

Prospective EFL Teachers' Perceptions of the Teaching Practice Experience at AUST

Yehia Ahmed Al Sohmani
English Department, Ibb University,
Yemen

Abstract:

This study intended to explore prospective EFL teachers' perception toward the Teaching Practice (TP) they have experienced during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology (AUST) in the UAE. It seeks answers mainly to questions related to the prospective teachers' perception on: 1) the TP in general; 2) cooperating teachers (schools' teachers); 3) the academic supervisor and; 4) the school. The data were taken from a questionnaire. The questionnaire consists of 24 close items and three open ended questions. It was distributed to seventy (70) prospective teachers. The findings of the study showed that the participants' perceptions regarding the TP were generally positive. The participants expressed their appreciation of the cooperating teachers, the academic supervisors, and the host schools.

Keywords: Prospective teachers, teaching practice

Introduction

Teacher Educators, accrediting agencies, and administrators view the TP experience as the most significant component of teacher education programs (Soares & Soares, 2002 and Simpson, 2006). It is a crucial aspect of teacher training program. It is the period when student teachers are guided to put into practice the theories and principles of language learning and teaching which they have learnt in the classroom, as they come in contact with real life situations. Furthermore, besides teaching activities, student teachers are exposed to professional activities, which are part of the teacher roles in schools. Clark, Smith, Newby & Cook (1985) and Lemma (1993) consider the teaching experience as one of the most factors which influences the preparation of student teachers. More, the pre-service teacher's preparation is considered "essential in training and helping future teachers develop pedagogical skills" (Slick, 1997, p. 714) Student teachers' relationship with their supervisors, cooperating teachers, and host schools has been considered as the most important part of the teaching experience. This study explores teacher students' perceptions of the TP. A knowledge of these perceptions should enable teacher educators to be sensitive to the 'teaching realities' the participants faced in the schools which are according to Alexander & Galbraith (1997) " universally proclaimed as essential elements in teacher training" (p. 18).

Literature review

Terms like the practice teaching, student teaching, field studies, practicum, internship, infield experience, and so on are used to refer to the teaching practice (Taneja, 2000). The term 'practice teaching/ teaching practice' includes all the learning experiences of student teachers in schools. It has three major connotations: (1) the practicing of teaching skills and acquisition of the role of a teacher; (2) the whole range of experiences that students go through in schools; and (3) the practical aspects of the course as distinct from theoretical studies (See Stones and Morris, 1972).

The importance of the TP for preparing prospective teachers is realized (Guyton & McIntyre, 1990; Johnson, 1996; Farrell, 2001; Crookes, 2003; Walsh & Elmslie, 2005; Simpson, 2006). Providing the student teachers with opportunities to connect between their theoretical knowledge and practical experiences should be the first priority of teacher educators (Yost, Sentner & Forlenza-Bailey, 2000). However, research studies such as those by Ward and Haigh (2004) and Dobbins (1996) have shown that student teachers' learning in the practicum is complex.

The TP has been viewed as critical to the development of trainees. It is their first hands-on experience with teaching. It creates opportunities for trainees to develop their pedagogical skills. For Hascher, Cocard, and Moser (2004, p. 626) the TP 'is the best way to acquire professional knowledge and competences as a teacher'. It provides trainees the opportunity to utilize the various teaching methods in actual classroom conditions under the close supervision of competent and experienced teachers. According to Richards (1990), Grandall (1994), and Johnson (1996), integrating extensive and intensive practical experiences throughout teacher education programs provide student teachers with opportunities to link theory to practice. Further, the TP experience plays a significant role in forming of trainees' perceptions on their role and responsibilities as future teachers (Harlin et al, 2001). Thus it sets the stage for success or failure in student teaching and a trainee's future in education may be determined by what happens during their training period. Student teachers consider the TP experience as the most

significant element in their programmes (Zeichner, 1990). Quite often trainees claim that they benefit more from spending time in the field watching others teach than from attending sessions at the university or colleges. This has been supported by Tsui (2003) in her discussion on teachers' personal values and beliefs. She claims that teachers consider classroom experience the most important source of knowledge about teaching.

