شروط كتابة البحث العلمي في مجلة جامعة بنغازي الحديثة للعلوم والدراسات الإنسانية

1- الملخص باللغة العربية وباللغة الانجليزية (150 كلمة).
2- المقدمة، وتشمل التالي:
❖ نبذة عن موضوع الدراسة (مدخل).
❖ مشكلة الدراسة.
❖ أهمية الدراسة.
❖ أهداف الدراسة.
❖ المنهج العلمي المتبع في الدراسة.
3- الخاتمة. (أهم نتائج البحث ـ التوصيات).
4- قائمة المصادر والمراجع.
5- عدد صفحات البحث لا تزيد عن (25) صفحة متضمنة الملاحق وقائمة المصادر والمراجع.

القواعد العامة لقبول النشر

1. تقبل المجلة نشر البحوث باللغتين العربية والانجليزية؛ والتي تتوافر فيها الشروط الآتية:

● أن يكون البحث أصيلاً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها من حيث الإحاطة والاستقصاء والإضافة المعرفية (النتائج) والمنهجية والتوثيق وسلامة اللغة ودقة التعبير.

● ألا يكون البحث قد سبق نشرة أو قُدم للنشر في أي جهة أخرى أو مستل من رسالة أو اطروحة علمية.

● أن يكون البحث مراعياً لقواعد الضبط ودقة الرسوم والأشكال ـ إن وجدت ـ ومطبوعاً على ملف وورد، حجم الخط (14) وبخط ('Arial 'Body) للغة العربية. وحجم الخط (12) بخط (Times New Roman) للغة الإنجليزية.

● أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية.

● أن يكون البحث ملتزما بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية (APA) وتثبيت هوامش البحث في نفس الصفحة والمصادر والمراجع في نهاية البحث على النحو الآتي:

● أن تُثبت المراجع بذكر اسم المؤلف، ثم يوضع تاريخ نشرة بين حاصرتين، ويلي ذلك عنوان المصدر، متبوعاً باسم المحقق أو المترجم، ودار النشر، ومكان النشر، ورقم الجزء، ورقم الصفحة.

● عند استخدام الدوريات (المجلات، المؤتمرات العلمية، الندوات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، ثم تاريخ النشر بين حاصرتين، ثم عنوان المقالة، ثم ذكر اسم المجلة، ثم رقم المجلد، ثم رقم العدد، ودار النشر، ومكان النشر، ورقم الصفحة.

2. يقدم الباحث ملخص باللغتين العربية والانجليزية في حدود (150 كلمة) بحيث يتضمن مشكلة الدراسة، والهدف الرئيسي للدراسة، ومنهجية الدراسة، ونتائج الدراسة. ووضع الكلمات الرئيسية في نهاية الملخص (خمس كلمات).

3. تحتفظ مجلة جامعة بنغازي الحديثة بحقها في أسلوب إخراج البحث النهائي عند النشر.

إجراءات النشر

ترسل جميع المواد عبر البريد الالكتروني الخاص بالمجلة جامعة بنغازي الحديثة وهو كالتالي:

✓ يرسل البحث الكترونياً (Word + Pdf) إلى عنوان المجلة info.jmbush@bmu.edu.ly او نسخة على CD بحيث يظهر في البحث اسم الباحث ولقبة العلمي، ومكان عمله، ومجاله.

✓ يرفق مع البحث نموذج تقديم ورقة بحثية للنشر (موجود على موقع المجلة) وكذلك ارفاق موجز للسيرة الذاتية للباحث إلكترونياً.

✓ لا يقبل استلام الورقة العلمية الا بشروط وفورمات مجلة جامعة بنغازي الحديثة.

✓ في حالة قبول البحث مبدئياً يتم عرضة على مُحكِّمين من ذوي الاختصاص في مجال البحث، ويتم اختيارهم بسرية تامة، ولا يُعرض عليهم اسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى أصالة البحث، وقيمته العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، ويطلب من المحكم تحديد مدى صلاحية البحث للنشر في المجلة من عدمها.

