actual expertise. A resume, cover letter, references, awards, certificates, and samples of work (such as projects, reports, or presentations) are usually included. It is frequently used to show competence and role fit during job applications and interviews.

2. Creative Portfolio: artists, designers, photographers, writers, musicians, and other creative use this portfolio to display their work. Artwork, illustrations, graphic designs, photography, video reels, writing samples, and music tracks are examples of visual or multimedia components. The goal is to showcase the artist's technical proficiency, style, and adaptability.

3. Academic Portfolio: a collection of a student's coursework, including research papers, essays, projects, presentations, and tests. Grades, comments, and reflective writings might also be included. Academic portfolios are used to evaluate a student's learning accomplishments, abilities, and progress over time. They are frequently necessary to demonstrate competencies for academic advancement or for particular courses or programs.

4. Online Portfolio: a digital version of any type of portfolios hosted on a website or specialized platform. It showcases an individual's work, projects, and skills in a virtual space. Similar to a library committee that offers student assistance and community services, an online portfolio gives one a platform to showcase their creative and professional achievements to a wider audience.

5. Project Portfolio: concentrating on particular projects, this kind of portfolio displays the preparation, implementation, and outcomes of numerous projects. It contains thorough explanations, goals, plans, budgets, schedules, results, and lessons discovered. Teams, consultants, and project managers frequently use it to showcase their expertise and abilities.

6. Personal Portfolio: a more informal collection of accomplishments, interests, skills, and hobbies, both personal and professional. It could highlight personal endeavors, volunteer work, trips, or other achievements. A comprehensive picture of a person's interests and personality can be provided by their personal portfolio.

7. Career Portfolio: an extensive compilation of career-related documents, including a resume, career goals, work history, professional development, training, certifications, and assessments, as well as components of a professional portfolio. It is utilized for career planning and development and acts as a record of a person's professional path.

8**. Investment Portfolio:** unlike the other categories, an investment portfolio is a group of financial assets that belong to a person or organization. This covers real estate, mutual funds, stocks, bonds, and other financial instruments. An investment portfolio's objective is to manage and increase wealth while accounting for the investor's financial objectives, investment strategy, and risk tolerance.

Every kind of portfolio has a distinct function and is customized to meet the requirements and objectives of the person or organization that is building it.

b. Portfolios Philosophy and Benefits

Constructivism is an educational philosophy that emphasizes the learner's active role in constructing knowledge and understanding through experiences. This approach is in contrast to traditional educational models, which frequently involve a one-way transfer of knowledge from teacher to student. Constructivism, on the other hand, encourages more dynamic interactions between the student, their peers, and their surroundings. As teaching aids, portfolios are highly compatible with constructivist ideas. They stand for a continuous, introspective process that empowers students to actively participate in and interpret their educational journeys. According to (Calfee & Perfumo, 2012, Jones & Shelton, 2011, Seldin, et al, 2010) the following are several key aspects of how portfolios reflect constructivist philosophy:

1. Active Learning:

- **Constructivist Perspective:** education is an active process rather than a passive one. On the basis of their experiences, learners build new knowledge.
- **Portfolio connection:** the portfolio connection necessitates that students actively choose, consider, and present their work. Through this process, they are able to connect disparate pieces of knowledge and observe how their comprehension changes over time.

2. Reflective Practice:

- **Constructivist View:** deep learning requires reflection. It assists students in reconciling new information with their prior knowledge and making sense of their experiences.
- **Portfolio Connection:** reflection is a fundamental component of portfolios. Students go over their previous work, reflect on their development, and pinpoint areas that need work. Their comprehension is deepened and their capacity to apply knowledge in various contexts is improved as a result of this reflection.

3. Contextual Learning:

- **Constructivist View:** according to the constructivist perspective, learning is most successful when it is relevant to everyday circumstances.
- **Portfolio Connection:** real-world assignments and projects are frequently included in portfolios, which give learning context. As a result, learning becomes more significant and applicable to the learner's life and future pursuits.

4. Individualized Learning:

- **Constructivist View:** every student is distinct, possessing varying experiences, backgrounds, and learning preferences. Personalized learning pathways are supported by constructivism.
- **Portfolio Connection:** learners' individual journeys, strengths, and areas for improvement are displayed in highly customized portfolios. They make it possible to customize how learning outcomes are presented.

Benefits of Portfolios in Light of Constructivism

1. Enhanced Student Engagement:

Students become more involved and invested in their education when they actively create their portfolios. To promote openness and cooperation, portfolios can be shared with parents, administrators, and other stakeholders to offer insights into the student teacher's teaching style, classroom dynamics, and student engagement (Barrett, 2010).

2. Improved Critical Thinking and Reflection:

Students are encouraged to consider their work, learning procedures, and development over time due to the reflective nature of portfolios. Student teachers can consider their teaching experiences, areas of strength, and areas for development through the portfolio. They can gain a better understanding of their teaching practices by identifying their challenges and successes through self-assessment (Zeichner & Liston, 2013).

3. Greater Ownership of Learning:

Because they are in charge of choosing and evaluating their own work, portfolios help students feel more in control of their education.

4. Holistic Assessment:

A student's abilities and development are more fully viewed through portfolios than through traditional assessments, which frequently concentrate on particular knowledge or skill areas.

5. Facilitation of Lifelong Learning:

The abilities of self-evaluation and introspection developed via portfolio work are beneficial for personal growth and lifetime learning. Portfolios are used by certain teacher education programs and institutions to evaluate student teachers' preparedness for certification as well as a component of the accreditation process (Barrett, 2007).

6. Promotion of Self-Regulated Learning:

By giving students the tools to track, evaluate, and control their own learning, portfolios help them become more independent and self-motivated.Student teachers can monitor their professional development over time by keeping a portfolio. During their practice teaching period, they can track the development of their teaching abilities, establishing and actively pursuing goals for improvement (Zimmerman & Schunk, 2011).

In summary, portfolios are powerful tools that embody the principles of constructivism by promoting active, reflective, contextual, and individualized learning. They provide a tangible means of showcasing student growth and development, making the learning process visible and meaningful.

C. The Suggested Integrated Portfolio

The purpose of this portfolio items is to offer a thorough and organized method for promoting the abilities required for successful instruction. Every component is essential to the student-teacher's ability to evaluate their work, improve their instructional strategies, and eventually raise their level of performance in the classroom:

1. Student-Teacher Personal Information

This section includes basic information about the student-teacher, such as name, ID number, program name, course name, level, phone number, email address, school title, and supervisor.This information is crucial for identifying and tracking the student-teacher's progress, ensuring communication between the student-teacher and relevant authorities, and maintaining professional records.

2. Practice Teaching Goals

This item outlines the specific goals that the student-teacher aims to achieve during their practice teaching. These could include improving classroom management, mastering certain teaching strategies, or effectively integrating technology into lessons. Setting clear goals helps the student-teacher stay focused and measure their progress. It also guides their activities and decisions during practice teaching, ensuring that their efforts align with desired outcomes.

3. Student-Teacher's Roles in Practice Teaching

The duties and roles that the student-teacher is expected to carry out during their teaching practice are described in detail in this section. Lesson planning, instruction delivery, classroom management, and student progress evaluation may all fall under this category. Roles that are well-defined give the student-teacher a sense of accountability and control over their teaching practice by making it clear what is expected of them. Additionally, it guarantees that the student-teacher is ready to carry out their responsibilities and aids in efficient classroom management.

4.Attendance List

The student-teacher's practice teaching days at the school are noted on the attendance list. Monitoring attendance assure that the student-teacher is following their practice teaching schedule and participating in the classroom environment on a regular basis. It also demonstrates their commitment and reliability.

5. English Sessions Attendance List

To make sure that student-teachers are actively involved in the teaching process, this section keeps track of their attendance during English classes. This item secures that the student-teacher is regularly participating in hands-on teaching experiences by recording attendance in these sessions. Through consistent practice, this not only increases their self-assurance but also enhances their teaching abilities. It highlights how crucial accountability and dedication are to their professional growth.

6. Lesson Planning Models

This section includes lesson plans that the student-teacher has designed throughout the semester. These plans serve as a record of the student-teacher's instructional strategies, creativity, and growth over time.By documenting the lesson plans, the student-teacher can track their progress in designing well-structured and engaging lessons. This ongoing documentation helps them reflect on their teaching methods, adapt to feedback, and continuously improve their ability to meet educational objectives. It also provides tangible evidence of their development in lesson planning skills.

7 . Videos of Student Performance in Practice Teaching

These are recordings of the student-teacher's teaching sessions. The videos capture how the student-teacher interacts with students, delivers lessons, and manages the classroom.Watching these videos allows the student-teacher to reflect on their performance, identify strengths and areas for improvement, and receive feedback from mentors or peers. It's a powerful tool for self-assessment and professional growth.

8 . Psychological and Behavioral Problems and Treatment Methods

This section documents common psychological and behavioral issues that students faced in the classroom, along with strategies for addressing them. It provides evidence of the student-teacher's ability to apply what they have learned in psychology courses at the Faculty of Education and demonstrates their capacity to manage such issues effectively. By understanding and preparing to manage these issues, the student-teacher can create a more supportive and effective learning environment. This section not only enhances their positive behavior management skills but also showcases their ability to integrate theoretical knowledge into practical classroom situations, reflecting their competency in dealing with real-world challenges.

9. List of Teaching Strategies and Their Implementation

This item includes a variety of teaching strategies that the student-teacher used, along with examples of how these strategies have been implemented in the classroom. A diverse set of teaching strategies enables the student-teacher to cater to different learning styles and needs, making their instruction more effective and inclusive. This section provides evidence of the student-teacher's ability to apply what they have studied in curriculum and teaching methods courses, demonstrating their proficiency in translating theoretical knowledge into practical, effective classroom practices.

10. List of Assessment and Evaluation Techniques for Pupils inside Class

This item allows the student-teacher to document the evaluation methods and tools they used to assess students' progress during the teaching process. By detailing these assessment techniques, the student-teacher can demonstrate how they monitor student progress and modify instruction to address points of weakness. Examples of evaluation tools might include quizzes, tests, rubrics, observation checklists, peer assessments, and self-assessments. This section introduces strong evidence of the student-teacher's ability to apply what they have studied in curriculum and assessment (CUR) courses, showcasing their proficiency in using both formative and

summative assessments to enhance learning outcomes and ensure student progress.

11. List of Classroom Language

This list includes key phrases, instructions, and language structures that the student-teacher can use in the classroom to communicate effectively with students. Using appropriate and clear classroom language is essential for effective teaching. This item helps the student-teacher develop communication skills that foster understanding and create a positive classroom atmosphere.

The following are more examples of classroom language that can be used by the student-teacher to enhance communication and classroom management:

A. Greeting Students:

- "Good morning, everyone! How are we feeling today"?
- "Welcome back! I hope you had a great weekend".

B. Checking for Understanding:

- "Does anyone have any questions about this"?
- "Can someone explain this concept in their own words"?

C. Transitioning Between Activities:

- "Now that we've finished this exercise, let's move on to the next one".
- "Before we start the next activity, let's quickly review what we've just done".

D. Providing Encouragement:

- "Excellent job! Keep up the great work".
- "You're doing really well. Keep pushing forward".

E. Offering Praise:

- "That’s a brilliant idea"!
- "You’ve improved so much in this area. Well done"!

F. Correcting Mistakes:

- "That's a good try, but let's look at this part again".
- "Almost there! Let's see if we can correct this together".

G. Facilitating Group Work:

- "Please discuss this with your partner and be ready to share your ideas".
- "In your groups, decide on the best solution to this problem".

H. Managing Behavior:

- "Let's all focus on the task at hand, please".
- "I need everyone to listen carefully and follow the instructions".

I. Closing the Lesson:

- "Before we end, can anyone summarize what we've learned today"?
- "For homework, please review the materials we covered today".

These examples help the student-teacher create a structured, supportive, and interactive learning environment, ensuring that students understand expectations, feel encouraged, and are actively engaged in the learning process.

12 . Student-Teacher Evaluation Forms

This item includes forms used by mentors, supervisors, or peers to evaluate the student-teacher's performance during practice teaching. They provide structured feedback on various aspects of teaching.Evaluation forms offer valuable feedback that helps the student-teacher understand their strengths and areas for improvement. They guide the student-teacher in refining their teaching practices and achieving their goals.

13. Technological Application List

This item includes a list of technology tools and applications that the student-teacher used to enhance their teaching, such as educational software, online resources, and digital platforms.Integrating technology into teaching

can make lessons more engaging and accessible. This list helps the student-teacher explore and implement technology effectively in their instruction.

14. Simulation Models for Implementation and Analyzing Lesson Plans

In this portfolio item, the student-teacher is required to search for and obtain model lesson plans from foreign English teachers and then imitate these plans in their own teaching. This practice allows the student-teacher to engage with different teaching methods and strategies from experienced educators. By imitating and analyzing these model lesson plans, the student-teacher can develop and refine their teaching skills, including lesson planning, classroom management and instructional techniques. Additionally, this activity helps improve the student-teacher's English accent by exposing them to authentic language usage and pronunciation from native or highly proficient speakers. This exposure not only enhances their teaching skills but also contributes to better communication with students and a more effective English learning environment.

15. Morals and Community Service List

This section records the student-teacher's involvement in community service activities and their efforts to promote ethical behavior in the classroom. It also allows the student-teacher to document the morals and principles they seek to achieve and incorporate into the content presented to students, such as honesty, respect, responsibility, empathy, fairness, and kindness.Participation in community service and the promotion of ethical values contribute to the student-teacher's overall development as a responsible and socially aware educator. By actively engaging in community service, the student-teacher builds strong relationships within the school community, setting a positive example for students. Furthermore, by integrating morals like honesty, respect, and responsibility into their teaching, the student-teacher helps create a classroom culture that emphasizes ethical behavior and positive social interactions, which are essential for students' holistic development.

16. Most of Mispronounced Common Words in English and Their Intelligible Pronunciation

This list identifies common English words that are frequently mispronounced by students, along with their correct pronunciations. Correct pronunciation is critical for effective communication in English. This item helps the student-teachers address pronunciation issues and improve students' speaking skills, which is essential for mastering the subject matter.

17. Professional Development and Improvement Plans

This section includes plans for the student-teacher's ongoing professional development, such as attending workshops, pursuing certifications, or setting personal growth goals.Continuous professional development is vital for staying current in teaching practices and improving one's skills. This item encourages the student-teacher to actively seek opportunities for growth and improvement.

Section Two: Practice Teaching Performance

a. Practice Teaching definition
b. Practice Teaching Roles in Student-teacher Preparation
c. Practice Teaching Performance Skills
d. Practice Teaching Difficulties and solutions

A. Practice Teaching definition

Practice teaching is a crucial part of teacher education, where student-teachers apply theoretical knowledge in real classroom settings. Under the supervision of experienced mentors, they gain practical teaching skills, manage classrooms, and receive feedback, helping them bridge the gap between theory and practice. This experience is essential for developing the confidence and competence needed for effective teaching.From this perspective, practice teaching can be defined as " a field experience where student-teachers integrate and apply the content of their campus-based courses, focusing on the development of professional teaching practices(Zeichner,2010,pp94-95) .Similarly, Farrell, 2008,P.52,Discusses practice teaching as "an essential phase in teacher education where student-teachers apply what they have learned in a classroom setting". It is a period in which a student-teacher practices teaching under the supervision of an experienced teacher. (Richards, & Schmidt, 2010, p.435).

B. Practice Teaching Roles in Student-teacher Preparation

Practice teaching, also known as teaching practice or practicum, holds paramount significance for students enrolled in a faculty of education. During their academic years, aspiring teachers go through a life-changing process where theoretical knowledge and real-world experience combine to mold them into capable and successful educators. This essential element of teacher preparation serves as a link between classroom theory and the ever-changing educational environment. Students go on a journey of self-discovery through practice teaching, developing critical skills that will shape their future careers and acquiring priceless insights into the art and science of teaching (Irvine, 2010). Cochran-Smith, & Lytle 2009, pp., 127-128, describe practice teaching as "a context where student-teachers engage in inquiry and reflection on their teaching practices, emphasizing the importance of connecting theory to practice". On the basis of reflection as a main principle in practice Teaching period, Korthagen, 2001, displayed some attributes of reflective teacher as follows:

1. Better Relationships: reflective teachers often build stronger relationships with their students. They are better able to connect with students and are more sensitive to their needs.

2. Job Satisfaction: reflective teachers usually experience higher job satisfaction. Their continuous improvement and self-reflection lead to greater fulfillment in their roles.

3. Student Learning: reflective teachers value student-centered learning. They think it's essential that students investigate and learn ideas independently rather than merely receiving instructions or being told what to do.

4. Early Encouragement: reflective student-teachers most likely had early experiences that pushed them to organize and critically think about their own challenges and experiences.