A large part of the TP literature has focused on the role of the associate teacher and been viewed as critical in developing student teachers career (Guyton, 1989; Glickman & Bey, 1990; Cameron & Wilson, 1993; Burgess & Butcher, 1999; Mayer & Austin, 1999; Feiman-Nemser, 2001; Hayes, 2001). Ball (2000) has indicated that learning how to teach depends on how an associate teacher helps the student teachers to understand the links between subject matter knowledge and pedagogy. Mayer and Austin (1999) also stressed the important role the associate teacher played in helping student teachers negotiate their own professional identities within a reflective and goal directed framework. Adey and Speedy (1993) and Hawkey (1998) also emphasized the significant role that both practicum supervisor and a cooperating teacher may play in the success of student teachers in their teaching practice experience. For Booth (1993), the cooperating teacher is perceived as the most significant person in the student teachers' experiences. Emans (1983) and McIntyre (1984) also consider the influence of the cooperating teacher on student teachers as effective as much if not more than any other person in pre-service teacher education.

Studies related to the student teachers' perceptions (Williams, 1989; Divins, 1991; Wilson & Cameron, 1994) have reported that the role and the quality of the host schools are factors contributing to the success of the TP experience of the trainees. Further, Kelly' study (1993) has found that the majority of the conceptions of teaching developed during the practicum are based on the school's practices and procedures rather than models of teaching promoted in university or college classes.

It is recognized that reflection and the linking of field experiences to theory require a lengthy time commitment of both university lecturers and students (Wentworth et al, 1999). However, it seems that it is difficult for universities' faculty/staff to maintain adequate time and school visits. Even when a trainee is seen in the host school by an academic lecture (i.e., university lecture), discussion often takes short time and usually focuses on immediate classroom practice and events of the school day (Wentworth et al, 1999). Another problem dealt with in the practicum literature is the lack of integration between the student teaching experience and the university academic courses (Hoy & Woolfolk, 1989; Schlagel et al, 1996; Cohen, 1999).

The purpose of a 'university supervisor' is to endeavor to make some connections between the two contexts of the school and university. Nevertheless, it is observed that supervisory visits are made, sometimes, by part-time staff who have not taught university courses and therefore they face difficulties in making links between theories and practice. Hamlin (1997) has also discussed the disconnection between the university faculty and the cooperating teacher.

The AUST TEFL Program

TEFL program at AUST is a four-year program, which awards the students a B. Ed degree. This program went through considerable development in the last few years in order to meet the accreditation requirements and uphold its academic responsibilities towards the society and its candidates. Therefore, it is considered one of the fewest accredited programs in the Middle East. It aims to prepare prospective TEFL teachers in personal, professional, and

specialist competencies simultaneously in the same setting in order to provide "the local society and educational institutions with qualified teachers of the English language" (AUST, 2005, p. 118).

A significant part of this program is the TP. It is a 9-credit hour course which students register for in the final semester of their undergraduate study. They are required to be trained for a full semester (i.e. 16 weeks). It is treated as an experience not to be taken before completing significant courses related to language, pedagogy, and personal development.

At the beginning of the first/second semester of the fourth year, trainees are placed in host schools with an experienced English teacher, who is appointed as a cooperating teacher to practice teaching English for a whole semester in their final semester. The main requirement of the trainees in the practicum is to observe their cooperating teachers teach in their classrooms and gradually to start teaching on their own. This usually starts after a short period of getting acquainted with the school. The trainees are assessed by their academic supervisors and cooperating teachers who serve as mentors^{as} well as assessors. The university supervisor has the lion's share regarding grading trainees (70%), 20% for the cooperating teacher and 10% is for the school director (AUST, 2007). It is ensured that trainees are provided with school environment where they can put into practice what they have learned throughout their course of study.

The schools in which the students are placed are both public and private schools. The majority of the teachers in these schools are from other Arab countries. Many of these teachers might not even have received any effective preservice training themselves (Loughrey et al., 1999). Further, these teachers, according to Alwan (2007) are overloaded with school work duties.