✓ يُخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال شهرين من تاريخ الاستلام للبحث، وبموعد النشر، ورقم العدد الذي سينشر فيه البحث.

✓ في حالة ورود ملاحظات من المحكِّمين، تُرسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها عشرة أيام.

✓ الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.

✓ الأفكار الواردة فيما ينشر من دراسات وبحوث وعروض تعبر عن أراء أصحابها.

✓ لا يجوز نشر إي من المواد المنشورة في المجلة مرة أخرى.

✓ يدفع الراغب في نشر بحثه مبلغ قدره (400 د.ل) دينار ليبي إذا كان الباحث من داخل ليبيا، و (200 $) دولار أمريكي إذا كان الباحث من خارج ليبيا. علماً بأن حسابنا القابل للتحويل هو: **(بنغازي – ليبيا - مصرف التجارة والتنمية، الفرع الرئيسي - بنغازي، رقم 225540-0011-001. الاسم (صلاح الأمين عبدالله محمد).**

✓ جميع المواد المنشورة في المجلة تخضع لقانون حقوق الملكية الفكرية للمجلة.

info.jmbush@bmu.edu.ly

00218913262838

د. صلاح الأمين عبدالله
رئيس تحرير مجلة جامعة بنغازي الحديثة
Dr.salahshalufi@bmu.edu.ly

STUDENTS' PERCEPTIONS TOWARDS EFFECTIVE TEACHING BEHAVIORS (A CASE STUDY)

* Hakim. A.I. Hamad, ** Mohammad. S. Mohammad. Saad

(* Assistant lecturer. English Department. Faculty of Arts and Sciences El marj.
** Assistant lecturer. English Department. Faculty of Arts and Sciences Alabyar.
Benghazi University. Libya)

_____

ABSTRACT

Education can be well-defined as information and improvement consequential from a learning process. Education offers an answer to an unidentified problem. Therefore, the educational process supplies people with answer. The purpose of this case study is to explore the effective teachers' behaviors and effective teaching behaviors perceived as important by students university of Benghazi ALabyer campus. This study used qualitative method and a semi-structured interview and open-ended questionnaire for data collection. The sample of the study included 10 local and international postgraduate students from Faculty of Education at university of Benghazi ALabyer campus. A purposive sampling technique was applied as it proposals a research within the chance to select certain participants from the objective population who have characteristics that individuals intend to study The findings of the study showed that the effective teachers should use effective teaching methods and approaches in the classroom and they should integrate technology in teaching. In addition, the findings of the study provided evidence that effective teaching behavior is regarded as a useful different teaching strategy in classroom to enhance students' learning process.

Keywords: Effective teachers' behaviors, effective teaching behaviors.

تصورات الطلاب تجاه سلوكيات التدريس الفعالة

* أ. حكيم علي ابراهيم حمد، ** أ. محمد سعد محمد سعد

(* مساعد محاضر – قسم اللغة الانجليزية ـ كلية الآداب والعلوم المرج. ** مساعد محاضر ـ
قسم اللغة الانجليزية ـ كلية الآداب والعلوم الابيار ـ جامعة بنغازي ـ ليبيا)

ـــ

الملخص:

يمكن تعريف التعليم على أنه معلومات وتطوير نتائج عملية التعلم. يقدم التعليم حلول
لجميع المشاكل المجهولة. لذلك، العملية التعليمية تزود الناس بالحلول. الغرض من هذه الدراسة
هو استكشاف سلوكيات المعلمين الفعالة وسلوكيات التدريس الفعالة التي يعتبرها طلاب جامعه
بنغازي كليه الآداب والعلوم الابيار مهمة. استخدمت هذه الدراسة الطريقة النوعية ومقابلة شبه
منظمة واستبيان مفتوح لجمع البيانات. اشتملت عينة الدراسة على 10 طلاب محليين من كلية
الآداب والعلوم. تم تطبيق تقنية أخذ عينات هادفة لأنها تقترح إجراء بحث في إطار فرصة
لاختيار مشاركين معينين من السكان الموضوعيين الذين لديهم خصائص ينوي الأفراد دراستها
أظهرت نتائج الدراسة أنه يجب على المعلمين الفعالين استخدام طرق ومناهج تدريس فعالة في
الفصل الدراسي ويجب عليهم دمج التكنولوجيا في التدريس. بالإضافة إلى ذلك، قدمت نتائج
الدراسة دليلاً على أن سلوك التدريس الفعال يعتبر استراتيجية تعليمية مختلفة مفيدة في الفصل
الدراسي لتعزيز عملية تعلم الطلاب.

INTRODUCTION

Education can be well-defined as information and improvement consequential from a learning process (Merriam, 2011). Education can be used to offer an answer to an unidentified problem. Therefore, the educational process supplies people with answers. Olden education stems from individuals seeking understanding of occurrences that did not deliver an immediate answer. The technique of philosophers is interrogative and reasoning their produce is thought (Ryan, 2010).

Percy (2012) proposed that by using a framework of threshold concepts the teacher is able to identify areas where they have transcended a threshold in their professional teacher development and, alternatively, areas where they have become stuck. This study did not focus on effective teaching behaviors, however, it is significant for the instructors and teachers to assist the students by providing additional learning supports. Kirkwood & Price (2013) carried out a comparative study on performance comparisons and attitudinal studies to illustrate how under-examined assumptions lead to questionable findings. Researchers confirmed must ensure that they acknowledge underlying expectations and the limits imposed by the method adopted in order to properly interpret results. Researchers did not focus on effective teachers' behaviors and effective teaching behaviors, whereas, the present study focused on effective teachers' behavior and effective teaching behaviors as well.

Gablinkske (2014) explored the affective domain of instructor and pupil associations using a single case study design. This single case study produced a synthesis of information that directors a classroom instructor in the improvement and maintenance of her associations with her pupils. The qualitative method in this study is derivative from a constructivist viewpoint with an emphasis on deeply understanding this particular case of instructor and pupils associations. The result of this study is an account of understandings and procedures that director the improvement and maintenance of associations among an instructor and her pupils. Based on the results, four primary groups emerged with supportive basics that were critical components of each group. These four primary groups represent an interpersonal framework for the learning environment.

Marshall & Hobsbaum (2015) carried out a research on intercession, Sign-Supported English (SSE), which utilizes conventionalized manual signals close by talked words to support the learning of English vocabulary by youngsters with English as an Additional Language EAL. Adolescents between the ages 4 to 5 were enlisted from two neighboring schools on a region of outside London. A subset for 66 required EAL. On specific schools, those teachers used SSE, and in the other school, they did not. Students over each school were tried toward two shot concentrations using three assorted evaluations for vocabulary. The results of the study revealed that using SSE required no effect on how youngsters were with EAL. A research by Marshall & Hobsbaum (2015)) tried to enhance vocabulary learning among students but the result of vocabulary assessment revealed that using SSE had no effect on how well children learn English vocabulary because instructors used signs which did not assist children in that specific age .

Although studies have been carried out in this specific research area however, there is still need to conduct a study on effective teaching behaviors as well as effective teachers' behaviors. Therefore, the main objective of the current study is to

investigate the characteristics of effective teachers' behaviors and teaching behaviors perceived important by students.

METHDOLOGY

The purpose of this research is to investigate the characteristics of effective teachers' behavior and effective teaching behaviors perceived by students in university of Benghazi Alabyer campus. A qualitative research method was used to conduct this research by collecting data from ten students through an interview session with each student as well as distributing the open-ended questioner.