5. Self-Efficacy and Confidence: reflective student-teachers often have strong feelings of self-efficacy, meaning they believe in their own ability to

teach effectively. This confidence contributes to their sense of personal security in the classroom.

6. Focus of Reflection: student-teachers with teaching experience and high self-efficacy tend to focus their reflections on their students' needs and progress. On the other hand, those who have lower self-efficacy might focus more on their own emotions and performance.

7. Ease of Sharing: reflective teachers find it relatively easy to discuss or write about their teaching experiences. Their self-efficacy and comfort with their teaching practices make them more open in sharing what they've learned.

The above-mentioned attributes of reflective student-teachers assert the effectiveness of portfolios as a reflective tool. Portfolios offer an organized way to record teaching experiences, evaluate methods, and highlight development. They develop self-efficacy, improve job satisfaction, and foster the growth of stronger student relationships. Portfolios assist student-teachers in developing their confidence and enhancing their overall teaching performance by enabling in-depth reflections on student-centered learning and personal development.

El-Amine, 2010 displayed that The National Academy of Education (NAE) in the United States has initiated a national panel of experts in teacher education to review and make recommendations on the teacher education curriculum. The panel's leaders have identified several key areas that should be included in the core curriculum for teacher preparation programs. These areas are essential for prospective teachers to be well-prepared for their roles. Here is an explanation of each recommended area:

(1).The Nature of Developmentally Appropriate Educational Practices:

Future educators must comprehend how pupils grow and learn at various ages and phases. This information aids educators in developing and putting into practice teaching strategies that are appropriate for the developmental stages of their pupils.

(2).Learning Theories and Learning Methods for Students:

Knowing different learning theories (like constructivism, behaviorism, and cognitivism) and approaches (like cooperative learning and differentiated instruction) gives teachers the tools they need to help their students have successful learning experiences.

(3).Students' Language Development:

Teachers should be aware of the development of both first and second languages as well as how students acquire language. This promotes literacy and language acquisition in all subject areas.

(4).Subject Matter Expertise and Pedagogical Content Knowledge:

Teachers must have a deep understanding of the subjects they teach as well as the pedagogical techniques specific to those subjects. This combination allows teachers to present content in ways that are understandable and engaging for students.

(5).The Nature of Students' Diversity:

Recognizing and valuing the diversity among students (cultural, linguistic, socioeconomic, etc.) enables teachers to create inclusive classrooms that address the needs of all learners.

(6)Appropriate Assessment Practices:

Knowledge of various assessment methods (formative, summative, diagnostic, etc.) allows teachers to evaluate student learning effectively and use assessment data to inform instruction.

(7)The Social Context of Education:

Understanding the broader social, cultural, and political contexts in which education occurs helps teachers navigate and address issues such as equity, access, and the role of education in society.

(8)Classroom Management:

Effective classroom management techniques are essential to establishing a supportive learning atmosphere where students can concentrate on their studies. This covers methods for upholding order, structuring the classroom, and cultivating a polite and effective learning environment. The NAE(The National Academy of Education) hopes to ensure that aspiring educators have the information and abilities needed to deliver high-quality instruction and satisfy the various needs of their students by including these topics in the core curriculum of teacher preparation programs.

C. Practice Teaching Performance Skills

Practice Teaching Performance Skills are competencies that educators, particularly those in training or student-teaching roles, must develop to effectively manage classrooms, facilitate learning, and engage with students and the educational community. These skills are critical for fostering an environment that supports student achievement and growth. The following are an overview of Practice Teaching Performance Skills based on academic research and educational standards:

1. Lesson Planning and Instructional Design:

Creating detailed, structured, and engaging lesson plans that incorporate clear learning objectives, aligned with curriculum standards. Cochran-Smith & Zeichner (2005) emphasize that teacher candidates must demonstrate an ability to translate content into instructional strategies that meet diverse learner needs. Instructional design is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving (Broderick, 2001). Instructional designers create strategies and frameworks that enhance the teaching and learning process, ensuring that learners can successfully engage with content, acquire new skills, and transfer knowledge to real-world applications. This blend of art (creative ways to engage learners) and science (methodical approaches to teaching based on research) is essential to developing effective instructional solutions.

2. Pedagogical Content Knowledge (PCK).

Pedagogical Subject-Matter Knowledge (PCK) is a concept introduced by Lee Shulman in 1986 that refers to a teacher's ability to integrate their deep understanding of the subject matter with knowledge of how to effectively teach that subject to students. “It represents the intersection of content knowledge (what is taught) and pedagogical knowledge (how it is taught)” Morris, 2022.PCK goes beyond knowing the facts and concepts of a subject; it involves understanding how to make those concepts understandable to students. This includes recognizing common student misconceptions,

selecting appropriate teaching strategies, and using assessments to gauge student understanding. A teacher with strong PCK can adapt their instructional methods to suit the diverse learning styles, abilities, and needs of their students, making the content more accessible and meaningful (Scott,2015).

Key Components of PCK:

- **Content Knowledge:** a deep understanding of the subject matter itself.
- **Pedagogical Knowledge**: the strategies and methods for teaching, including lesson planning, classroom management, and assessment.
- **Knowledge of Students' Understanding:** understanding what students already know, the common challenges they face, and how to address misconceptions.
- **Curriculum Knowledge:** awareness of the structure and goals of the curriculum, including how the subject content is organized and sequenced.

3. Differentiated Instruction

Differentiated instruction is a pedagogical approach aimed at tailoring teaching methods to address the diverse needs of students, taking into account their varying abilities, interests, and learning styles. This method ensures that all students, regardless of their differences, are actively engaged in learning experiences that are meaningful and accessible to them.Tomlinson (2001) emphasizes that differentiated instruction is essential for inclusive classrooms, as it allows teachers to modify the content, process, and product of learning activities. By doing so, educators can meet students where they are in their learning journey, offering multiple paths for students to explore and understand the material. Differentiation might involve varying the complexity of tasks, offering choices in how students demonstrate their understanding, or providing scaffolding for students who need additional support.

Key Elements of Differentiated Instruction:

- **Content:** Varying what students learn by modifying the depth or complexity of the material.
- **Process:** Tailoring how students engage with the material through varied activities or instructional strategies.
- **Product:** Offering multiple ways for students to demonstrate their learning, such as through projects, presentations, or written work.
- **Learning Environment:** Creating a supportive and flexible classroom environment that accommodates the diverse needs of students.

4 . Classroom Management and Discipline

Classroom management is the process of creating and maintaining a learning environment that promotes student engagement, minimizes disruptions, and fosters positive behavior. According to Wong & Wong (2009), effective classroom management is essential for reducing disruptive behaviors and ensuring that students remain focused on learning. They argue that when teachers establish clear expectations and routines, students are more likely to engage in productive behavior, leading to a more organized and harmonious classroom environment.

Effective classroom management involves proactive strategies, such as setting clear rules, using consistent consequences for behavior, and providing positive reinforcement. Teachers who manage their classrooms well are able to prevent many behavioral issues before they arise, creating an atmosphere where students feel respected, motivated, and capable of achieving success.

Key Elements of Effective Classroom Management:

- **Clear Expectations:** establishing and communicating rules and procedures that are easy for students to understand and follow.
- **Consistent Routines:** developing predictable classroom routines that minimize confusion and time wasted on transitions.
- **Positive Reinforcement**: encouraging good behavior through praise and rewards, rather than focusing solely on punitive measures.

- **Engagement Strategies:** using interactive and engaging instructional methods to keep students actively involved in their learning, which helps to reduce off-task behavior.

5. Formative and Summative Assessment

Using a mix of formative (ongoing) and summative (end-of-term) assessments to monitor student progress and adjust instruction.Black and Wiliam (1998) provide extensive research on how formative assessment, if used effectively, can improve student learning by providing timely feedback and supporting differentiated instruction. Formative and summative assessments are crucial for monitoring student progress, providing feedback, and informing instruction. Formative assessments are ongoing and embedded in daily teaching practices, allowing teachers to adjust their instruction based on student needs. Summative assessments, on the other hand, evaluate student learning at the end of an instructional period, often in the form of tests or final projects.Wiliam and Thompson (2007) extended their research on formative assessment by proposing the use of Assessment for Learning as an integral part of effective teaching. Assessment for Learning emphasizes the role of formative assessment in helping students understand their learning goals and the steps needed to achieve them. Assessment for Learning (AFL) encourages teachers to use a range of assessment strategies to gather evidence of student learning and adjust teaching accordingly.

6 .Technology Integration

Utilizing digital tools and platforms to enhance the teaching and learning process.Mishra & Koehler (2006) developed the TPACK (Technological Pedagogical Content Knowledge) framework, which highlights the integration of technology into pedagogy and content knowledge to create effective teaching strategies. This model emphasizes the importance of integrating three core components—technology, pedagogy, and content knowledge—to create effective teaching strategies. Here's a brief breakdown:

- **Content Knowledge (CK):** knowledge about the subject matter to be taught or learned.
- **Pedagogical Knowledge (PK):** Understanding the methods and processes of teaching, including how students learn, general classroom management, lesson planning, and student assessment.
- **Technological Knowledge (TK):** understanding the tools and resources that can support and enhance teaching and learning.

The TPACK model adds complexity by focusing on the intersections of these three areas:

- **Technological Pedagogical Knowledge (TPK):** understanding how technology can support teaching methods and practices.
- **Technological Content Knowledge (TCK):** understanding how technology can be used to represent specific content.
- **Pedagogical Content Knowledge (PCK):** the integration of pedagogy with content knowledge, ensuring that content is delivered effectively.

When all three components are combined (TPACK), teachers can develop rich, engaging, and technologically enhanced learning experiences.This model is crucial in 21st-century education as digital tools become more integrated into the classroom, helping teachers to not only use technology but to use it meaningfully to enhance students' learning experiences.

7. Culturally Responsive Teaching

Adapting teaching practices to meet cultural, linguistic, and socio-economic diversity is key to fostering inclusive learning environments. According to Gay (2010), culturally responsive teaching (CRT) practices recognize and honor students' cultural backgrounds, using them as tools to enhance learning. These practices involve:

- **Cultural Awareness:** teachers develop an understanding of students' cultural values and traditions, which informs their teaching strategies.
- **Linguistic Accommodation:** incorporating students' native languages in instruction can help bridge language barriers and improve comprehension.

- **Socio-economic Sensitivity:** addressing the diverse socio-economic backgrounds of students by offering support and resources ensures that all learners have equal opportunities to succeed.

CRT also encourages the use of students' cultural knowledge in the curriculum, fostering a sense of belonging and improving engagement and academic outcomes.This approach is especially relevant to your focus on improving teaching skills through portfolios, where student-teachers can document culturally responsive strategies, reflecting on how these practices improve their teaching effectiveness.

8. Reflective Practice

Engaging in continuous self-assessment and reflective practice is essential for improving teaching effectiveness and enhancing student outcomes. Schön (1983) highlights two critical components of reflective practice: reflection-in-action and reflection-on-action. Reflection-in-action occurs during the teaching process, allowing educators to make real-time adjustments based on immediate feedback and classroom dynamics. Reflection-on-action involves post-teaching analysis, where educators critically evaluate their teaching strategies, student engagement, and learning outcomes.

More recent literature supports Schön's framework, emphasizing the role of reflective practice in fostering adaptive expertise. Zeichner and Liston (2013) suggest that reflective teaching encourages a cycle of inquiry, where teachers systematically assess their instructional choices, experiment with new methods, and adapt to diverse student needs. This continuous reflection leads to a deeper understanding of one's pedagogical strengths and areas for growth, contributing to more informed and effective decision-making.

In the context of portfolio-based teacher development, reflective practice becomes a documented process where student-teachers record their reflections on lesson plans, teaching experiences, and student feedback. This promotes a culture of self-improvement and aligns with professional standards for lifelong learning and adaptation to evolving educational challenges.

9 . Collaborative Practices and Teamwork

Collaborating with colleagues, parents, and other stakeholders is crucial for enhancing students' academic and personal growth. DuFour and Eaker (1998) emphasize the importance of Professional Learning Communities (PLCs), where educators engage in collective reflection, share strategies, and collaborate to improve student achievement. Recent research supports this, with Vescio, Ross, and Adams (2008) finding that PLCs significantly enhance teaching effectiveness, while Hord (2009) highlights the development of supportive professional relationships. Furthermore, Epstein et al. (2011) emphasize the importance of involving parents and communities in education through shared decision-making, creating a network that strengthens both academic success and personal development. This collaborative approach fosters a more integrated and effective learning environment.

10. Ethical and Professional Responsibilities

Upholding ethical standards in teaching is essential, encompassing fairness, equity, and professional conduct in interactions with students, parents, and colleagues. Sockett (2012) emphasizes that teaching goes beyond the mere delivery of content, highlighting the moral dimensions of the profession. He argues that teachers must embody values such as integrity, fairness, and social justice, which are crucial in fostering an inclusive and respectful learning environment. More recent scholarship by Campbell (2013) extends this view, suggesting that ethical practice in education involves balancing the rights and needs of students with the responsibility to act in ways that promote their well-being and academic growth. Furthermore, Shapira-Lishchinsky (2011) underscores the importance of ethical decision-making, particularly in addressing issues of equity and fairness, ensuring that all students receive equal opportunities for success. Documenting these ethical practices through reflective portfolios allows teachers to assess their adherence to professional codes of conduct and continually refine their approach to fostering a just and equitable educational environment.

D. Practice Teaching Difficulties and solutions

A practicum is a crucial way for pre-service teachers to gain hands-on experience in teaching, offering opportunities for observation, teaching performance, and receiving valuable feedback from cooperating teachers or peers. Park, 2007, emphasized that experiences such as these positively influence pre-service teachers' teaching efficacy. According to (Stroot, 2005, Watkins & et al, 2007, Westwood, 2008, Biggs Tang, 2011, Darling – Hammond, Marzano, 2012&Arends, 2014) there are some issues regarding a practicum in spite of its benefits:

(1).Limited Teaching Experience

- **Difficulty**: it is not always easy or possible for pre-service teachers to gain sufficient teaching experience or practice before entering a real classroom. Many cooperating teachers are reluctant to allow pre-service teachers extended periods of teaching time with their students, limiting the practical experience needed for growth.
- **Suggested Solution:** to counter this, teacher preparation programs should integrate more simulated teaching environments (e.g., micro-teaching or virtual classrooms), where student-teachers can practice without the constraints of real classrooms. Extending the duration of practicums or creating partnerships with schools for more consistent opportunities may also help.

(2).Risk of Errors in Real Classrooms

- **Difficulty:** teaching real students exposes them to the inevitable trials and errors of pre-service teachers. Mistakes made during teaching are witnessed in a live setting, and undesirable behaviors or errors cannot be easily undone, leading to apprehension among pre-service teachers.
- **Suggested Solution:** offering safe spaces for student-teachers to experiment without fear of judgment, such as through video analysis or peer teaching. This can provide them with more freedom to learn from their mistakes. Mentorship and close guidance from cooperating

teachers can help mitigate these errors while still providing real-world teaching experience.

(3) Classroom Management Issues

- **Difficulty**: student-teachers often struggle with managing classroom behavior and keeping students engaged, especially in large or mixed-ability classes.
- **Suggested Solution:** provide classroom management training as part of the teacher education program, focusing on practical strategies for dealing with disruptive behavior, promoting positive reinforcement, and developing routines. Using video simulations and peer feedback during practice sessions can also be helpful.

(4).Lack of Confidence

- **Difficulty**: many student-teachers feel insecure about their teaching ability, which affects their performance.
- **Suggested Solution:** increase opportunities for practice teaching through micro-teaching, peer teaching, and reflective practices, such as maintaining a teaching portfolio. Mentorship programs where experienced teachers guide student-teachers can also help build confidence.

(5). Lesson Planning and Time Management

- **Difficulty**: student-teachers often face challenges in creating effective lesson plans and managing classroom time efficiently.
- **Suggested Solution:** focus on structured lesson planning models and time-management training. Encourage the use of templates and tools that break down the lesson structure into manageable segments, and emphasize the importance of adaptability during lessons.

(6). Subject Mastery

- **Difficulty**: student-teachers may have gaps in their subject knowledge, making it difficult to answer students' questions or present the material effectively.

- **Suggested Solution:** incorporate ongoing professional development and subject-specific training throughout the teacher preparation program. Encourage student-teachers to engage in continuous learning and to use resources like online courses, webinars, and collaborative learning communities.

(7). Effective Use of Technology

- **Difficulty**: some student-teachers may struggle with integrating technology into their lessons, either due to a lack of resources or inadequate training.
- **Suggested Solution:** offer workshops on educational technology tools and their application in the classroom. Provide opportunities to practice using tools like interactive whiteboards, online platforms, and educational apps during simulated or real teaching sessions.

(8). Adapting to Diverse Learning Needs

- **Difficulty**: managing a classroom with students of varying abilities and learning styles can be overwhelming for student-teachers.
- **Suggested Solution**: train student-teachers in differentiated instruction techniques and provide them with strategies to address diverse learning needs. Encourage the use of formative assessments to gauge student understanding and adjust teaching methods accordingly.