The Aim of the Study

This study tries to determine the perceptions of the TEFL student teachers regarding their teaching practice experience hoping to provide the researcher and the concerned parties some insights to understand the strength and weaknesses of the TP component and thus, consequently, contribute to its improvement.

Study Questions

1. How do prospective teachers perceive/evaluate the TP in general?
2. How do prospective teachers evaluate the cooperating teachers?
3. How do prospective teachers evaluate the academic supervisor?
4. How do prospective teachers evaluate the host school?
5. What remarks and suggestions would the participants make concerning the TP?

Significance of the Study

This study is considered the second one conducted on the TP of the Faculty of Education of AUST whose results would provide valuable data to both applied linguists and decision-makers in making changes and improvements in the teaching practice component. Moreover, this study is the only study which includes open ended questions which may give more insights into the process of the TP.

Statement of the problem

Faculty of Education at AUST has encouraged evaluation and improvement attempts, specifically in the development of its research and accreditation process. TEFL program of AUST is one of the programs in the UAE which should always comply with the accreditation needs stated by the Ministry of Higher Education; therefore, follow up evaluation of their practices is essential. Further, providing a quality education for those who will be teaching at the Gulf schools can be only achieved through consistent and systematic evaluation of teacher preparation.

Limitations

This study is limited to the population surveyed: TEFL student teachers in the Faculty of Education, AUST, UAE. However, the insights gained from this study can be worth taking into account in similar programs in the UAE and other Gulf countries.

Methodology

The instrument

The instrument of this study is a questionnaire. It underwent a four-stage process. First, the researcher surveyed related literature. Second, a first draft was created; it consisted of 36 items. Third, it was given to six members of the educational and TEFL departments at Ajman University, who are experts in educational research, evaluation, and TEFL education to ensure face and content validity. Fourth, guided by the experts' comments and notes, a final draft was developed. It consisted of two parts: the first one included 24 closed items and the second part included three open ended questions. The closed items of this instrument were tested for the internal consistency reliability estimate by using Cronbach's alpha, which yielded 0.88. The first part of the questionnaire was designed on a 5-point Likert-scale ranging from "Strongly Disagree" to "Strongly Agree" with values 1-5 assigned to each alternative.

Participants

The participants of the study were 75 female student teachers from AUST, TEFL Department at Ajman and Fujairah campuses, who had done the teaching practice. They were selected on the basis of their availability. Seventy (70) participants returned the questionnaire.

Data Analysis

The data analysis was conducted by using SPSS 10.0. The basic descriptive statistics (mean and standard deviation) and frequency accounts were computed for all the data. The mean was computed for determining the extent to which the participants agreed or disagreed with the items referring to the TP and the factors affecting it. Standard deviation was used to measure the homogeneity or heterogeneity of responses for each item. The frequency accounts were used to calculate the answers gathered from the open-ended questions.

Results and Discussion

As mentioned earlier, simple descriptive statistics, means and standard deviations, were used to analyze the responses. The results and discussion for this study are reported on the bases of the key questions that were formulated for the study.

Question One

How do prospective teachers perceive/ evaluate the TP in general?

As seen in Table 1, given below, the results of the perceptions' participants regarding the teaching practice were generally positive, this can be seen from the total mean scores (3.90) of the statements (i.e. items 13, 5, 9, 15, 16, 19) meant to answer question 1.

Most of the participants of this study strongly agreed (Mean=4.43) that the teaching experience developed their teaching and classroom management style, and also they strongly showed their satisfaction with the teaching practice experience (see the mean scores of item 5). This is similar to the findings of the study conducted by Hoffman et al. (2005) which emphasized the value of pre-service programmes on teachers' effective teaching experiences. Moving from the university to host schools had been one of the concerns of the researcher, who used to train students teachers in UAE for eight years. It was expected that the participants would strongly disagree with the statement number 9 due to the traffic jam and the long distance between the university and most of the host schools. However, as shown from the mean score (3.35), they considerably agreed with the statement. That is, they considered it not a problem. It could be because they used to commute by the buses of the university, which according to the experience of the researcher were convenient.