This case study was conducted in students in university of Benghazi Alabyer. The qualitative research has been applied and 10 local undergraduate students from Faculty of Arts and science were selected as the sample to carry out the research. A purposive sampling technique was applied as it proposals a research within the chance to select certain participants from the objective population who have characteristics that individuals intend to study.

For data collection, semi-structured interview was used. The researcher made an appointment with students to conduct an individual interview session and the open-ended questionnaires. Then, the researcher interviewed each student individually. The interview session was recorded and transcribed. The open-ended questionnaires were distributed to all students. They were asked to answer each question carefully and explain their answers in detail the data were collected in September 2019.

RESULTS AND DISSCUSSION

This study explores the characteristics of effective teachers' behaviors perceived important by students in students in university of Benghazi Alabyer campus. In order to achieve the answer to the first research question, the participants were asked a question which helped probe them to share their ideas about the effective teachers' behaviors. In relation to this, all students provided almost the same responses. The majority of them chose the same lecture as the most effective one. They agreed that one of the most important factor in having effective teachers' behaviors is using a professional teaching style method in the classroom. Moreover, based on the students' responses effective teachers should assist the students with learning materials such as notes in order to help students learn more. They also emphasized that effective teacher should integrate technology in his/her teaching. The researcher asked the students to describe their favorite lecturer and explain why they admire his/her teaching. Some of the respondents'' feedback are as following:

> *"All lectures are good but I prefer Dr.B. He is the Qualitative and quantitative   Course Lecturer. Because of that the ways which they how to give the class. For example, the first five minutes of the lecture they provide a golden opportunity to get the students to sit up and pay attention. In addition, they consider the sequencing of course's material and make sure that it's presented in a clear and logical manner through preparing the framework of lecture."(R5)*

"Dr. A Because Dr. A always simplifies what has been explained, has not followed traditional methods of teaching or traditional ways of assignments, used questioning skills so much, and allow independent learning."(R6)

"For me I prefer Dr. A, I like her style in teaching, she using technology in classroom, she always try to let us share on knowledge."(R8)

"Dr. A is my favorite lecturer, because she is very young, she is enthusiasm, flexible and genuinely enjoys teaching and dealing. She shows excitement in the classroom and provides us with positive energy to make the classroom more pleasant. The most important thing that I choose her is that although she is not Libyan lecturer, she is very ambitious and has her own character to make the mid-lesson alteration."(R9)

According to the collected data, some respondents mentioned that some lecturers do not provide a self-learning environment for the students and they prefer the teacher centered approach which is boring. For instance,

"I guess cannot specific narrow down which exact lecture has lousy." (R1)

"Dr. F ex-lecture, because has difficult deal with students."(R4)

"In fact, there is no one who is lousy among of them because each one of them helps me so much in different way."(R6)

"The teachers who deal as monitor inside a classroom since they do not care about Students to be autonomous learners."(R7)

Based on the respondents'' answers, all the lecturers follow the teaching syllabus and objectives of the courses properly and they all cover all the topics efficiently. This makes teaching very effective. For example,

They could if they prepare a good plan for model and syllabus. (R5)

"Yes, of course. They all cover whatever they should. Moreover, some of them provide students with what will be benefit for them."(R6)

"Yes, they can finish their syllabus on time."(R9)

"Yes, definitely, they cover all syllabus on time." (R10)

Most of the students' voiced out that the question skill is very significant and effective in helping students to learn more in the class. They stated that interaction among the students and between the student and teacher is very helpful for improving learning. The students believe that this strategy helps the teacher know if the students understand the lesson or not. This strategy can help the lecturer to realize if the students need more help. According to the data, all students agreed that question skill is so helpful and allow students to share their thoughts.

"When we talk about the topic, they will ask many question, they like regards Dr.