(9). Classroom Language and Communication Skills

- **Difficulty**: for English majors teaching in a non-native English-speaking environment, maintaining fluent and correct English throughout the lesson can be difficult.
- **Suggested Solution:** emphasize the importance of language proficiency in teacher training programs and offer regular language practice sessions. Encourage student-teachers to participate in English-speaking environments and provide feedback on their language use during practice sessions.

(10). Assessment and Feedback

- **Difficulty**: student-teachers may find it difficult to assess students' work objectively and provide constructive feedback.
- **Suggested Solution**: provide clear guidelines and training on formative and summative assessments. Encourage student-teachers to use rubrics, self-assessment techniques, and peer-assessment tools to improve their evaluation skills.

(11). Cultural Sensitivity and Student-Teacher Relationships

- **Difficulty:** building positive relationships with students from diverse cultural backgrounds can be challenging, especially for novice teachers.
- **Suggested Solution:** offer workshops on cultural sensitivity and diversity in the classroom. Encourage student-teachers to learn about their students' backgrounds and promote an inclusive environment that respects cultural differences.

(12) .Balancing Theory and Practice

- **Difficulty**: Student-teachers sometimes struggle to bridge the gap between theoretical knowledge from coursework and practical application in the classroom.
- **Suggested Solution**: create opportunities for integrated learning experiences where theory and practice are connected, such as co-teaching with experienced teachers, observation, and reflective practice through portfolios.

METHDOLOGY

Research Design

The present study is a descriptive, analytical, and quasi- experimental study. It is partially analytical and partially experimental. It uses a pre-post Practical Test to assess the participants' performance skills in practice teaching; two groups experimental design. The study employed a quasi-experimental design to investigate the impact of an integrated portfolio on enhancing English majors' practice teaching performance. The research focused on measuring the professional skills developed through an integrated designed portfolio, which provided a reflective and practical framework for the application of theoretical knowledge from courses in language, psychology, curriculum studies, and education. In addition to the quasi-experimental design, the study also utilized an analytical design to answer the research questions and analyze the relationships between the study variables. The analytical component aimed to delve deeper into how specific elements of the integrated portfolio influenced various teaching skills, such as lesson planning, classroom management, and reflective practice. By employing both quasi-experimental and analytical approaches, the study ensured a comprehensive examination of the impact of the integrated portfolio on participants' professional development, addressing not only performance differences between the groups but also the underlying factors that contributed to these differences.

Participants

The participants were 60 English major student-teachers enrolled in a teacher preparation program at the Faculty of Education. They were divided into two groups:

Control Group: 30 students who followed the traditional practice teaching methods.

Experimental Group: 30 students who implemented the integrated designed portfolio in their teaching practice.

Both groups consisted of third year student-teachers who had completed essential courses in education, curriculum studies, and psychology, making them suitable candidates for this practical teaching experiment.

Instruments of the Study

The instruments used to assess the enhancement of English majors' practice teaching performance skills through the integrated designed portfolio are designed to capture both qualitative and quantitative data. These instruments include interviews, practical test, and a rubrics form, which together provide a comprehensive evaluation of the participants' teaching skills and experiences.

(1).Interview:

The semi-structured interview guide was prepared with open-ended questions, focusing on key themes such as reflective practice, application of theoretical knowledge; challenges faced, and perceived improvements in teaching skills. To gain comprehensive insights from both students and English supervisors regarding practice teaching, the following questions are included in the semi-structured interviews:

For Student-teacher (focusing on difficulties in practice teaching):

1. What specific difficulties have you encountered during your practice teaching?

- Follow-up question: Are these difficulties related to lesson planning, managing student behavior, or delivering content effectively?

2. How do you handle unexpected situations or challenges that arise during your teaching sessions?

- Follow-up question: Can you provide an example of a challenging situation and how you responded to it?

3. What aspects of practice teaching do you find most difficult to manage?

- Follow-up question: Is it classroom management, student engagement, or something else? How have you tried to address these difficulties?

4. How do you feel about the amount of support and guidance you receive during your teaching practice?

- Follow-up question: In what ways could this support be improved to help you overcome difficulties?

5. How comfortable do you feel in adapting lesson plans or teaching strategies on the spot when things don't go as planned?

- Follow-up question: What challenges do you face when trying to adjust your approach in real-time?

6. What difficulties have you experienced in balancing theoretical knowledge with practical teaching applications?

- Follow-up question: How does the integrated portfolio help you bridge the gap between theory and practice?

7. Do you experience any difficulties in assessing students' understanding and progress during your lessons?

- Follow-up question: How do you deal with students who struggle to understand the material?

8. What challenges have you faced in integrating technology or innovative teaching methods into your lessons?

- Follow-up question: How could the integrated portfolio assist you in overcoming these challenges?

9. Have you encountered any psychological or behavioral problems among your students during practice teaching?

- Follow-up question: How did you handle these situations, and what strategies did you use to manage bad behavior or support students facing psychological difficulties?

For English Supervisors (focusing on difficulties observed in student-teachers)

1. What common difficulties do you observe student-teachers facing during their practice teaching?

2. Follow-up question: Are these difficulties related to classroom management, content delivery, or lesson planning?

3. In your experience, what is the most challenging aspect of practice teaching for student-teachers?

- Follow-up question: How do you think these challenges can be addressed more effectively?

4. Do you notice any particular difficulties student-teachers have in adapting their lessons to different student needs and learning styles?

- Follow-up question: How can the integrated portfolio support them in developing this skill?

5. How do you think student-teachers could be better prepared to handle the difficulties they face in classroom management and student engagement?

- Follow-up question: What additional training or support could help them overcome these challenges?

6. What challenges do student-teachers typically face in reflecting on and improving their teaching after a difficult lesson?

- Follow-up question: How well do they use reflective practices, and how could the portfolio be improved to help them in this area?

7. What difficulties do student-teachers typically face when dealing with psychological issues or bad behavior in the classroom?

- Follow-up question: How well do you think they are prepared to manage these challenges, and what additional support could be provided to help them handle such situations more effectively?

These questions aim to explore the challenges faced by student-teachers during their practice teaching, identifying specific difficulties and possible solutions that can be integrated into the training and support provided by the portfolio.

2. Pre-posttest (Practical Test):

The practical teaching skills test is designed to assess the effectiveness of teachers in applying essential teaching competencies within a classroom setting. This test evaluates a teacher's ability to plan and execute lessons, engage students using a variety of methods, manage the classroom environment, incorporate technology, and reflect on their practice. The ultimate goal is to ensure teachers can meet learning outcomes and support student success through comprehensive teaching strategies.

Structure of the Test

The test is composed of 11 tasks, each focusing on different aspects of teaching proficiency. These tasks are aligned with key teaching performance

skills that are fundamental for successful practice teaching. The test also provides an opportunity for self-reflection, ensuring that teachers not only demonstrate their current abilities but also reflect on their strengths and areas for improvement.

Number of Items or Tasks

There are 11 tasks in total, covering the following areas:

Lesson Plan Design

- Create a comprehensive, well-structured, and engaging lesson plan.
- Subject Matter Presentation
- Present a mini-lesson to demonstrate mastery of the subject matter.

Use of Teaching Methods

- Implement a variety of teaching methods to cater to diverse learning styles.

Technology Integration

- Integrate technology effectively to enhance learning experiences.

Classroom Management

- Demonstrate proactive and positive classroom management during a simulated scenario.

Assessment Design and Use

- Design and use formative and summative assessments to track student progress.

Relationship Building

- Build positive relationships with students, colleagues, and parents throughout the teaching process.

Cultural Sensitivity

- Show awareness of cultural diversity by incorporating it into the teaching process.

School and Community Involvement

- Reflect on your participation in school and community activities.

Reflective Practice

- Reflect on your teaching experience, identifying strengths and areas for improvement.

Achievement of Learning Outcomes

- Ensure that set objectives and learning outcomes are consistently achieved during teaching.

Rubrics and Scoring

Each task is scored on a scale from 1 (Unsatisfactory) to 4 (Excellent) based on specific rubrics tailored to each competency. The student-teacher is assessed based on:

- Clarity and structure of lesson planning
- Mastery of subject matter
- Adaptation of teaching methods
- Effective technology use
- Classroom management strategies
- Use of assessments
- Ability to build relationships
- Cultural sensitivity
- Involvement in school and community activities
- Reflective practice
- Achievement of learning outcomes

3. Performance Skills Rubrics Form:

A detailed rubric was used to systematically measure the student-teachers' performance across various professional teaching skills. The rubric included criteria such as:

- **Lesson Planning:** the clarity, coherence, and relevance of the lesson objectives, activities, and assessments.
- **Subject Mastery:** student-teachers' understanding of the subject matter and ability to convey content effectively.
- **Teaching Methods:** the appropriateness and diversity of instructional strategies used to engage students and meet diverse learning needs.

- **Technology Integration:** the effective use of technology to support instruction and enhance student engagement in learning activities.
- **Classroom Management:** The ability to maintain an organized, positive, and conducive learning environment, while effectively managing student behavior.
- **Assessment Strategies:** the use of formative and summative assessments to measure student learning outcomes, including providing constructive feedback and adapting instruction based on assessment data.
- **Relationship Building:** student-teachers' ability to build rapport with students, fostering a supportive and respectful classroom environment.
- **Cultural Sensitivity:** the awareness and respect for cultural diversity, ensuring all students are included and represented in the learning process.
- **Participation in School & Community:** engagement in school activities, collaboration with colleagues, and contribution to the wider community and school environment.
- **Reflective Practice:** student-teachers' ability to self-assess and reflect on their teaching, identifying areas for improvement and taking actionable steps based on feedback.
- **Achievement of Learning Outcomes:** the alignment of teaching practices with learning objectives, ensuring students make progress toward meeting established outcomes.

The rubric provided both qualitative and quantitative feedback, allowing evaluators to score participants' performance and provide specific recommendations for development. These instruments, when used together, offered a well-rounded evaluation of the participants' teaching performance, their use of the integrated portfolio, and their overall professional growth. The combination of practical tests, interviews, and rubrics ensured a comprehensive assessment of teaching efficacy and reflective practice.

4. The Training Program

The training program is designed to support 30 student-teachers in the experimental group who are implementing an integrated portfolio in their teaching practice. This program emphasizes practical application and reflection, providing participants with the tools to design engaging lesson plans, use diverse teaching methods, integrate technology, and manage classrooms effectively. It also encourages cultural sensitivity, relationship-

building, and the use of assessments to track student progress. Through a combination of workshops, peer-teaching sessions, and reflective practice, the program aims to enhance their teaching competencies, enabling them to meet learning outcomes and improve their overall performance as educators.

Psychometric Properties of the Student Performance Skills Test in Field Training:

The researcher verified the psychometric properties of the student performance skills test in field training through a pilot study conducted on 30 pre-service student-teachers who were not part of the main study sample. The aim was to:

Calculate the internal consistency of the test.

- Determine the test reliability.
- Assess the test validity.
- Calculate the difficulty and ease indices for test items.
- Determine the discrimination indices for test items.

Below are the results obtained from the pilot study:

1. Calculation of the Internal Consistency of the Test:

The internal consistency of the test and its coherence were verified by calculating the correlation coefficients between each dimension or skill and the total score of the test. The results are presented in Table (1):

Table (1)

Correlation Coefficients between Each Dimension and the Total Test Score

Skills	Correlation	Sig
Design well-structured and engaging lesson plans.	**0.709**	**0.01**
Master the subject matter being taught.	**0.665**	**0.01**
Use variety of teaching methods to cater to different learning styles.	**0.721**	**0.01**
Integrate technology to enhance learning experiences.	**0.559**	**0.01**
Manage student behavior positively and proactively	**0.551**	**0.01**
Use formative and summative assessments to monitor student progress.	**0.552**	**0.01**
Build positive relationships with students	**0.527**	**0.01**

Skills	Correlation	Sig
and colleagues and parents.		
be aware of and sensitive to cultural diversity in the classroom	**0.637**	**0.01**
Participates in school activities and community service activities.	**0.41**	**0.05**
Reflect on teaching experiences to identify strengths and areas for improvement.	**0.495**	**0.01**
Ensure that set objectives are met and learning outcomes are achieved	**0.562**	**0.01**

It is clear from Table (1) that all correlation coefficients between each dimension (skill) and the total test score are statistically significant at the 0.01 level, indicating the internal consistency of the test.

2. Calculation of Test Reliability:

Test reliability refers to the consistency of the measurement tool, meaning it should yield the same results when reapplied to the same sample under the same conditions, with a time interval of at least two weeks. The researcher employed two methods to ensure the reliability of the test, as follows:

a. Using the Spearman-Brown Split-Half Reliability Coefficient:

The researcher calculated the test reliability using the Spearman-Brown and Rulon-Guttman coefficients to assess the overall reliability of the test. The results are shown in Table (2):

Dimension	Split-Half Reliability Coefficient	Spearman-Brown Reliability Coefficient	Rulon-Guttman Reliability Coefficient
Total Score	**0.577**	**0.732**	**0.732**

It is evident from Table (2) that the reliability values obtained using the Spearman-Brown and Rulon-Guttman methods are acceptable, indicating that the test has an adequate level of reliability. Therefore, the results obtained from applying the test to the main study sample can be considered reliable.

b. Using Cronbach's Alpha Formula

Test reliability was also calculated using Cronbach's Alpha coefficient, which was found to be 0.675. This is an acceptable value, providing

confidence in the reliability of the results that will be obtained when the test is applied to the main study sample.

3. Test Validity Calculation:

The researcher evaluated the validity of the test using the following methods:

a. Expert Judgment Validity (Face Validity).

To verify this, the researcher presented the preliminary version of the test to a panel of (10) experts in the field of curricula and teaching methods (Appendix (2)

The relevance of each item to the dimension it belongs to.

- The appropriateness of each item for the study sample.
- The accuracy of the linguistic formulation of the test items.
- Suggestions to add, remove, modify, or rephrase certain items to achieve the test's intended purpose

The researcher retained all the test items, as they achieved an agreement rate ranging from 80% to 100%. In addition, the researcher conducted personal interviews with the experts to discuss the test as a whole and its individual items. Most of the experts agreed on some modifications to the items, which were incorporated into the final version of the test, while keeping all items included.

B.Extreme Group Comparison Method (Discriminant Validity) :

The researcher verified the validity of the test using the extreme group comparison method (discriminant validity). This was done by ranking the scores of a standardization sample of 30 students (who were not part of the main study sample) in descending order. The differences between the mean ranks of the top 27% and the bottom 27% were calculated using the Mann-Whitney U test, which is used to determine the significance of differences between the mean ranks of small independent groups. The results are shown in Table (3).

Table (3)

: Differences between the Mean Ranks of the Upper and Lower Quartiles on the Student Performance Skills Test in Field Training (N=30)

Skills	Upper Quartile (n=8)	Lower Quartile (n=8)	Z	Sig
Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	Mean Rank
Design well-structured and engaging lesson plans	12	96	5	40
Master the subject matter being taught	11.5	92	5.5	44
Use variety of teaching methods to cater to different learning styles	12	96	5	40
Integrate technology to enhance learning experiences	11	88	6	48
Manage student behavior positively and proactively	10.5	84	6.5	52
Use formative and summative assessments to monitor student progress	11.5	92	5.5	44
Build positive relationships with students, colleagues, and parents	11	88	6	48
Be aware of and sensitive to cultural diversity in the classroom	12	96	5	40
Participate in school activities and community service activities	11	88	6	48
Reflect on teaching experiences to identify strengths and areas for improvement	11.5	92	5.5	44
Ensure that set objectives are met and learning outcomes are achieved	11.5	92	5.5	44
Total	12.5	100	4.5	36

The table shows statistically significant differences at the 0.05 and 0.01 levels between the mean ranks of students with higher and lower performance levels on the student field training performance skills test. This indicates that the test has strong discriminant validity.

3 . Calculating the Ease, Difficulty, and Discrimination Indices for the Student's Performance Skills Test in Field Training:

Table (3)

Ease, Difficulty, and Discrimination Indices for Test Items (N=30)

Skill No.	Ease Index	Difficulty Index	Discrimination Index	Skill No.	Ease Index	Difficulty Index	Discrimination Index
1.	**0.67**	0.33	0.221	**7.**	0,35	0,65	0.227
2.	**0.31**	0.69	0.214	**8.**	0,46	0,54	0,248
3.	**0.35**	0.65	0.227	**9.**	0,41	0,59	0,242
4.	**0.48**	0.52	0.249	**10.**	0,35	0,65	0.227
5.	**0.31**	0.69	0.214	**11.**	0.48	0,52	0,249
6.	**0.35**	0.65	0.227				

The ease indices for the items ranged between 0.31 and 0.48, while the difficulty indices ranged between 0.33 and 0.69. Based on these values, the researcher ranked the items according to their ease and difficulty, from the easiest to the most difficult.

b. Calculating the Discrimination Indices for Test Items:

The discrimination index indicates the ability of each test item to distinguish between the high and low performance of the sample individuals. After calculating the values for each item, it was found that they ranged between 0.214 and 0.249, which are considered acceptable discrimination indices since they all exceed 0.2, the threshold below which an item should be removed.