The participants' perceptions concerning the sufficiency of the periods observed by supervisors were positive as well. As shown in Table 1, the mean scores of item 15 is quite high, 3.82. Further, as indicated from the mean scores, 4.25, of item 16, the majority of the participants taught more than three periods, which could imply that these student teachers highly valued the quantity of the periods a week they taught.

The length of the TP was not highly valued as the quantity of periods taught every week by participants (see the mean scores, 3.5, of item 19), However, it could still be considered reasonable for what was expected by the researcher, who used to hear trainees complaining about the length of the TP as being not enough. This result is remarkable as it fulfills the most important component of the TEFL program at AUST, the practice side, which according to Richardson (1996), could shape prospective teachers' conceptions about teaching, learning and school contexts since they complete their field-based components with positive gains and experiences.

Table1*Means and Standard Deviations of Participants' Perceptions Regarding the Teaching Practice*

Statements	Means	SD
13 The teaching practice experience developed my own teaching and classroom management.	4.43	0.70
5 I was generally satisfied with the teaching practice experience.	4.05	0.98
9 It was very easy for me to move from the university to school.	3.35	1.29
15 The number of periods observed by the supervisors were sufficient to evaluate my teaching.	3.82	1.07
16 I taught more than three periods a week.	4.25	1.16
19 The length of the teaching practice was adequate.	3.52	1.20
TOTAL AVERAGE SCORES	3.90	1.07

Question Two*How do prospective teachers evaluate the cooperating teachers?*

As reviewed in Section 2, a need for positive, personal and professional relationships between the cooperating and the student teachers to ensure the success of the TP experience is emphasized.

Five statements were used to measure the perceptions of the student teachers regarding their cooperating teachers. As shown from the total mean scores of these statements, given in Table 2, the student teachers high level of satisfaction regarding the overall quality of the cooperating teacher's performance was obvious. This result contradicts what was usually held that the participants would not favour the cooperating teachers due to complain some prospective teachers used frequently to repeat.

The participants strongly agreed that the cooperating teachers were very experienced, friendly, beneficial, cooperative and provided frequent and valuable feedback during the TP. In other words, continuous and daily accompaniment of the student teachers' practices, the overall support given to their learning to the teaching process, or the important values and knowledge conveyed by this experienced professionals teachers were clearly appreciated and referred to by the prospective teachers. Such positive perceptions of the effectiveness of the cooperating teachers can play a very important role in motivating student teachers to try to benefit from the TP experience. They are encouraged to seek help, support, gain experience that may directly or indirectly prompt them to take responsibilities, which were indicated by Nolan and Francis (1992) as an important factor in the learning process, without hesitation or fear.

Table 2

Means and Standard Deviations of Participants' Perceptions Regarding the Cooperating Teachers

	Statements	Means	SD
12	The school teachers were very cooperative.	4.14	.97
6	The school teachers provided frequent and valuable feedback regarding my teaching.	3.97	1.02
18	I observed experienced teachers at the school .	4.45	.62
20	The school teachers were friendly .	4.43	.80
23	I benefited a lot from the school teachers.	4.22	.96
TOTAL AVERAGE SCORES		4.24	0.87

That is, the more the trainees have positive attitudes towards the cooperating teachers, the more they make efforts in learning from them how to develop their teaching, which, as mentioned earlier, is one of the main sources. This result supports Cooper (1999) who argues that supervision is a one-to-one relationship where the cooperating teacher and student teacher work together. Guyton and McIntyre (1990) also argue that when cooperating teachers are prepared for their supervisory roles, student teachers develop more positive attitudes which may lead to favor the career in future in general because the student teaching experience plays a significant role in the formation of attitudes and perceptions of preservice teachers regarding their roles and responsibilities as future practitioners. Moreover, Li and Zhang study's (2000) found that preservice teachers who perceived their cooperating teachers' to be highly efficacious had significantly higher general teaching efficacy than their counterparts.