C, all lecture they will ask many question in class which help us."(R3)

"I prefer Dr. A, because she ask to prepare presentation when we done the Assignment, when we start presentation she ask many question, actually this Way so helpful to me when I started studying in final exam." (R4)

"Question skills are important because of to Obtain Information, to help maintain Control of a conversation, express an interest in the other person, and to clarify A point. I prefer Dr. A because she used question Skills in classroom." (R5)

"Definitely so helpful because it help us to understand the lesson also this way will helpful for lecture to know how understand the lesson. I like lecture he/she used question skills in classroom."(R7)

The research objective for the present study is to find out the characteristics of effective teachers' behaviors perceived as important by students in students in university of Benghazi Alabyer campus. The findings of the study showed that the effective teachers should have teaching quality and use effective teaching methods and approaches in the classroom and they should integrate technology in teaching. Sajjad (2010) believes that inventiveness among students' understanding and evaluation about the fascinating and compelling instructing technique to propose upgrades in teaching and learning the process. Allan (2009) also stated that effectiveness is based less on university instructors having high academic prospects and more on the provision of a supportive environment in which instructors scaffold learning effectively and encourage effective communication with their students. Finally, Kukla-Acevedo, (2008) stated that the instructor characteristics prove the value of both contents and pedagogical knowledge on student achievements.

This study focused on some aspects of the theories of behaviorism and social constructivist. The findings of the study showed that effective teachers' behaviors motivated the students to improve not only their learning but also their skills. As Skinner (1938) stated that operant conditioning; it implies generally changing of behavior by the utilization of fortification which is given after the wanted reaction. Skinner focused on neutral operant, reinforces and punishers'. Teachers may use positive and negative reinforcement in the classroom. For example, if the students did not submit their homework on time, the teacher will punish him/her and may deduct some marks which is a negative reinforcement. On the other hand, if the students submit their homework on time, the teacher may encourage and admire them which is a positive reinforcement. So, instructors ought to communicate well with learners and guide them effectively to enhance their skills.

Behaviorism can be used as a point method to reward students' good behavior or good academic performance. Also, this theory can be exceptionally valuable in effective teachers' behaviors and can urge students to do their best work and to energize change. It is clear that this can assistance students to realize that they can do their best in order to improve their learning. Vygotsky (1978) illustrated the relationship between the teacher and the students is predictable with the theory of social constructivism. Vygotsky argues that learning is not an autonomous procedure

but rather a social development of commonly shared implications. Vygotsky's theory of social constructivism gives a general hypothetical structure to the present investigation of viable educators' minding convictions and practices. Vygotsky (1978) perceived the essential thought of social association being fit with language, substance, and thought. Vygotsky found that the social encounters of kids decide their idea advancement, which later gets to be internalized. Regular learning techniques in social constructivist classrooms incorporate two way communicative interactions like talks, request, productive arguments, cooperative learning, dialogical exchange, and peer mentoring. These interactive learning exercises advance interpersonal associations which could have significant results on students' development and scholastic achievement. This theory covered the relationship between teachers and students, which mean the learning should be social development. This theory gives general idea different learning techniques in the classroom, in addition, the researcher sees this theory will help teachers to be more effective in the classrooms especially if teachers encourage students to be more cooperative in learning.

Vygotsky stated that cooperation with associates as a successful method for creating attitudes and techniques. Vygotsky proposed that instructors utilize cooperative learning practices were less able kids create with assistance from more adroit associates inside ZPD. Vygotsky believed that when a learner is in the ZPD for a specific undertaking, giving the suitable help will give the student a sufficient "support" to accomplish the errand. This is the zone where learning activities ought to be engaged, lying between what the learners can accomplish autonomously and what the learner can accomplish with the instructor's master direction. By scaffolding tasks, giving direction and support that difficulty the learner in view of their present capacity, and through giving rich criticism utilizing appraisal for learning the teaching effectively helps learners create further levels of comprehension. This model has two formative levels:

The level of actual development point the learner has as of now achieved and can tackle issues freely. The level of potential improvement (ZDP) point the learner is equipped for coming to under the direction of instructors or in a joint effort with companions. The ZDP is the level at which learning happens. It includes intellectual structures that are still during the process of developing, however, which can only mature under the direction of educators or teachers or in a joint effort with others.