Equivalence of the Two Groups in the Pre-Test for Student Performance Skills in Field Training:

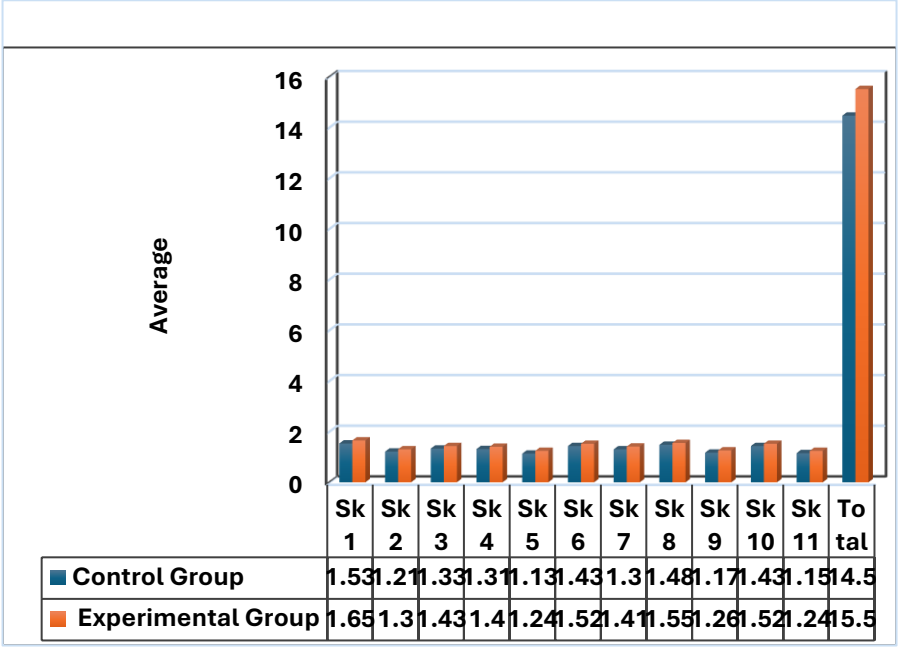
The researcher verified the equivalence of the experimental and control groups in the pre-test of student performance skills in field training. The results are shown in Table (4)

Skills	Control Group		Experimental Group			
	Mean	St. Division	Mean	St. Division	T	Sig
Design well-structured and engaging lesson plans.	**1.53**	**0.51**	**1.65**	**0.49**	**0.776**	**Not Sig**

Master the subject matter being taught.	**1.21**	**0.41**	**1.3**	**0.47**	**0.885**	**Not Sig**
Use variety of teaching methods to cater to different learning styles.	**1.33**	**0.47**	**1.43**	**0.51**	**0.787**	**Not Sig**
Integrate technology to enhance learning experiences.	**1.31**	**0.47**	**1.4**	**0.49**	**0.803**	**Not Sig**
Manage student behavior positively and proactively	**1.13**	**0.35**	**1.24**	**0.43**	**0.992**	**Not Sig**
Use formative and summative assessments to monitor student progress.	**1.43**	**0.51**	**1.52**	**0.51**	**0.766**	**Not Sig**
Build positive relationships with students and colleagues and parents.	**1.3**	**0.47**	**1.41**	**0.49**	**0.812**	**Not Sig**
be aware of and sensitive to cultural diversity in the classroom	**1.48**	**0.51**	**1.55**	**0.51**	**0.756**	**Not Sig**
Participates in school activities and community service activities.	**1.17**	**0.38**	**1.26**	**0.45**	**0.931**	**Not Sig**
Reflect on teaching experiences to identify strengths and areas for improvement.	**1.43**	**0.5**	**1.52**	**0.51**	**0.761**	**Not Sig**
Ensure that set objectives are met and learning outcomes are achieved	**1.15**	**0.37**	**1.24**	**0.45**	**0.931**	**Not Sig**
Total	**14.47**	**2.42**	**15.52**	**2.12**	**1.18**	**Not Sig**

It is evident from Table (4) that all the T-values are not statistically significant for the individual skills or the overall score of the student performance skills test in field training. This indicates that the two groups (experimental and control) were equivalent in the pre-test for the level of student performance skills in field training.

Figure (1)
illustrates the differences between the mean scores of the control and experimental groups in the pre-assessment of student performance skills in field training and the total score.



Results and Discussion

This section presents the study's findings on how the integrated designed portfolio enhanced the teaching performance of English majors. The results show that the experimental group, using the portfolio, significantly improved in lesson planning, classroom management, and assessment skills compared to the control group. The discussion highlights the portfolio's role in fostering reflective practice and professional growth, emphasizing its value as a practical tool for teacher education programs.

Testing the First Hypothesis of the Study

The first hypothesis states that "there are statistically significant differences between the mean scores of the experimental and control groups in student performance skills in the post-practice teaching performance skills test in favor of the experimental group".

To test this hypothesis, the researcher used the parametric statistical method, the Independent Samples (T) Test, to check the significance of the differences between the mean scores of the two groups, control and experimental, in the overall post-test measurement of student performance skills in practice teaching. The results are shown in Table (5):

Table (5):

Significance of differences between the mean scores of the experimental and control groups in the overall post-test measurement of student performance skills in practice Teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Total	Control	30	20.83	2.18	−34.82	**0.001**
	Experiment	30	40.33	2.15		

As shown in Table (5), the T-value is (-34.82), which is statistically significant (0.001) for the total score of the student performance skills test in field training. This indicates statistically significant differences between the control and experimental groups in the post-test measurement of student performance skills in favor of the experimental group. Therefore, the first hypothesis is confirmed.

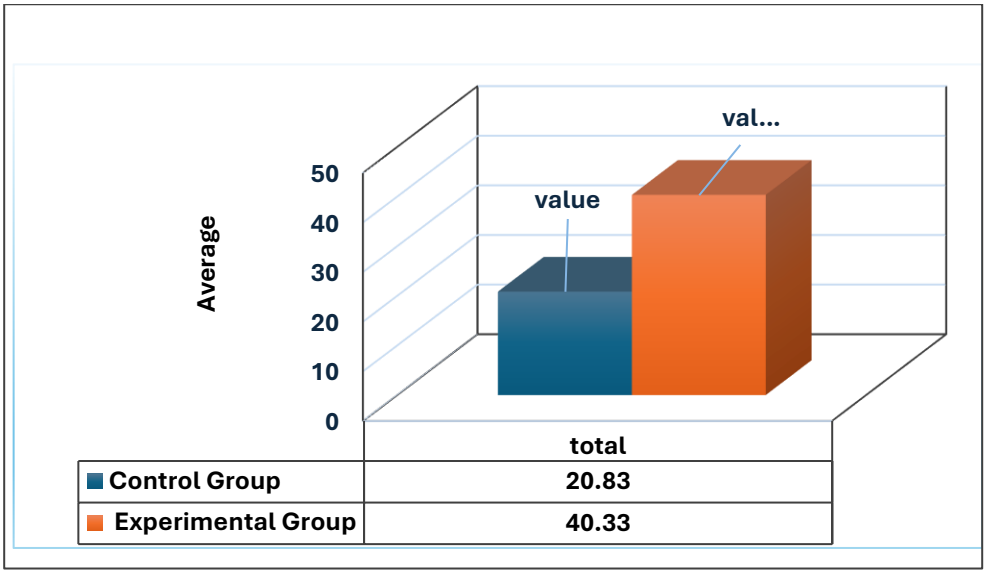


Figure (2): Mean scores of the control and experimental groups in the post-test measurement of student performance skills in field training.

This result can be interpreted in light of the significant improvements in the student-teachers' teaching performance skills due to the implementation of the suggested portfolio. The portfolio likely provided structured opportunities for reflective practice, feedback, and the integration of diverse teaching strategies, which enhanced the student-teachers' ability to plan lessons, manage classrooms, assess students, and integrate technology.Moreover, the portfolio's requirement for simulating and

analyzing model lesson plans could have strengthened student-teachers' subject mastery and pedagogical skills. The active engagement in peer evaluations and teaching sessions, as documented in the portfolio, may have also developed their collaborative and communication skills, further contributing to their improved performance in practice teaching.

In conclusion, the suggested portfolio significantly improved the teaching performance of student-teachers by offering a comprehensive framework for developing essential teaching skills, from lesson planning to reflective practice, ultimately leading to better outcomes in their field training performance.

Testing the Second Hypothesis of the Study

The second hypothesis states that "there are statistically significant differences between the mean scores of the experimental and control groups in each sub-skill of student performance in the post-field training test in favor of the experimental group".To test the validity of this hypothesis, the researcher used the parametric statistical method, the Independent Samples (T) Test, to check the significance of the differences between the mean scores of the control and experimental groups in the post-practice teaching performance for each sub-skill of student performance. The results are shown in the following tables for each skill as follows:

(1). Designing well-structured and engaging lesson plans

Table (6):
Significance of differences between the mean scores of the control and experimental groups in the post-test for the first skill of student performance in field training

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (1)	Control	30	1.96	0.18	-14.41	0.001
	Experiment	30	3.9	0.71		

The above table shows statistically significant differences between the control and experimental groups in the post-test for the first skill of student performance in field training, with a T-value of (-14.41) and a significance level of (0.001). The experimental group had a notably higher mean score (3.9) compared to the control group (1.96), indicating the positive impact of the suggested portfolio on enhancing student-teachers' performance. The portfolio plays a vital role in developing student-teachers' ability to design

well-structured and engaging lesson plans through several mechanisms. It encourages regular and continuous evaluation of their prepared lesson plans, allowing student-teachers to refine and improve them over time. Reflective practice is another crucial aspect, as the portfolio prompts student-teachers to critically analyze their lesson plans, assess their effectiveness, and make necessary adjustments. Additionally, the portfolio emphasizes outcome-based planning, ensuring that lesson plans are aligned with specific learning objectives and assessments. By integrating various teaching elements into a cohesive structure, the portfolio enables student-teachers to create comprehensive and well-designed lesson plans. The significant improvement in the experimental group's performance, as demonstrated by the higher mean scores, highlights the effectiveness of the portfolio in fostering these essential teaching skills. Figure (3) visually represent the mean scores of the two groups, showing a clear distinction between the control group (mean score of 1.96) and the experimental group (mean score of 3.9) for the first skill. The experimental group's higher performance illustrates the significant impact of the suggested portfolio in enhancing this specific skill in field training.

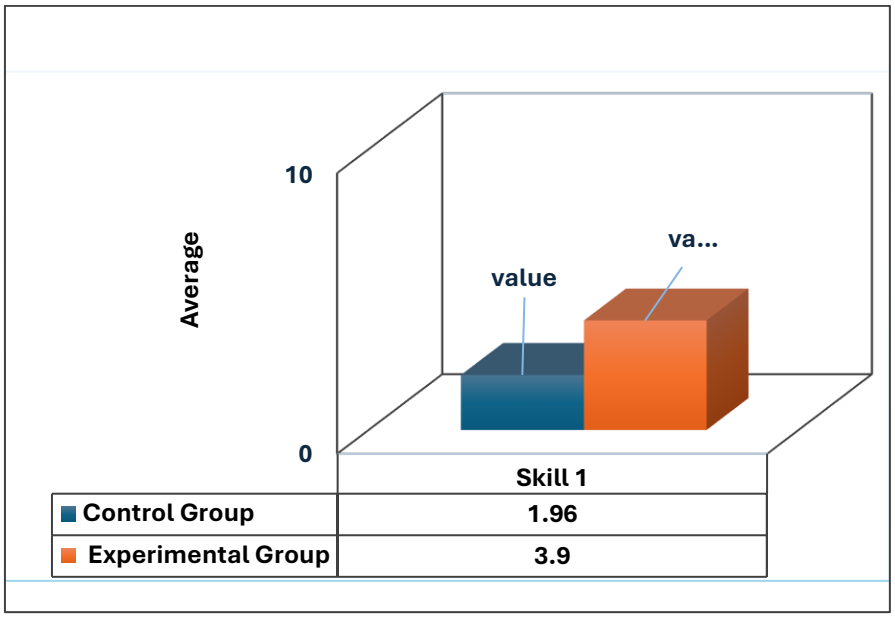


Figure (3): Mean scores of the control and experimental groups in the post-test for the first skill of student performance in Practice Teaching.

2. Mastering the subject matter being taught.

Table (7)
the significance of differences between the mean scores of the control and experimental groups in the post-test for the second skill in student performance during field training:

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (2)	Control	30	1.96	0.18	− 16.86	**0.001**
	Experiment	30	3.6	0.49		

Table (7) and figure (4) show that the experimental group achieved a significantly higher mean score in Skill (2) compared to the control group. The t-value of -16.86 and the significance level of 0.001 indicate that the differences between the two groups are statistically significant. The experimental group's mean score is 3.6, with a standard deviation of 0.49, whereas the control group's mean score is 1.96, with a standard deviation of 0.18. This asserts that the experimental method, which involved the use of a designed portfolio, had a positive impact on the performance of students in Skill (2) during their field training. The designed portfolio helps student-teachers master the subject matter by guiding them to plan accurately and select relevant content. This process begins with the analysis of learning outcomes, ensuring that student-teachers focus on essential information and avoid irrelevant content. By aligning their teaching with well-defined outcomes, the portfolio helps improve content mastery and the effectiveness of lesson delivery. This structure ultimately leads to better performance during field training and strengthens teaching skills overall.

3. Using variety of teaching Strategies to cater to different learning styles.

Table (8):
Significance of Differences between Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 3 in Student-Teacher Practice Teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (3)	**Control**	**30**	**1.97**	**0.18**	− **21.09**	**0.001**
	Experiment	**30**	**3.77**	**0.43**		

Table (8) and Figure (5) show that the experimental group scored significantly higher on Skill 3, with a mean of 3.77 compared to the control group's mean of 1.97. This difference, with a highly significant p-value of 0.001, highlights the effectiveness of the portfolio design in developing the student-teachers' ability to select and implement a range of teaching strategies tailored to different learning styles.Throughout the portfolio, student-teachers compiled various teaching strategies studied in their curriculum (CUR) courses and noted brief descriptions of how to apply these strategies in classroom practice. This continuous reflection and strategy gathering helped student-teachers build a toolkit of adaptable teaching methods, reinforcing their capability to address diverse learning needs effectively.These results confirm that the designed portfolio fosters an active and reflective engagement with diverse teaching strategies, a critical skill for effectively catering to varied learning styles in the classroom.

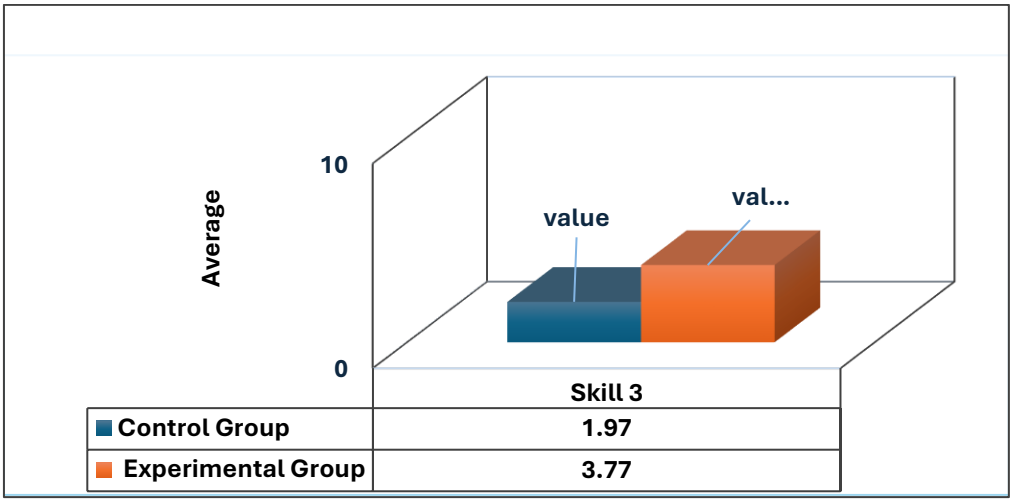


Figure (5): Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 3

(4).Integrating technology to enhance learning experiences

Table (9):
Significance of Differences between Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 4 in Student-Teacher practice teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (4)	Control	30	1.93	0.25	-18.23	**0.001**

Experiment	30	3.7	0.47

Table (9) and figure (6) demonstrate a statistically significant improvement in Skill 4, with the experimental group scoring an average of 3.7 compared to 1.93 for the control group (p-value = 0.001), indicating the effectiveness of the portfolio design in enhancing technology integration skill in practice teaching. The designed portfolio played a crucial role in developing student-teachers' ability to integrate technology into their teaching practices. By encouraging student-teachers to compile and reflect on various digital tools and resources studied during their training, the portfolio helped them understand how technology can be effectively applied to enrich learning experiences. These reflections, alongside hands-on practice with selected tools, allowed student-teachers to build confidence and adaptability in using technology, ultimately enhancing their practical teaching capabilities.This statistically significant improvement underscores how the portfolio not only facilitates exposure to relevant technological resources but also fosters a reflective process essential for mastering technology integration in diverse learning environments.