Question Three

How do prospective teachers evaluate the academic supervisor?

To answer this question, six statements were used. They are, as shown in Table 3, items 1, 2, 4, 7, 12, and 22. They scored generally remarkable high means. This result indicates that the participants' perceptions regarding their academic supervisors, like their perceptions toward the cooperating teachers, has been found to be very positive. They strongly agreed that the supervisors: 1) allowed them to try new ideas, 2) were helpful, objective, fair and competent, and 3) provided them with:

- a) enough guidance both before going to school or teaching each lesson.
- b) direct and clear feedback.

This result is really great as it indicates that the role of the academic supervisors has been very effective as it is aimed in the University Teaching Practice manual and therefore the TP experience has been generally done well. The trainees get enough freedom to try/practice theories and ideas they have studied at the university and as a result, course works can be connected with practice especially when the academic supervisors were found helpful, fair and objective in assessing the trainees. As Feedback is regarded essential in the development of the

trainees' professional, personal, and procedural skills, these supervisors used to provide adequate feedback regarding the lesson preparation before and after teaching each lesson, would definitely allow the trainees to learn a lot from the TP for lessons' preparation process involve these trainees to think, generally speaking, about every single step they follow in dealing with each teaching point and this will have a great impact on the development of their practicum experience. This result supports Zeichner (1990) who indicated that consistent feedback is very significant.

Table 3

Means and Standard Deviations of Participants' Perceptions Regarding the Supervisor

Statements		Means	SD
1	My supervisor was helpful.	4.34	.74
2	I got enough guidance from my supervisor before teaching each lesson.	3.74	1.16
4	The supervisor was objective and fair.	4.03	1.02
7	My supervisor provided direct and understandable feedback.	4.17	.86
12	I had enough guidance from the supervisor before starting teaching at the school.	4.02	.96
17	The supervisor was competent .	3.88	.98
22	My supervisor allowed me to try new ideas in teaching.	4.46	.79
TOTAL AVERAGE SCORES		4.09	.92

Question Four

How do prospective teachers evaluate the host school?

As argued in Section 2, the host school is considered very important in the success of the teaching experience. One of the objective of the present study was to explore the student teachers' perceptions of the host school by using five statements (i.e. items 5, 8, 9, 10 and 24). Looking at the data obtained from the descriptive analysis-means and standard deviations-given in Table 4, the participants showed very favorable perceptions towards the host school. They strongly agree that during the teaching practice they felt that they were acceptable members of the host schools. This is seen from the mean scores of item 24 (4.20). Similarly, as shown from the means scores of items 9 and 10 (4.17 and 3.90), the participants strongly appreciate the schools for providing them with the teaching materials. The response of item 8, whose mean score was high as well, statistically justifies clearly the student teachers' level of satisfaction and appreciations of the schools' appropriateness and effectiveness for the teaching practice. Such result is significant as it implies the positive role played by the schools which in turn may leave a

positive effect, in the short and long run, on the trainees to: (1) be actively involved in teaching practice as well as in the school activities (2) have good and motivating impression about the work in schools in general. Talvitie et al. (2000) have stressed that carrying out practicum within an atmosphere of friendship and trust strengthen trainees' confidence and encourages them to experiment with new innovative teaching techniques.

Further, as seen in Table 4, item 8, the participants strongly agreed that the schools cooperated significantly with the university as well. This result indicates that the schools have realized their roles for the success of the training and that the university supervisors as well as the concerned members of the faculty of education have succeeded in establishing a good working relation between the university and the host schools.

Table4

Means and Standard Deviations of Participants' Perceptions Regarding the host School

	Statements	Means	SD
5	The school cooperated well with the university .	4.06	0.77
8	The school environment was appropriate for the teaching practice.	4.05	1.05
9	The school gave me the textbooks needed (course books and workbooks) for my student teaching practice.	4.17	0.80
10	The school gave me the teacher's book needed for my student teaching practice.	3.90	1.03
24	During my student teaching practice experience, I felt that I was an accepted member of the school team.	4.20	0.78
TOTAL AVERAGE SCORES		4.08	0.87

Question five

What remarks and suggestions would the participants make concerning the TP?