This theory focuses on the necessary conception that relates between what students can achieve independent and what a student can accomplish with guidance and reinforcement from a skilled effective teachers behaviors. Also, this theory focuses on cooperative learning to help students to be more effective in the classroom.

In short, an effective teachers should encourage the cooperation and group work among the students in the class whereby they can exchange their opinions and interact efficiently. Furthermore, effective teachers ought to provide active learning environment in order to enhance that students' learning by strengthening their information through the teachers' supports. This model will transmit learning from educators to learners.

This study explores the characteristics of effective teaching behaviors perceived important by students in. In order to achieve the answer to the research question, "What are the characteristics of effective students in university of Benghazi Alabyer campus. Teachers' behaviors perceived important by students in university of Benghazi Alabyer Campus" the participants were asked a question which helped

probe them to share their ideas about the effective teaching' behaviors. In relation to this, all students provided almost the same responses.

Based on the data collected using the semi-structured interview, the majority of the students stated that teaching method is very important to help the students become independent learners. Some of the participants' feedback are as below:

> *"Assessment really helping in developing my learning, like for example Dr. A, she help us to do , not help us she like to ask to do our own assignment, it really useful to us in final exam , in final exam we will use assignment to refer final exam. It is easy to me to study final exam. I think the assessment using really improving my learning" (R3)*

> *"Dr. A and Dr. C both of them allow learners self-learning beside their best methods of teaching and engage them in group discussion as well. For assessment, they assess the students based on their achievement." (R6)*

> *Dr. A and B they help to present own note , Dr A she always ask students to present presentation with assignment , this way help me to prepare very well to final exam."(R8)*

> *"Dr. A She is the one who has the combination of using more than one method during her teaching. She uses CLT method, silent method which allows us to be independent and discover learning. She assessed us at the end of the class. She pushed us to have good communication skills to get the high expectation and assessment for her students. She has her own teaching style and method which makes her different of the others."(R9)*

All respondents agreed that lectures should have ability to manage classroom very well. For instance:

> *I think Dr. E because she use more technology in classroom, Also Dr. A , she managed the classroom very well , she manage us in presentation , she help us for this way in the classroom but Dr. E she is manage very well, she push us more in technology and more explanation."(R2)*

> *"For me all the lecture have ability to manage the classroom, so the classroom management I think they like able to students teaching study particular course, I think classroom management ok not bad, cannot say bad, it is the best." (R3)*

> *"In my opinion, actually all lecture have ability to manage classroom. I prefer Dr. E because she is integrate technology in classroom." (R8)*

> *"Dr. A. She is well-organized, very knowledgeable on her subjects that makes her able to effectively manage the classroom in a way that we as a students know what's expected of us and respond with pre-established procedures during the lesson. She teaches with smile making the energy spread the classroom." (R9)*

The students were asked about the effective teaching behaviors in classroom. Most of the respondents stated that teachers should maintain professional and efficient communication in classroom. He/she should also use different strategies to help the students' learning. Moreover, using technology in teaching is very useful for enhancing the students' learning.

"Begin class promptly, get right to business and be well organized. Teaching pace fast but stopped regularly to check student comprehension. Teachers should use a variety of instructional strategies. And also   Focused on the topic and avoided being side-tracked and explanations were clear. May Practice good classroom management and held classes' attention. Teachers may use the different way to Interacted with students: immediate answers, corrective feedback, praise, additional probing questions to extend answers. Also, provided a warm classroom climate: allowed students to speak freely and related to students as people. Can use non-verbal behavior: gestures, walking around, and eye contact. At the end, knowledge of subject matter, enthusiasm, organization, interpersonal skills." (R6)