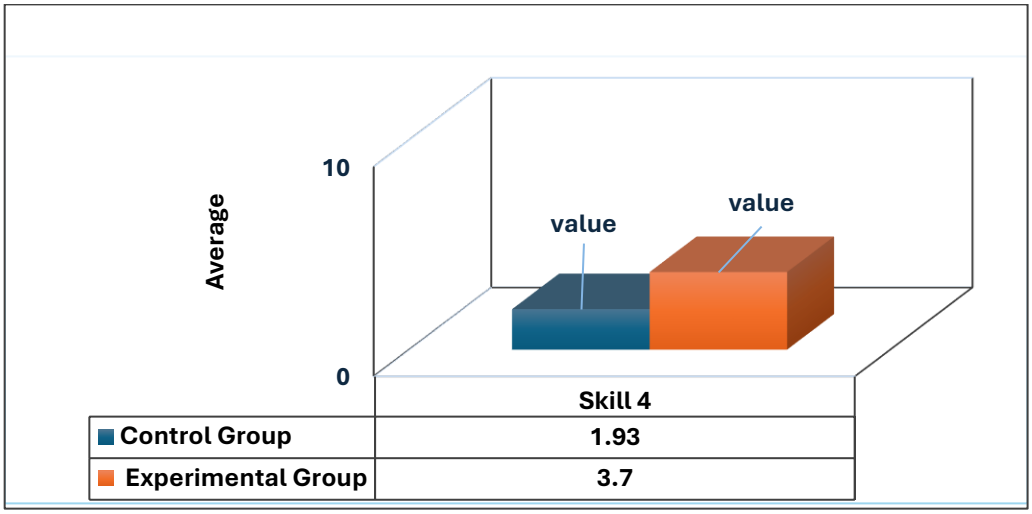


Figure (6): Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 4

(5).Managing student behavior positively and proactively.

Table (10):
Significance of Differences between Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 5 in Student-Teacher Field Training

Skills	Groups	No. group	Mean	St. Division	T	Sig

Skill (5)	Control	30	1.94	0.26	_ 18.36	0.001
	Experiment	30	3.72	0.48		

Table (10) and Figure(7) highlight a statistically significant improvement in Skill 5, with the experimental group scoring an average of 3.72 compared to the control group's 1.94 (p-value = 0.001). This difference demonstrates the effectiveness of the designed portfolio in developing skills related to positive and proactive classroom management.The designed portfolio supported student-teachers in developing this critical skill by guiding them to document psychological and behavioral challenges encountered in their psychology courses and to briefly outline strategies for addressing these issues. By compiling practical techniques for managing diverse behavioral challenges, the portfolio helped student-teachers to reflect on and internalize proactive approaches to behavior management.This structured reflection not only familiarized student-teachers with various behavior management techniques but also prepared them to apply these strategies in real classroom settings, thus fostering a positive and controlled learning environment. The statistically significant improvement in Skill 5 underscores how the portfolio aids in equipping student-teachers with the tools needed for constructive and proactive classroom management.

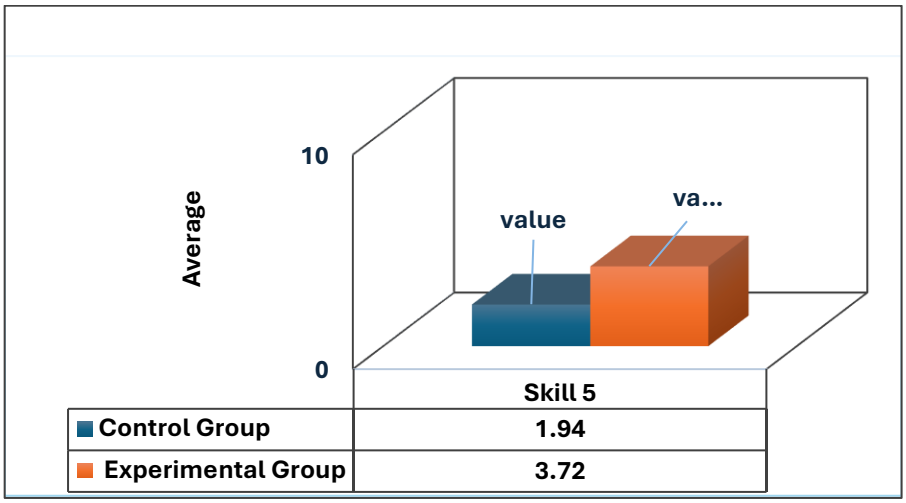


Figure (7.): Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 5

(6).Using formative and summative assessments to monitor student progress.

Table (11):
Significance of Differences between Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 6 in Student-Teacher Field Training

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (6)	Control	30	1.97	0.18	− 19.93	**0.001**
	Experiment	30	3.74	0.45		

Table (11) and Figure(8) reveal a statistically significant improvement in Skill 6, with the experimental group achieving a mean score of 3.74 compared to 1.97 for the control group (p-value = 0.001). This difference underscores the effectiveness of the portfolio design in enhancing the skill of using both formative and summative assessments to monitor student progress.The designed portfolio aided student-teachers in mastering the use of formative and summative assessments by guiding them to gather various assessment tools and document methods of measuring learning outcomes. By organizing evaluation methods and identifying each step involved in assessing student progress, student-teachers developed a deeper understanding of how assessment informs instruction and learning.This reflective process allowed student-teachers to identify appropriate tools and techniques for tracking student progress, leading to a well-rounded skill set in both types of assessments. The statistically significant improvement in Skill 6 highlights the portfolio's role in strengthening assessment proficiency, enabling student-teachers to use data from formative and summative assessments to adjust their teaching and support student learning effectively.

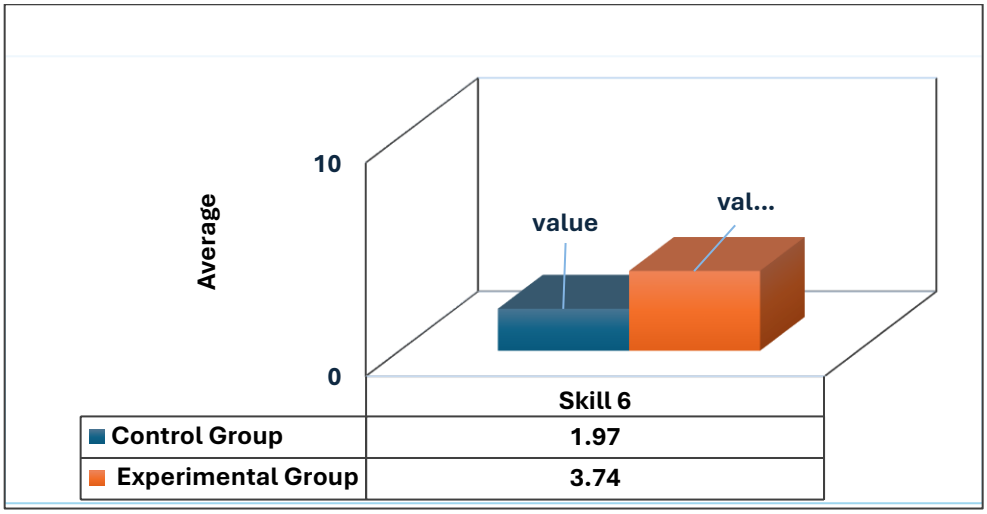


Figure (8): Mean Scores of the Control and Experimental Groups on the Post-Test for Skill 6

7. Build positive relationships with students, colleagues and parents.

Table (12):
Significance of Differences between Mean Scores of the Control and Experimental Groups in the Post-Test for the seven Skill of Student Teaching Performance in Practice Teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (7)	Control	30	1.76	0.51	- 15.43	**0.001**
	Experiment	30	3.7	0.47		

Table (12) and Figure (9) show a significant difference in Skill (7) between the control and experimental groups, with a T-value of -19.93 and a significance level of 0.001. The experimental group, which used the portfolio, had a higher mean score (3.74) compared to the control group (1.97), confirming that the portfolio effectively enhanced student-teachers' ability to build positive relationships in the teaching environment. The designed portfolio provides a structured approach for student-teachers to build positive relationships with students, colleagues, and parents. This is achieved through clearly defining the roles of student-teachers in the initial stages of practice teaching, which are documented in the portfolio. By identifying specific roles early on, student-teachers are guided in their

approach to engaging with students and their families effectively.Additionally, the portfolio encourages student-teachers to evaluate and address pupils' behavior constructively. This evaluation process allows them to develop problem-solving skills that are rooted in positive reinforcement, fostering a supportive learning environment. This structured approach not only helps the student-teacher to improve classroom management but also strengthens their relationships with school management as they contribute scientifically to resolving challenges and creating a cohesive and supportive classroom culture.

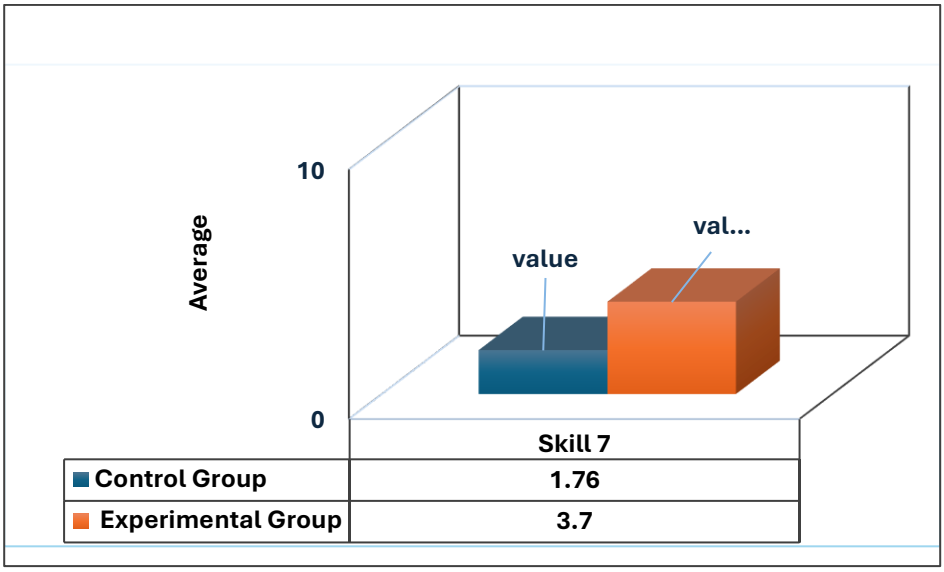


Figure (8): Mean Scores of the Control and Experimental Groups in the Post-Test for Skill (7)

.8. Be aware of and sensitive to cultural diversity in the classroom

Table (13):
Significance of Differences between Mean Scores of the Control and Experimental Groups in the Post-Test for the Seventh Skill of Student Teaching Performance in Practice Teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (8)	Control	30	1.93	0.25	−15.09	**0.001**
	Experiment	30	3.5	0.51		

As shown in Table (13) and Figure (10), there is a significant difference between the mean post-test scores of the control and experimental groups for

Skill (7) in student-teacher performance during field training. With a T-value of -15.43 and a significance level of 0.001, the experimental group, which implemented the designed portfolio, achieved a higher mean score (3.7) compared to the control group (1.76). This statistical difference indicates that the portfolio had a strong impact on enhancing Skill (8) in the experimental group.The designed portfolio also promotes student-teachers' awareness of cultural diversity in the classroom by incorporating educational concepts from their courses at the Faculty of Education. Through these courses, student-teachers gain a foundation in cultural understanding, which the portfolio builds on by encouraging practical application in diverse classroom settings.

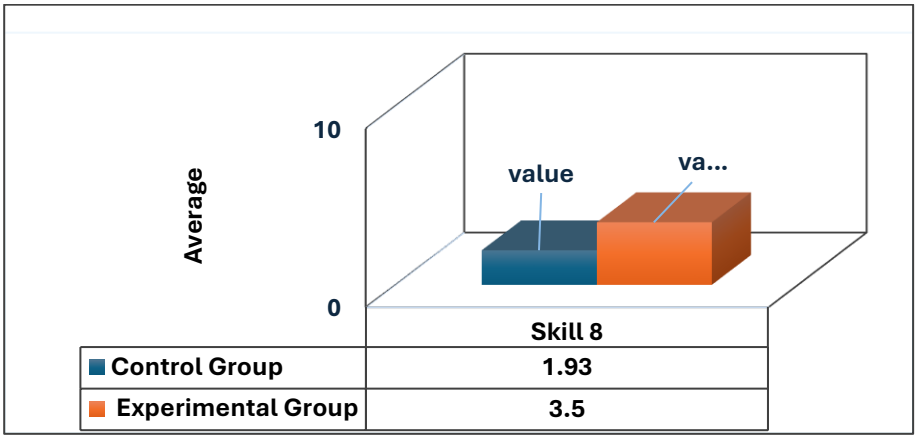


Figure (10): Mean Scores of the Control and Experimental Groups in the Post-Test for Skill (8).

9. Participates in school activities and community service activities

Table (14):
Significance of the Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test for the Ninth Skill in Student Performance during Practice Teaching

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (9)	Control	30	1.93	0.25	-15.45	0.001
	Experiment	30	3.53	0.51		

The above table (14) and Figure (11) reveal a significant difference between the control and experimental groups in the post-test for the ninth

skill, as indicated by the T-value (-15.45) and a significance level of 0.001. The mean score of the experimental group (3.53) is notably higher than that of the control group (1.93), with the experimental group's standard deviation (0.51) being slightly larger than that of the control group (0.25).

The suggested portfolio plays a crucial role in advancing student-teachers' ability to participate actively in school activities and community service. Through reflective practice, students document their participation in various school and community events, setting goals and self-assessing their engagement. Specific portfolio sections, such as community involvement logs and reflective journals, allow students to record, reflect upon, and evaluate their contributions to school and community initiatives. This structured approach encourages a deeper connection with community activities and fosters an understanding of the social role of teaching, which enriches the student-teachers' overall professional development and responsiveness to community needs.In addition to academic support, student-teachers participate in school beautification projects aimed at enhancing the school environment. By engaging in activities such as planting trees, painting classrooms, and creating gardens, students learn the importance of taking pride in their surroundings and fostering a sense of community responsibility. These initiatives help cultivate a positive school culture, encouraging collaboration among students.

Furthermore, the portfolio encourages student-teachers to prepare for and participate in green initiatives. Involvement in environmental projects, such as recycling drives and awareness campaigns, promotes sustainability and environmental stewardship. Through these activities, student-teachers not only contribute to ecological conservation but also learn to advocate for important social issues.Another critical area covered in the portfolio is the organization of courses focused on morals and values. Student-teachers can develop and lead workshops that aim to instill ethical principles within the school community. These courses foster discussions about respect, integrity, and empathy, equipping students with the values necessary for personal and social development.By participating in these various activities, student-teachers enhance their leadership, teamwork, and community engagement skills. The structured nature of the portfolio not only allows for comprehensive documentation of these experiences but also facilitates reflection on their impact. Ultimately, this holistic approach to professional development empowers student-teachers to become responsive and active contributors to their communities, reinforcing the significant role of educators in fostering a socially aware and engaged student body.