The answer of this question was based on the results got from the open-ended questions in order to get more insights to the teaching practice by allowing the participants to write freely about the strong and weak sides of the TP experience and to suggest how to improve it.

All participants, who have answered these open-ended questions, reaffirmed their positive perception regarding the TP and the other related factors i.e. supervisors, cooperating teachers, and the school. As seen in Appendix A, a number of participants have appreciated the school, being trained how to deal with children, helpful school teachers and students, and helpful and cooperating supervisors. Further, these participants have expressed their perception in favour of the TP and the related factors. This strengthens the result gained from the analysis of the 24 closed items. At the same time, it indirectly shows the prospective teachers' awareness of the role of the TP experience by mentioning significant points such as:

1. Acquiring new experience to apply in the teaching field.
2. Meeting new people with different personalities.
3. Having enough time to get more experience.
4. Freedom to take responsibility.

5. Applying teaching, I applied what I was taught at the university. I learnt a lot from observing the school teachers.
6. Experimenting with new ideas.
7. Having the opportunity to evaluate my way of teaching.
8. Being creative in teaching and making materials.

Farther, they provided remarkable suggestions which again show the awareness and understanding of the importance of the TP. As shown in Appendix B, they suggested:

1. Extending the time of the teaching practice.
2. More practice /training on writing the lesson plan.
3. Teaching practice should be more than one course.
4. Dividing the teaching practice into three courses, starting from the second year.
5. Providing student teachers with more background before they go to school.
6. Providing student teachers more chance to observe lessons.
7. Extending the teaching practice to two semesters.

However, as seen in Appendix C, some prospective teachers in this study pointed that they did not like certain things related to the TP such as the principles of school as he/she used to ignore them, taking courses with the TP, practicing teaching in one grade and so on.

Conclusions and Recommendations

The purpose of this study was to investigate the perceptions of the student teachers regarding the teaching practice. The findings of the current study showed that the majority of the participants strongly agreed that the teaching practice experience, school teachers, the academic supervisor, and the host school were effective. Nevertheless, certain participants suggested, in the open-ended questionnaire, the extension of the duration period of the teaching practice, more practice/training of the lesson plan, making the teaching practice more than one course and dividing it into three courses.

Based on the results of this study, an increase in the duration of teaching practice exercise in the TEFL department may be recommended, as a longer period would provide ample time for the practice of professional activities associated with teaching by trainees. Furthermore, it is recommended to carry out the following studies:

1. The relationship between cooperating teachers and student teachers and the relationship between the academic supervisor and the cooperating teacher.
2. The perceptions of the teaching practice cooperating teachers, supervisors and schools principals may help in achieving in depth insights of the effectiveness of the teaching practice.

About the author:

Yehia Ahmed Al Soh bani, received his PhD degree (Pune University) in English Language Teaching in 1997. He is currently an associate professor in Ibb University, Department of English, Ibb, Yemen. His research interests are language teaching and learning, language learning strategies and teacher education.

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Appendix A: The points which the prospective teachers liked most about the TP

Item No.	POINTS	Item No.	POINTS	Frequency
1	The suitable school atmosphere.	5 2	Practicing all the teaching methods.	1
2	The helpful school teachers.	5 2	New environment.	1
3	Learning how to deal with children.	4 2	Developing my teaching.	1
4	The helpful school students.	4 2	Experimenting with new ideas.	1
5	My supervisor who was helpful and cooperative.	4 2	The textbooks were flexible and easy to get.	1
6	Feeling self-confidence.	3 2	Sharing experience.	1
7	The availability of the teaching aids like computers, and printers which make the preparation of the materials and the teaching experience easy.	3 2	The adequate length of the teaching practice which was useful for me because it allowed me to gain a lot of different ideas that I could use in teaching.	1
8	Acquiring new experience to apply in the teaching field.	3 3	The school teachers were cooperative and gave a lot of ideas.	1
9	The school teachers helped me to create more new activities and use strategies.	2 3	Gaining some skills and benefit from others' experience to correct our mistakes.	1
10	Meeting new people with different personalities.	2 3	Having the opportunity to evaluate my way of teaching.	1
11	Learning how to manage the class.	2 3	Knowing strong and weak points of my teaching.	1
12	Being free to choose the school I wanted.	2 3	We taught daily and as real teachers.	1
13	Observing good teachers	1 3	Small number of students.	1
14	Teaching a whole period by myself.	1 3	Dealing with students made me feel happy.	1