"The process of teaching is a combination of teacher، learner and the environment. Each completes the other. There some points of each section: the role of teacher to arrange the class in a well-organized way (since allow students cooperate with each other) in addition provides the objectives of the course and focus on them and Provides the significance/importance of information to be learned. Also, Provides clear explanations practices effective classroom management .Teachers should use varies his/her instructional technique and provides specific assignments. . Also, may provide frequent and immediate feedback to students on their Performance Teachers should encourage students' practical examples on while explaining the lesson. Teachers should create a class environment which is comfortable for Students and allows students to speak freely. Teachers should use the variety of teaching facilities are provided (projector screen, the internet, mike, comfortable seating) There are constant opportunities for practice and criteria for success is balanced and transparent and assessment is persistent, authentic, transparent, and never punitive. Also, the learner must concentrate on instructions and explanations, for example, techniques that use by the teacher to provide learners with Knowledge to help them rely on themselves while learning by using Different Strategies." (R7)

"Teachers should be positive in a way that he / she aim to help students to succeed. They should enter the teaching professional to impart their knowledge and make different in a young persons' life. During the classroom, teachers should be flexible, using more than one method and applying many practices to enable learners to learn effectively and achieve maximum potential. Teachers should also be co-communicator, advisor and facilitator in the classroom by making the students more motivate and then can control their own environment. To sum up, teachers should have their own strategies for students to feel the sense of belonging to the classroom. They must display proactive classroom management which result in positive learning environment."(R9)

"Teacher should interact with students in classroom ask them different type of question and allow students to speak more in classroom, teacher should a good personality to motive students. Also teacher should use different strategies in classroom also using technology very important." (R10)

The research objective of the present study was to investigate the characteristics of effective teaching behaviors perceived important by students in

university of Benghazi Alabyer campus. The findings of the study provided evidence that effective teaching behavior is regarded as a useful different teaching strategy in classroom to enhance students' learning process. In addition, the findings of the study showed that effective teaching behaviors should involve professional teaching methods/styles to help the students become independent learners and learn on their own. Based on the data, all the students agreed that lectures should have the ability to manage classroom very well and create an interactive environment in the classroom whereby everyone can share his/her experience and ideas.

The result of study by Shepherd & Price (2013) analytically reviews some approaches used to investigate the influence of technologies for teaching and learning. Aschenbrener (2008) also believed that much of the difference in creativity is yet to be explained. In the calculation, the concept of creativity and its association to teaching is multifaceted and challenging to measure. Future research efforts may emphasis on the specific role(s) creativity plays in effective teaching. Along with the above studies, Al hinai (2011) stated that while instructors and pupils matched in their perceptions of various characteristics of effective teaching, they significantly differed in their evaluation of many standards of effective teaching. According to Vajoczki (2008) the original conceptual framework of effective teaching development was too simplistic. It also determines the effective teaching evolution occur within demographics and culture of a place which outcomes in the construction of an environment of evolution. Shepherd (2009) argued that while community college instructors participated in workshops and conferences to continue their training as educators, they did not value the influence of research on their day to day teaching activities. Finally, Percy (2012) illustrated that concentrations lecturer's self-efficacy to comprehend the standards that used of effective teaching this will be useful for a lecture to attract students. Context. Based on the results of the present study, the students confirmed that the effective teaching should include different teaching strategies in classroom and integrate technology in teaching in order to enhance students' learning.

The reinforcement can help teachers to be effective in teaching behaviors and would enhance students in classroom. As Skinner (1938) argued how encouraging feedback functioned by setting an eagerly hungry rat in his Skinner box. The crate contained a lever at the side and as the rodent moved about the case it would unintentionally thump the lever. As promptly as it did so a nourishment pellet would drop into a holder alongside the lever. The rats immediately figured out how to go straight to the lever after a couple times of being placed in the case. The outcome of getting food on the off chance when they squeezed the lever guaranteed that they would repeat the activity more and more. Positive reinforcement reinforces a conduct by giving a result individual finds fulfilling. For instance, if the lecturer gives each student 15 Ringgits as a reward, which is a positive reinforcement, this will encourage the students to work harder in order to achieve more rewards.