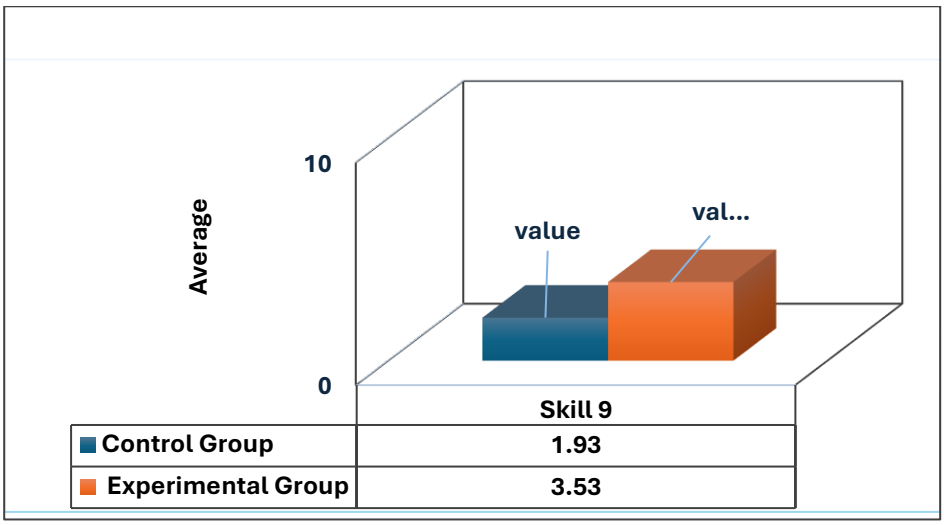


Figure (11): Mean Scores of the Control and Experimental Groups in the Post-Measurement of Skill Nine

10. Reflect on teaching experiences to identify strengths and areas for improvement.

Table (15):
Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-test for Skill 10 in Student Teaching Performance

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (10)	Control	30	1.9	0.31	−17.03	0.001
	Experiment	30	3.67	0.48		

As shown in Table (15) and Figure (12), the analysis of post-test scores for Skill 10 reveals a statistically significant difference between the control and experimental groups, with a p-value of 0.001 and a T-value of -17.03. The experimental group, which utilized the designed portfolio, achieved a higher mean score of 3.67, in contrast to the control group's mean of 1.9. This difference illustrates that student-teachers using the portfolio demonstrated stronger reflective abilities, effectively identifying strengths and specific areas in need of improvement in their teaching practices. The higher mean score and greater variability in the experimental group suggest that the portfolio provided a structured approach to reflection, enhancing student-teachers' skills in critically analyzing and refining their instructional

methods. This significant finding underscores the portfolio's role in fostering a reflective mindset, essential for ongoing growth and improvement in teaching.

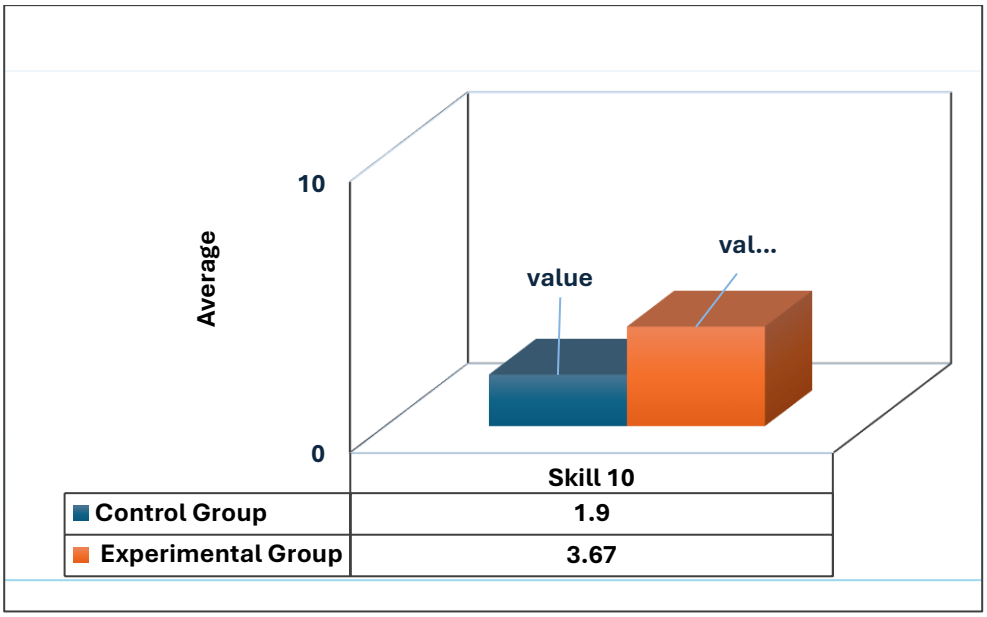


Figure (12): Mean Scores of the Control and Experimental Groups in the Post-Test for Skill 10

11. Ensure that set objectives are met and learning outcomes are achieved.

Table (16):
Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test for Skill 11 in Student Teaching Performance

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (11)	Control	30	1.57	0.5	−15.06	0.001
	Experiment	30	3.53	0.51		

As shown in Table (16) and Figure (12), the analysis of post-test scores for Skill 11 demonstrates a statistically significant difference between the control and experimental groups, with a significance level of p = 0.001 and a T-value of -15.06. The experimental group, which implemented the designed

portfolio, achieved a mean score of 3.53, considerably higher than the control group's mean score of 1.57. This difference suggests that the portfolio has a strong positive impact on student-teachers' ability to ensure that set objectives are met and that learning outcomes are achieved. The higher mean score and similar standard deviation in the experimental group (0.51) compared to the control group (0.5) indicate that the portfolio provides a structured means for student-teachers to focus on and achieve instructional goals effectively. This significant improvement highlights the portfolio's effectiveness in enhancing goal-oriented skills, fostering a clear, consistent approach to meeting educational objectives and achieving desired outcomes.

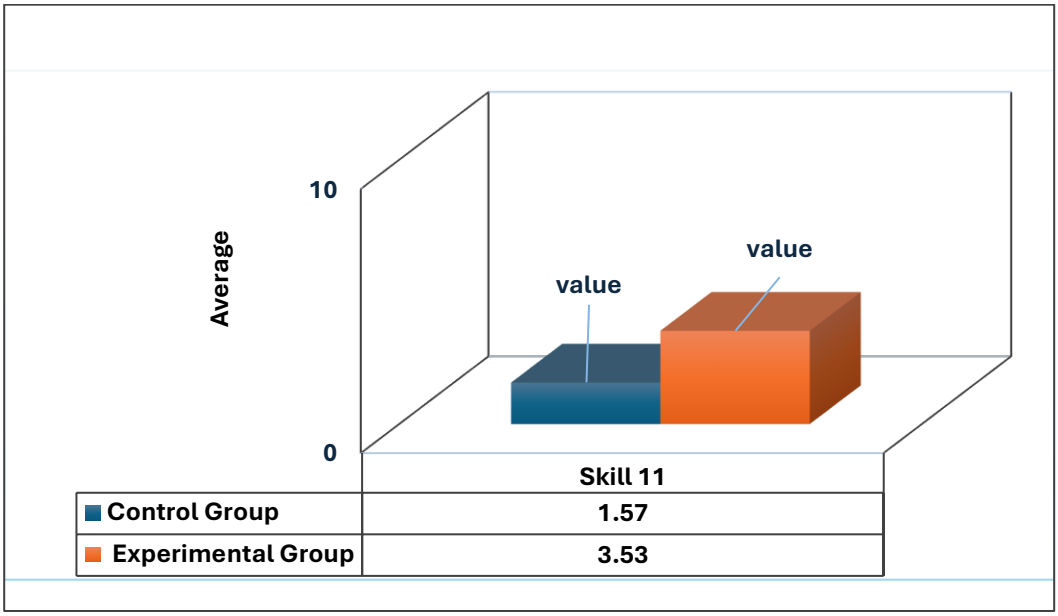


Figure (13): Mean Scores of the Control and Experimental Groups in the Post-Test for Skill 11

Conclusion

It is evident from Tables (6), (7), (8), (9), (10), (11), (12), (13), (14), (15), and (16) that all T-values are statistically significant at the 0.01 level for each sub-skill of student performance in practice teaching. This indicates statistically significant differences between the control and experimental groups in the post-test for each sub-skill, favoring the experimental group. Therefore, the second hypothesis has been confirmed.

Testing the third Hypothesis of the Study

The third hypothesis states that "there is statistically significant difference between the mean score of the experimental group on the pre-post-test on the overall on performance skills in favor of the post-test." To validate this hypothesis, the researcher used the parametric statistical method, the Paired Samples (T) test, to examine the significance of differences between the mean scores of the pre-test and post-test for the total student performance skills in field training among the experimental group. The results are presented in Table (17):

Table (17): Significance of Differences between the Mean Scores of the Experimental Group in the Pre-Test and Post-Test for the Total Student Performance Skills in Practice Teaching (N=30)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (η^2)
Total	Pre	15.52	2.12	– 41.89	0.001	Post	0.98
	Post	40.33	2.15				

The data in Table (17) clearly shows significant differences at the 0.01 significance level between the mean scores of the total pre-test and post-test for student performance skills in field training among the experimental group, with the post-test scores being higher. Therefore, the third hypothesis has been confirmed.Additionally; the Effect Size (η^2) indicates that the independent variable had a strong impact on the total student performance skills in field training. According to the reference table for effect size levels, an effect size of 0.98 falls into the strong effect category, with ranges defined as follows: from 0 to less than 0.3 indicates weak effect, from 0.3 to less than 0.5 indicates medium effect, and from 0.5 to 1 indicates strong effect (Abdel Hafiz, Bahi, Al-Nashar, 2004, p. 235).

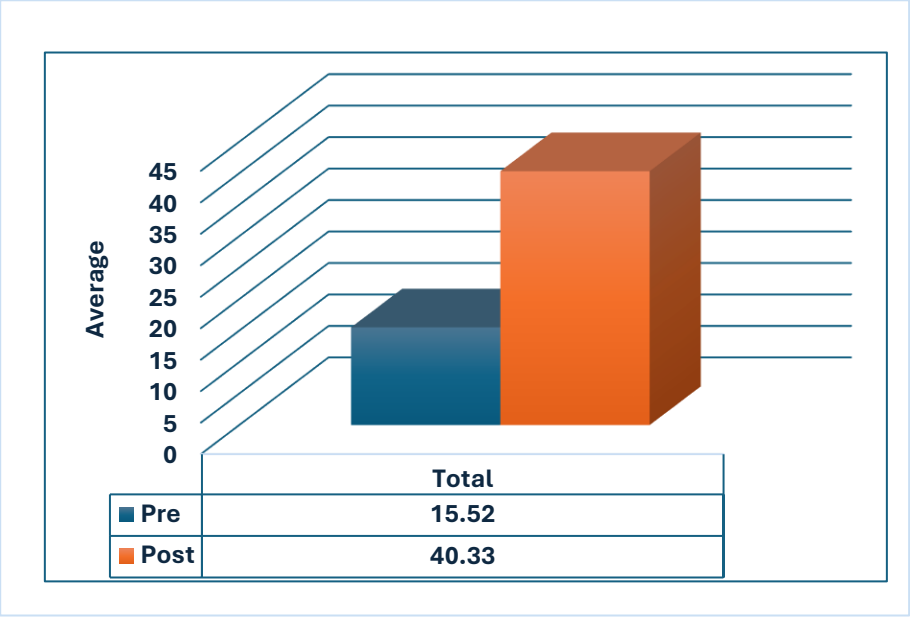


Figure (14) illustrates the differences between the mean scores of the pre-test and post-test for student performance skills in field training overall among the experimental group.

The results of this hypothesis can be interpreted in light of the ways the integrated designed portfolio helped improve the practice teaching performance skills of participants in the experimental group. By using the portfolio, student-teachers were guided to design well-structured and engaging lesson plans, ensuring effective delivery and better engagement in the classroom. They were encouraged to master the subject matter, which boosted their confidence and competency in teaching.Additionally, the portfolio supported the use of varied teaching methods to cater to different learning styles, enhancing student engagement and understanding. Technology integration was emphasized, enabling student-teachers to enrich learning experiences and meet students' digital literacy needs. The portfolio also provided techniques for positive and proactive classroom management, helping them handle student behavior effectively.

Through formative and summative assessments, student-teachers monitored student progress and adjusted instruction as needed. The portfolio highlighted the importance of building positive relationships with students, colleagues, and parents, creating a supportive learning environment.

Sensitivity to cultural diversity was also encouraged, fostering an inclusive classroom atmosphere. The portfolio included community involvement, prompting student-teachers to participate in school and community activities, thus enhancing their sense of responsibility.Reflective practice was a core component, guiding student-teachers to evaluate their teaching experiences, identify strengths, and address areas for improvement. Finally, the portfolio emphasized goal alignment, helping them ensure that objectives were met and learning outcomes achieved. This comprehensive skill development highlights the portfolio's effectiveness in preparing student-teachers for successful, impactful teaching.

Testing the Fourth Hypothesis of the Study

The fourth hypothesis states that "there are statistically significant differences between the mean scores of the experimental group in the pre-test and post-test for each sub-skill of student performance in field training, favoring the post-test".To validate this hypothesis, the researcher applied the parametric statistical method, the Paired Samples (T) test, to examine the significance of differences between the mean scores of the pre-test and post-test for each sub-skill of student performance in field training among the experimental group. The results are presented in the following Tables (18,19,20,21,22,23,24,25,26,27,28) of each skill:

1. Designing well-structured and engaging lesson plans.

Table (18):
Significance of Differences between the Mean Scores of the Experimental Group Students in the Pre-posttest for Skill 1 (N=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 1	Pre	1.63	0.49	-15.82	0.01	Post
	Post	3.9	0.71			

Table (18) and Figure (15) show a statistically significant difference between the pre-test and post-test scores for Skill 1 among the experimental group, with a significance level of 0.01 and a T-value of -15.82. The mean score improved from 1.63 in the pre-test to 3.9 in the post-test, favoring the post-test and indicating significant progress in Skill 1 after using the

designed portfolio.These findings illustrate that the suggested portfolio effectively developed student-teachers' skill in creating well-structured and engaging lesson plans. Through a continuous reflective process involving planning model samples and analysis of evaluation forms, student-teachers were guided to specify clear, measurable learning outcomes, derive content from these outcomes, and select appropriate teaching strategies. The portfolio also highlighted essential lesson components such as warm-up activities, practice exercises, student-centered tasks, and suitable assessment tools. Each element was carefully structured, enabling student-teachers to produce comprehensive and engaging lesson plans that facilitate student engagement and the achievement of learning outcomes.

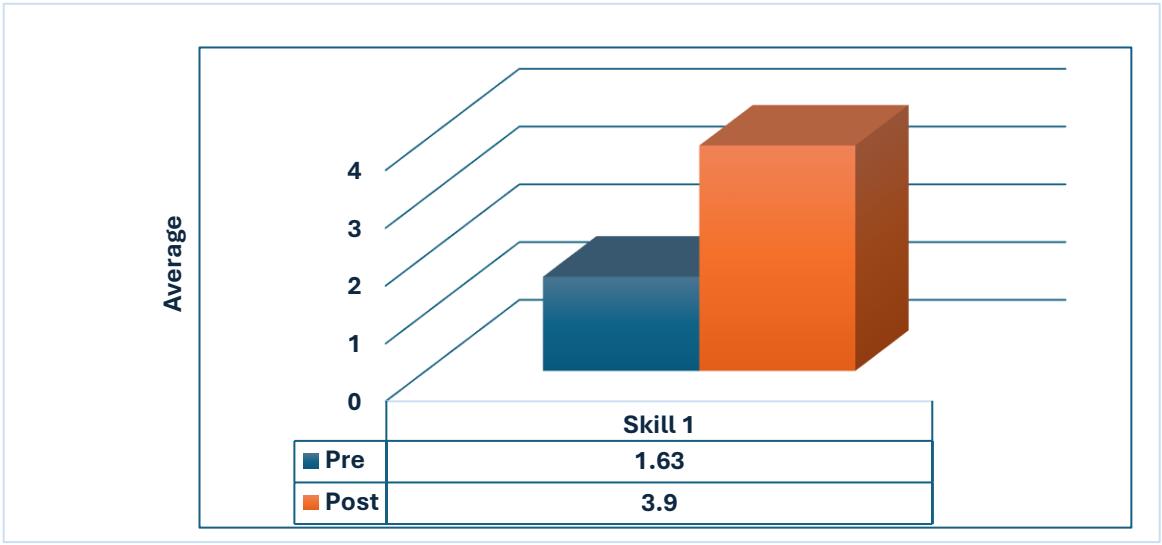


Figure (13): Differences between the Mean Scores of the Pre-Test and Post-Test for Skill 1 among Experimental Group Students

2. Mastering the subject matter being taught.

Table (19):

Significance of Differences between the Mean Scores of the Experimental Group (Students in the Pre-Posttest for Skill 2 (N=30).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 2	Pre	1.3	0.47	-17.94	0.01	Post
	Post	3.6	0.49			

As Table (19) and Figure (16) show, there is a statistically significant difference between the pre-test and post-test scores for Skill 2 among the experimental group, with a significance level of 0.01 and a T-value of -17.94. The mean score increased from 1.3 in the pre-test to 3.6 in the post-test, indicating substantial improvement in Skill 2 after using the designed portfolio.This result demonstrates that the suggested portfolio effectively enhanced the student-teachers' skill in mastering the subject matter being taught. Through a continuous reflection process, participants were encouraged to critically analyze and deepen their understanding of the content. Additionally, by identifying key vocabulary in each lesson, student-teachers practiced accurate pronunciation and learned to define new words in English, which helped solidify their subject knowledge. This element, included in the planning form, encouraged them to use new vocabulary in sentences and incorporate key sentence structures from the lesson, improving their ability to convey important concepts clearly and accurately to students.