1 5	Meeting the headmistress.	1 3	7	The experience I will not forget.	1
1 6	Freedom to take responsibility.	1 3	8	Teaching children.	1
1 7	Having an idea about the situation in the school.	1 3	9	Being creative in teaching and making materials.	1
1 8	Having enough time to get more experience.	1 4	0	The cooperation of the headmistress and supervisor.	1
1 9	The teaching practice was much easier than the course we studied at the university.	1 4	1	The supervisor and the cooperating teachers because they enlightened me during the teaching practice.	1
2 0	The classroom and playing games with students.	1 4	2	Learning how to teach some lessons.	1
2 1	Everyone in the school welcomed me, I could apply what I learnt. It encouraged me to create more new activities of teaching.	1 4	3	Applying teaching, I applied what I was taught at the university. I learnt a lot from observing the school teachers.	1
2 2	School teachers were cooperative and friendly.	1 4	4	The relationship between teachers and students.	1

Appendix B: Prospective teachers' suggestions for the improvement of the TP

No.	SUGGESTIONS	Frequency
1	Extending the time of the teaching practice.	7
2	More practice /training on writing the lesson plan.	4
3	Teaching practice should be more than one course.	4
4	Dividing the teaching practice into three courses, starting from the second year.	4
5	Providing student teachers with more background before they go to school.	3
6	Providing student teachers more chance to observe lessons.	3

7	Extending the teaching practice to two semesters.	3
8	Having more periods to teach.	2
9	Having more micro teaching at the university before going to school.	2
10	Having more meetings between trainees and teachers to discuss the problems the trainees face during the TP.	2
11	Adding the time of the teaching practice to be more effective and introducing it gradually.	2
12	Supervisors should focus on activities especially at schools.	1
13	The teaching practice must be at least two courses.	1
14	The trainer should treat the student teacher as a trainee not as a teacher or an expert.	1
15	The headmaster should know how to deal with trainees.	1
16	Making sure that the supervisors do their job honestly.	1
17	Ensuring that student teachers apply what they have learnt through practicing creating activities, worksheets, preparing exams and tests.	1
18	Being consistent regarding assessing the trainees.	1
19	More cooperation between the school and the university.	1
20	Having the instructional means and equipment which aid the teacher to accomplish the lesson.	1

Appendix C: The points which the prospective teachers did not like about the TP

No	POINTS	Frequenc y
1	The principles of school were not friendly and they used to ignore us all time.	2
2	Having courses with the teaching practice.	2
3	Practicing teaching only in one grade.	2

4	Going to school without guidance from the supervisor; we had no clear guidance how to teach, deal with problems and how to evaluate the class.	1
5	The school was not prepared to have us.	1
6	Doing many activities at schools.	1
7	Lack of equipment and materials.	1
8	Moving from school to the university.	1
9	The school and the school teachers were not helpful.	1
10	The school teachers were not cooperative enough.	1
11	The school and school teachers did not have an idea about the nature of the teaching practice.	1
12	Our supervisor was not helpful.	1
13	The school was far away.	1
14	I taught the same stage (it is better to teach primary and secondary).	1
15	There was not enough time for discussing and evaluating our teaching.	1
16	It took us a long time to adapt with the members of the school.	1
17	I faced difficulties in managing the class/ managing the time of the period.	1
18	Dealing with pupils.	1
19	Practicing with the same group of student-teachers and with one cooperating teacher.	1