According to behaviorism theory, researchers are able to glean numerous perspectives that will help the instructors to enhance their style in educating. Firstly, provide learners with prompt feedback. Secondly, split the assignment into smaller parts. Thirdly, repeat the steps whatever number times as need be under the circumstances. Fourthly, work from the easiest to the most complicated undertakings. Fifthly, encouraging feedback. Skinner believed that positive reinforcement is more successful in changing conduct than punishment. Additionally, this theory prescribed learners to react to the reinforcement and time and pace themselves in a task to work

from the most primary to the most complex ideas. Besides, let the learners make inquiries for more clarity.

The findings of the current study proved that effective teachers use different perspectives of language as well various teaching methods and styles in order to help students to become more effective. As Vygotsky (1978) underscored the role of language and culture in intellectual development and in the ways see the world and asserted that they give systems through which we encounter, impact, and comprehend reality. Vygotsky showed the significance of language in learning by exhibiting that in newborn children, communication is a pre-essential to the kid's securing of ideas and language.

As per Vygotsky's theory, dynamic learning requires profoundly skilled teaching that uses an extensive variety of guideline that consolidates scaffolding of undertakings, a profound evaluation for how appraisal can be utilized as a part of the support of learning, and acknowledgment of the requirement for differentiation as learners are at various levels. Analyst and researchers ought to give the students develop information through the medium of language, a learner-focused instructor ought to empower learners to manufacture information through talking, perusing and composing.

The utilization of exchange, talk, and group work is imperative in cultivating entire class understanding. Additionally, learners must understand that understanding is more critical than memorizing. There is more possibility of achievement in building long term understanding as opposed to simply learning facts. They ought to approach lessons along these lines, understanding that they need to effectively 'comprehend' thoughts as opposed to simply recollect truths, and that achievement relies on upon their willingness to make errors, to take part in discussion, to realize and acknowledge they are once in a while wrong, and to learn from each other.

CONCLUSION

The findings of the study showed that the effective teachers' behaviors should use different teaching methods and approaches in the classroom and they should integrate technology in teaching. In addition, the findings of the study provided evidence that effective teaching behavior is regarded as a useful different teaching strategy in classroom to enhance students' learning process. Clearly demonstrated the characteristics of effective teachers' behaviors as well as the effective teaching behaviors perceived as important by students at students in university of Benghazi Alabyer campus . It is recommended to researchers to use a different research method in order to gain in-depth data for the purpose of this study. Moreover, researchers can use other research instruments such as: close-ended questionnaire or observation in order to look at the data from different perspectives.

REFERENCES

Aschenbrener, M. S. (2008). *Analysis of creative and effective teaching behaviors ofuniversity [sic] instructors* (Doctoral dissertation, University of Missouri--Columbia).

Gablinkske, P. B. (2014). A case study of student and teacher relationships and the effect on student learning. Doctoral Dissertation, *University of Rhode Island*.

Kirkwood, A., & Price, L. (2013). Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. *British Journal of Educational Technology,* 44(4), 536-543.

Marshall, C. R., & Hobsbaum, A. (2015). Sign-Supported English: is it effective at teaching vocabulary to young children with English as an Additional Language? *International Journal of Language & Communication Disorders, 50*(5), 616-628.

Merriam - Webster. (2011). Retrieved January 10, 2011, from http://www.merriam-webster.com/.

Percy, B. R. I. D. G. E. T. (2012). Concept of thresholds: Key to self-efficacy and effective teaching in higher education. *New Zealand journal of teachers' work*, 9(2), 119-123.

Shepherd, K. M. (2009). Effective teaching in higher education: The community college connection. Pro Quest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.

Skinner, B. F. (1938). *The Behavior of organisms: An experimental analysis*. New York: Appleton-Century.

Vajoczki, S. (2008). Effective teaching & teaching evaluation practices: Doctoral Dissertation Wilfrid Laurier University.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.`qqqq