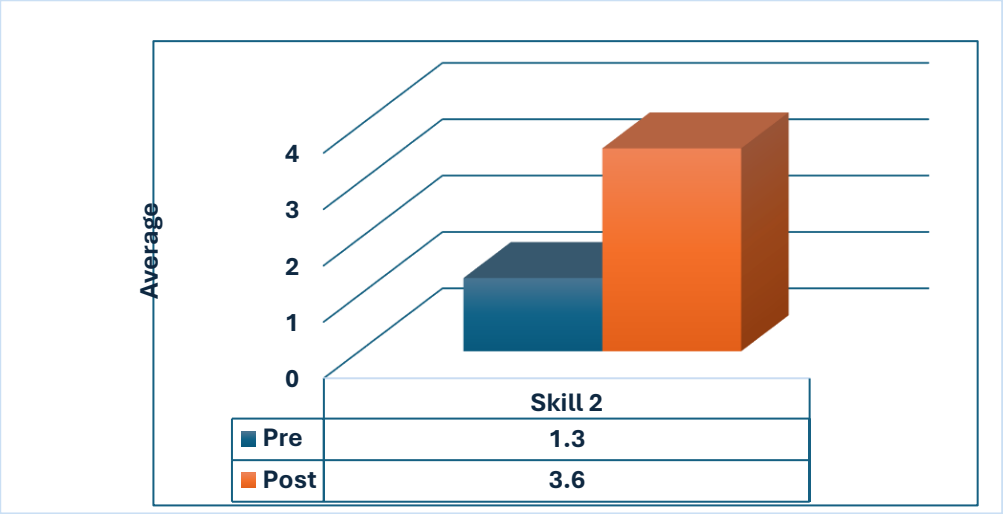


Figure (16): Differences between the Mean Scores of the Pre-Test and Post-Test for Skill 2 among Experimental Group Students

(3).Using variety of teaching methods to cater to different learning styles.

Table (20):
Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre-Posttest for Skill 3 (N=30).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 3	Pre	1.43	0.5	-21.07	0.01	Post
	Post	3.77	0.43			

As shown in Table (20) and Figure (17), there is a statistically significant difference between the pre- and post-application scores of the experimental group students for Skill 3, with a t-value of -21.07 at a 0.01 significance level. This indicates a substantial improvement in the students' performance after implementing the suggested portfolio, highlighting its effectiveness in enhancing teaching skills.The designed portfolio supports student-teachers in developing their ability to use a variety of teaching strategies and methods to accommodate different learning styles. By including most of the instructional strategies and methods they studied during their college training, the portfolio encourages practical application and reinforces their knowledge. Additionally, it promotes reflective practice by requiring

student-teachers to assess their teaching methods, adapt to diverse student needs, and cultivate adaptability. Through regular reflection and targeted feedback, student-teachers gain confidence and flexibility in lesson planning, helping them foster a more inclusive and dynamic classroom environment. This comprehensive approach not only enhances their instructional techniques but also strengthens their classroom management and communication skills, preparing them for real-world teaching challenges.

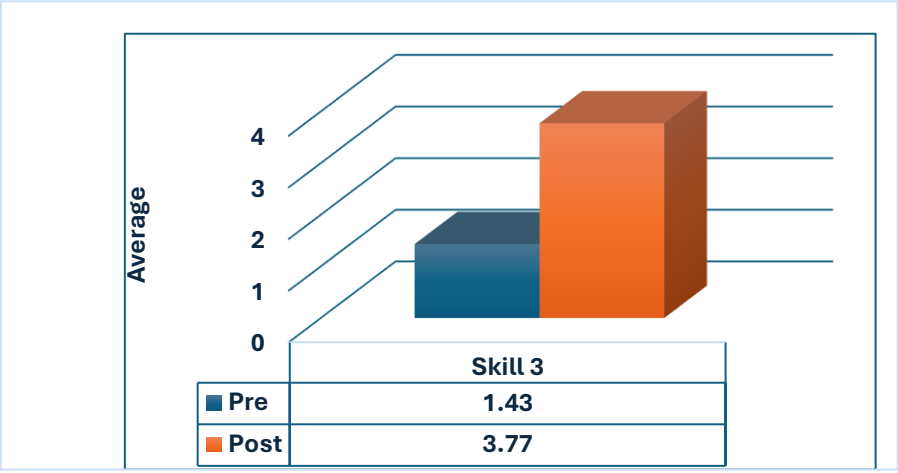


Figure (17): Differences between the Mean Scores of the Pre-Posttest for Skill 3 among the Experimental Group Students.

4. Integrating technology to enhance learning experiences.

Table (21): Significance of Differences between Pre-Posttest Mean Scores for Experimental Group in Skill 4 (N=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 4	Pre	1.4	0.49	−19.34	0.01	**Post**
	Post	3.7	0.47			

As reflected in Table (21) and Figure (18), there is a statistically significant improvement in the mean scores of Skill 4, which measures the integration of technology to enhance learning experiences, among students in the experimental group between the pre-test and post-test. The mean score increased from 1.4 in the pre-test to 3.7 in the post-test, with a t-value of -19.34 and a significance level of 0.01, confirming the positive impact of the designed portfolio on this skill.This significant improvement indicates that

the portfolio, as an instructional tool, has effectively enhanced students' ability to integrate technology into their teaching practice. The structured activities, reflections, and feedback mechanisms embedded within the portfolio encouraged students to explore and apply various technological tools and strategies. Through regular practice and guided reflection, they developed greater confidence and competency in using technology to create engaging, interactive learning environments. Consequently, the designed portfolio has demonstrated its value in fostering essential skills for modern teaching, particularly in the effective use of technology to enrich educational experiences.

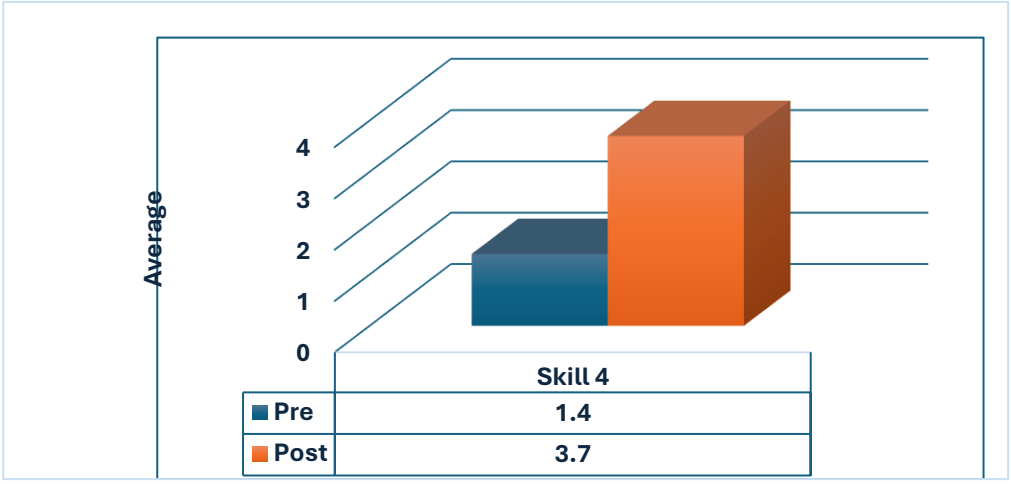


Figure (18): Differences between Pre- Posttest Mean Scores for Skill 4 in the Experimental Group

5. Managing student behavior positively and proactively.

Table (22): Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre-Posttest for the Fifth Skill (N=30).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 5	Pre	1.23	0.43	−21.48	0.01	**Post**
	Post	3.7	0.47			

As revealed in Table (22) and Figure (19), there is a statistically significant difference between the mean scores of the experimental group's pre- and post-tests for Skill 5 (N=30). The post-test mean score (3.7, St. Division = 0.47) is significantly higher than the pre-test mean score (1.23, St. Division = 0.43), with a t-value of -21.48 and a significance level of 0.01.This result indicates that the suggested designed portfolio positively contributed to improving the student-teachers' skill in managing student behavior in a proactive and positive manner. By drawing upon psychological courses they had previously studied at the faculty, student-teachers were able to identify and address psychological and behavioral issues more effectively. This background knowledge helped them implement strategies within their teaching practice to prevent and manage behavioral problems constructively, fostering a more conducive learning environment.

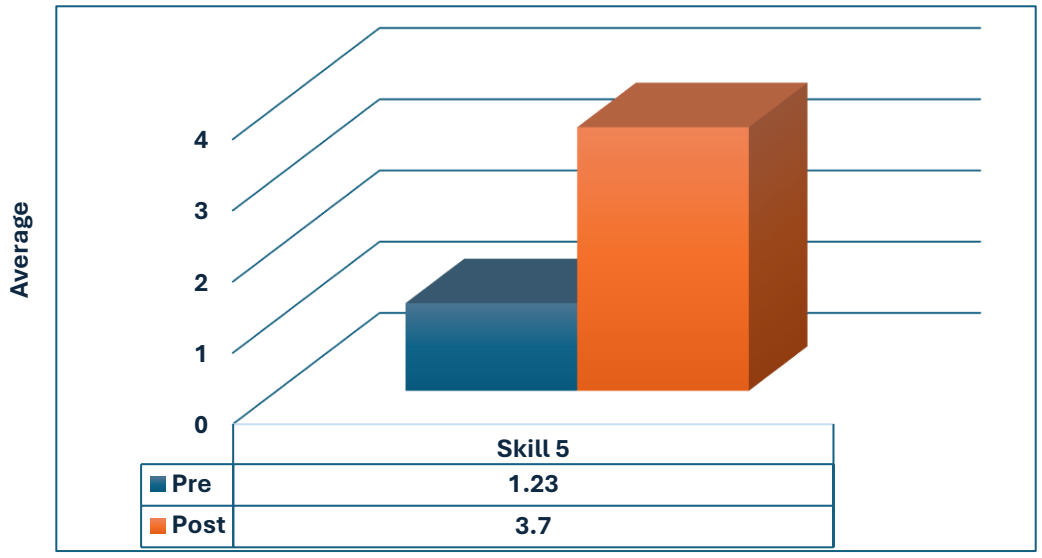


Figure (19): Differences between the Mean Scores of the Pre-Posttest for the Fifth Skill among the Experimental Group Students.

6. Using formative and summative assessments to monitor student progress.

Table (23):
Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre-Posttest for the Sixth Skill (N=30).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 6	Pre	1.53	0.51	-18.14	0.01	Post
	Post	3.73	0.45			

As revealed from Table (23) and Figure (20), the significance of the differences between the mean scores of the experimental group students in the pre- and post-application for the sixth skill (N=30) is evident. The post-application mean score is 3.73 with a standard deviation of 0.45, whereas the pre-application mean score is 1.53 with a standard deviation of 0.51. The T-value of -18.14 at a significance level of 0.01 confirms that the improvement in scores is statistically significant.This data demonstrates that the suggested designed portfolio effectively enhances the students' skills in using both

formative and summative assessments to monitor student progress. By incorporating various assessment strategies within the portfolio, students in the experimental group were able to track and reflect on their progress, thereby achieving greater mastery in monitoring and supporting learning outcomes. This portfolio-based approach provides a structured framework for self-assessment and continuous improvement, ultimately fostering better assessment practices among the students.

In addition to fostering skill development in formative and summative assessments, the designed portfolio also aids student-teachers in identifying evaluation and assessment tools that are most suitable for their pupils. Through guided reflection and structured assessment activities within the portfolio, student-teachers can explore a range of assessment tools, understanding when and how to apply each effectively based on the needs of their students. This tailored approach enables them to select and implement assessment methods that align with learning objectives, thereby enhancing the educational experience for both the student-teachers and their pupils.

Figure (20): Differences between the Mean Scores of the Pre-Posttest for the Sixth Skill among the Experimental Group Students.

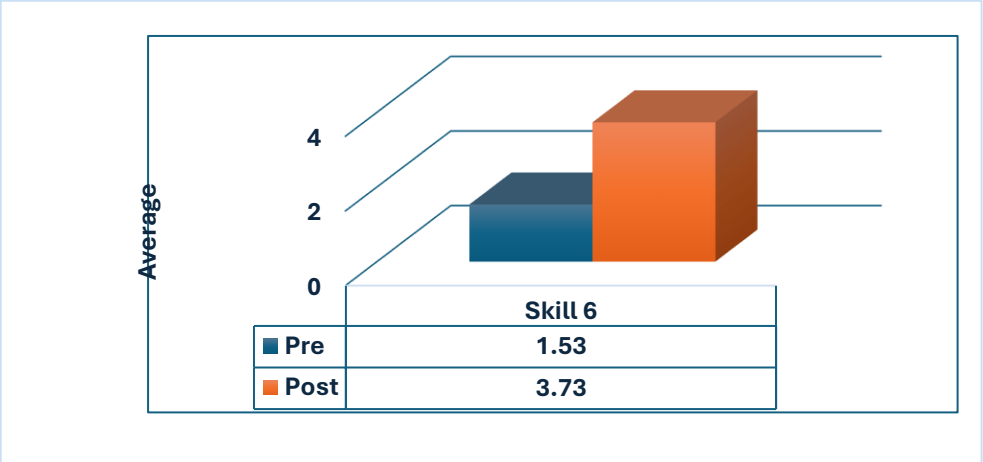


Figure ( ): Differences between the Mean Scores of the Pre-posttest for the Sixth Skill among the Experimental Group Students.

7. Building positive relationships with students and colleagues and parents.

Table (24):
Significance of the Differences between the Mean Scores of Experimental Group Students in the Pre- Posttest for Skill 7 (n=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 7	Pre	1.4	0.49	– 17.94	0.01	Post
	Post	3.7	0.47			

The suggested portfolio has shown significant effectiveness in enhancing the skill of building positive relationships among student-teachers, specifically with students, colleagues, and parents. By using the portfolio, student-teachers were able to identify and practice their roles in establishing these connections as a parallel to teacher roles. This includes positively communicating with parents, collaborating with the school administration, and engaging with fellow teachers.

The portfolio framework also emphasizes adopting affective and transferable learning outcomes in practice teaching, fostering skills like empathy, effective communication, and teamwork. Statistically, as shown in table(24) and figure (21) the significant T-value (-17.94, p=0.01) suggests that the experimental group showed a notable improvement in this skill from pre- to post-application, indicating that the portfolio effectively contributed to their development in fostering positive relationships.

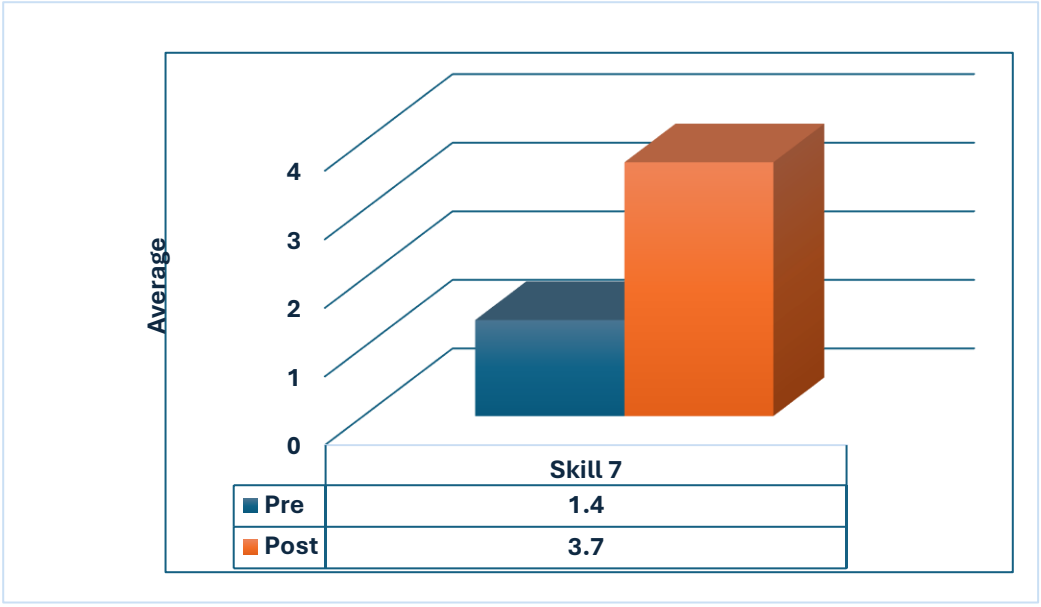


Figure (21): Differences between the Mean Scores in Pre-Posttest for Skill 7 of the Experimental Group Students.

8. Being aware of and sensitive to cultural diversity in the classroom.

Table (25):
Significance of the Differences between the Mean Scores of Experimental Group Students in the Pre- Posttest for Skill 8 (n=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 8	Pre	1.53	0.51	-14.08	0.01	Post
	Post	3.5	0.51			

The portfolio approach significantly enhanced the student-teachers' awareness and sensitivity to cultural diversity within the classroom. This improvement was achieved by incorporating practical tasks within education courses that encouraged students to address diverse cultural backgrounds. Additionally, the portfolio prompted student-teachers to apply insights from international educational systems they studied at the Faculty of Education, providing a broadened perspective and encouraging adaptability in diverse classroom settings.The statistical findings in table(25) and figure (22), with a significant T-value of -14.08 (p=0.01), reveal substantial growth from pre- to post-assessment, indicating that the portfolio was effective in fostering cultural sensitivity among the experimental group of student-teachers. This improvement aligns with the practical, culturally inclusive approach advocated by the portfolio design.

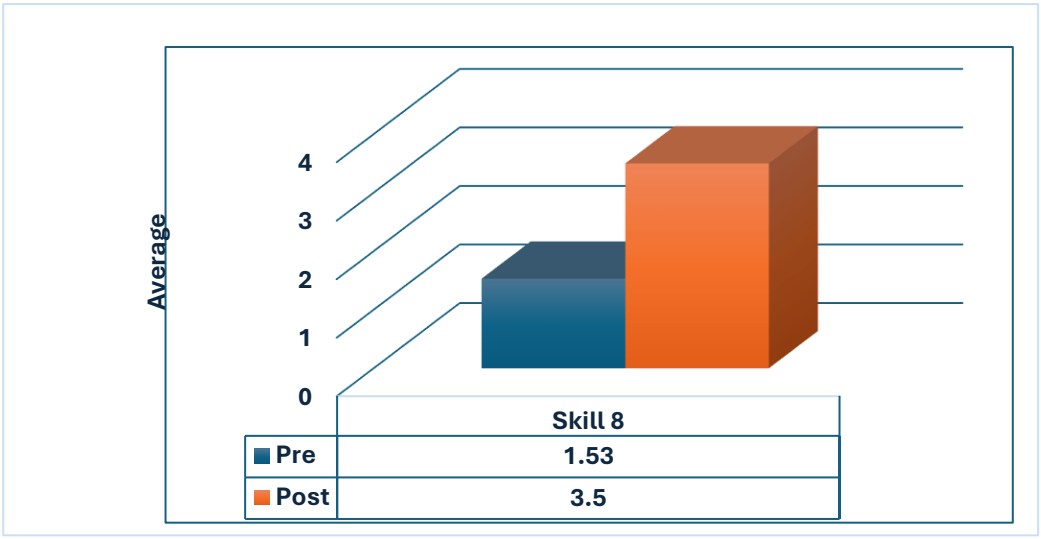


Figure (22): Differences between the Mean Scores in Pre-Posttest for Skill 8 of the Experimental Group Students.

9. Participating in school activities and community service activities.

Table (26):

Significance of the Differences between the Mean Scores of Experimental Group Students in the Pre-Posttest for Skill 9 (n=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 9	Pre	1.27	0.45	− 17.95	0.01	**Post**
	Post	3.53	0.51			

The portfolio approach has significantly enhanced student-teachers' skills in participating in school and community service activities. Through this portfolio, student-teachers engaged in practical activities like helping design supportive courses for struggling students and participating in school beautification projects, which included adding greenery to school spaces. These experiences provided valuable opportunities for student-teachers to connect with their school community and engage in service-oriented initiatives.The statistical results in table(26) and figure (23), with a highly significant T-value of -17.95 (p=0.01), indicate marked improvement in this skill from pre- to post-assessment, demonstrating that the portfolio approach effectively fostered a sense of community involvement and active participation among the experimental group of student-teachers.

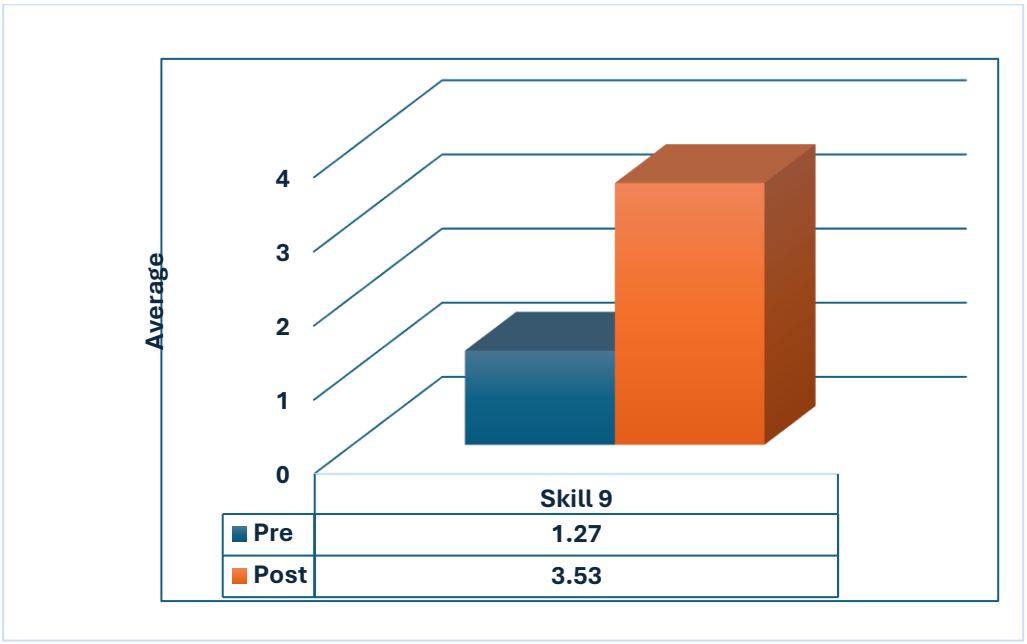


Figure (23): Differences between the Mean Scores in Pre-Posttest for Skill 9 of the Experimental Group Students.

10. Reflecting on teaching experiences to identify strengths and areas for improvement.

Table (27):
Significance of the Differences between the Mean Scores of Experimental Group Students in the Pre-Posttest for Skill 10 (n=30)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 10	Pre	1.53	0.51	-14.26	0.01	**Post**
	Post	3.67	0.48			

The portfolio approach significantly developed the skill of reflection among student-teachers, particularly in analyzing their teaching experiences to identify strengths and areas for improvement. This enhancement was achieved through structured evaluation forms completed by educational and academic supervisors. These evaluations provided constructive feedback, enabling student-teachers to acknowledge specific areas where improvement was needed and implement targeted modifications in their teaching

practices.As shown in Table(27) and figure (24),The statistical results, indicated by a substantial T-value of -14.26 (p=0.01), reflect a significant increase in this skill from pre- to post-assessment. This finding supports the effectiveness of the portfolio in fostering reflective practices, helping student-teachers to systematically improve their teaching through continuous self-assessment and adaptation.

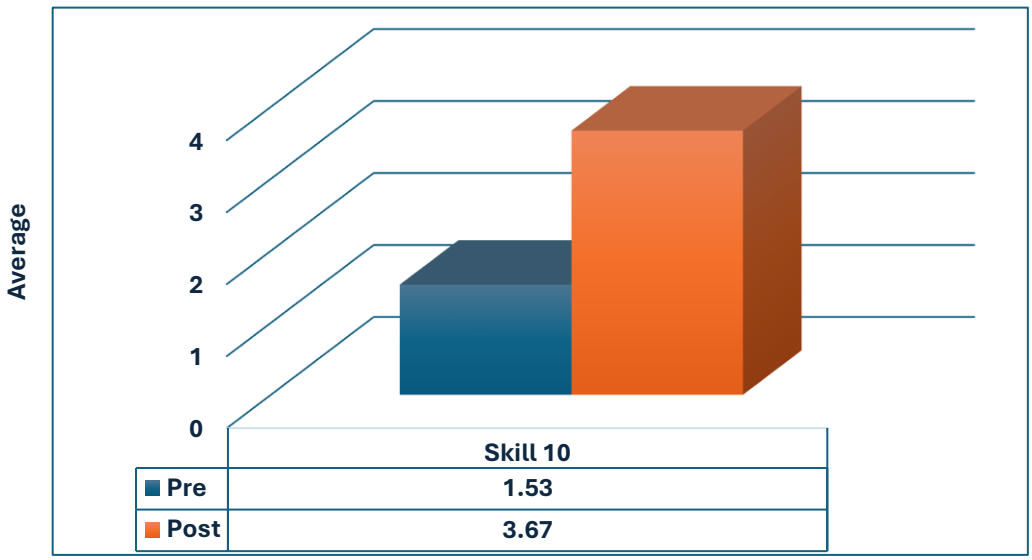


Figure (24): Differences between the Mean Scores in Pre-Posttest for Skill 10 of the Experimental Group Students.

11. Ensuring that set objectives are met and learning outcomes are achieved.

Table (28):
Significance of the Differences between the Mean Scores of Experimental Group (Students in the Pre-Posttest for Skill 11 (n=30

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 11	Pre	1.26	0.45	-19.41	0.01	Post
	Post	3.53	0.51			

The portfolio approach has proven highly effective in enhancing student-teachers' ability to ensure that set objectives are met and learning outcomes are achieved. Through the portfolio, student-teachers learned to identify and apply appropriate assessment tools, allowing them to measure accurately how well the intended learning outcomes were achieved. This skill was cultivated by encouraging critical selection and application of evaluation methods, aligned with specific learning goals.As shown in table (28) and figure (25) The statistical analysis, with a highly significant T-value of -19.41 (p=0.01), indicates substantial improvement from pre- to post-assessment in this skill. This finding highlights the portfolio's effectiveness in supporting student-teachers' ability to meet objectives and verify achievement of learning outcomes through informed assessment practices.

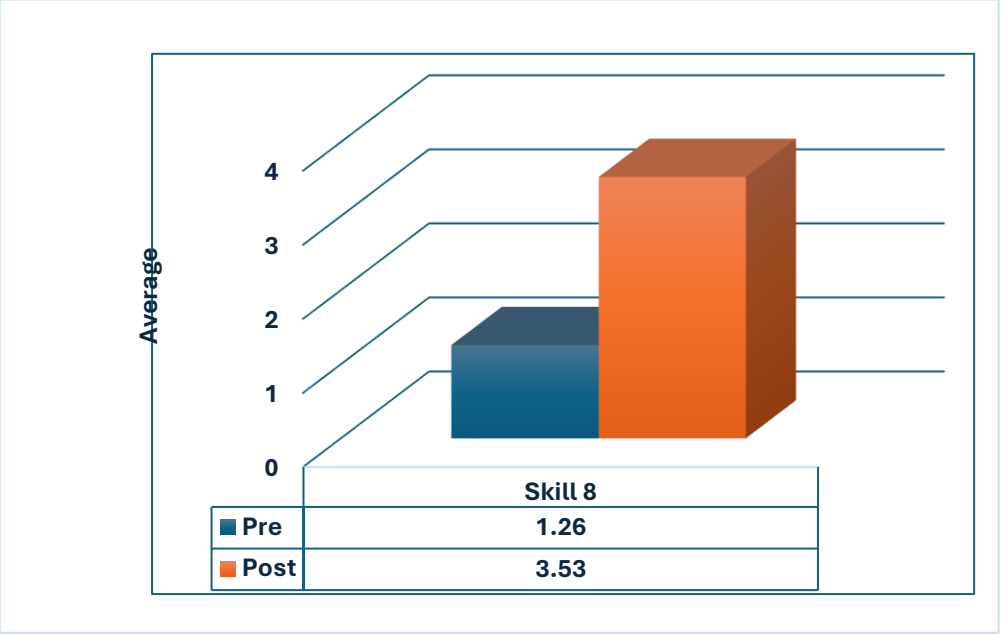


Figure (25): Differences between the Mean Scores in Pre-Posttest for Skill 11 of the Experimental Group Students.

Tables (18, 19, 20, 21, 22, 23, 24, 25, 26, 27, and 28) indicate the presence of statistically significant differences at the 0.01 level between the mean scores of the pre-posttest for each sub-skill of student performance in practice teaching among the experimental group. These differences favor the posttest, confirming the achievement of the fourth hypothesis.

Research Findings

1. Enhanced Lesson Planning and Organization Skills: student-teachers in the experimental group demonstrated a stronger ability to design and organize well-structured lesson plans, linking content to learning outcomes more effectively than the control group. The portfolio allowed them to systematically plan, implement, and reflect on lesson plans, leading to greater precision and engagement in their teaching.

2. Improved Subject Mastery: portfolio use significantly increased student-teachers' confidence and competence in their subject knowledge, as they were encouraged to connect theoretical knowledge to practical application in the classroom. This resulted in clearer explanations and more accurate content delivery during lessons.

3. Diverse Teaching Methods: the experimental group showed a marked improvement in applying various teaching strategies. The portfolio's reflective component encouraged them to explore and evaluate different teaching methods, adapting their approaches to suit diverse student needs and learning styles.

4. Effective Technology Integration: through portfolio reflections, the experimental group was more proactive in incorporating technology into their lessons, enhancing engagement and making lessons more interactive. This was a key differentiator from the control group, which utilized technology less frequently and effectively.

5. Positive Classroom Management Techniques: the experimental group exhibited stronger classroom management skills, proactively addressing student behavior in positive ways. Reflections within the portfolio on behavior management strategies helped student-teachers prepare more thoughtfully and respond more constructively in classroom scenarios.

6. Comprehensive Assessment Use: portfolio users displayed an improved understanding of formative and summative assessments, tailoring assessments to monitor student progress closely. This provided insights into student understanding and allowed for adjustments in teaching methods when necessary.

7. Increased Cultural Awareness and Sensitivity: the reflective nature of the portfolio promoted an awareness of cultural diversity. Student-teachers in the experimental group integrated culturally responsive teaching practices, adapting materials and interactions to respect students' backgrounds and experiences.

8. Active School and Community Engagement: student-teachers in the experimental group participated more actively in school and community activities, likely due to portfolio encouragement to reflect on community involvement. This engagement fostered a stronger sense of professionalism and commitment to the teaching field.

9. Deepened Reflective Practice: the integrated portfolio notably enhanced reflective practices, with student-teachers regularly documenting teaching experiences, identifying strengths, and areas for growth. This practice led to continuous improvement, as student-teachers gained insights into their teaching effectiveness.

10. Achievement of Learning Outcomes: the experimental group was more successful in achieving the set learning outcomes, with the portfolio guiding them in aligning lesson objectives with real teaching practices. This resulted in higher scores on teaching efficacy assessments and indicated a more consistent achievement of educational goals.

Conclusion, Recommendation and Suggestions

Conclusion

The findings show that the integrated designed portfolio is an effective tool for enhancing English majors' teaching performance. It offers a structured, reflective framework that enables student-teachers to bridge theoretical knowledge with practical application, refine essential teaching skills, and foster a comprehensive understanding of professional teaching practices. This method not only improved their teaching effectiveness but also contributed to the development of a growth-oriented professional identity.

Recommendation

1.Adopting Integrated Portfolios in student-teachers Education Programs as a standard tool in their training to enhance reflective and practical teaching skills.

2.Incorporating Reflective Practice into Curricula to help student-teachers connect theory with classroom experiences and assess their progress.

3. Providing Training on Portfolio Use and training sessions on how to create and effectively utilize portfolios, focusing on lesson planning, technology integration, classroom management, and assessment.

4.Encouraging Diverse Teaching Strategies and teaching methods in portfolio assignments to cater to different learning styles and needs.

5.Encouraging student-teachers to include digital tools and technology-based activities in their portfolio tasks to enhance student engagement and learning.

6. Incorporating activities within the portfolio that address cultural responsiveness, helping student-teachers recognize and address the diverse backgrounds of their students.

7.Using the portfolio to track student-teachers' involvement in school and community service, fostering a stronger sense of professional and social responsibility.

8.Guiding student-teachers in using both formative and summative assessments, helping them to better understand student progress and learning outcomes.

9.Encouraging continuous self-reflection through portfolio entries, allowing student-teachers to assess their strengths, areas for improvement, and overall teaching progress.

10.Exploring the long-term effects of portfolio use on teaching performance and student learning, as well as its application across different subjects and educational contexts.

Suggestions for Further Research

1.Examining the long-term effects of portfolio use on teaching performance and professional growth among teachers after graduation.

2.Comparing the effectiveness of the portfolio approach in enhancing teaching skills across different subject areas, such as science, math, and social studies, to understand its adaptability and impact.

3.Investigating the impact of portfolio use in various educational settings, including urban, rural, and multicultural schools, to assess its effectiveness across diverse student populations.

4. Studying the direct impact of teachers' use of portfolios on their students' academic performance, engagement, and overall learning outcomes.

5.Exploring the differences between digital and traditional paper-based portfolios in terms of ease of use, accessibility, and impact on teaching efficacy.

6.Investigating how portfolios can be used for self-assessment and peer feedback among student-teachers to foster collaborative learning and skill development.

7. Assessing the benefits of using portfolios with in-service teachers, studying its impact on professional development, instructional practices, and career satisfaction.
8. Investigating student-teachers' perceptions of the portfolio process, including challenges faced, areas for improvement, and suggested modifications to enhance its usability and effectiveness.

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