

Problems of Pre-service Teachers during the Practicum: An Analysis of Written Reflections and Mentor Feedback

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Abstract

Knowledge of pre-service teachers' problems during the practicum is supremely important to the design and implementation of an effective field experience. Based on this, the current study aimed to explore the most frequent problems of a cohort of English as foreign language (EFL) beginning teachers ($n = 60$) enrolled in a training program. Results of an in-depth content analysis of post-lesson written reflections ($n = 1511$), mentor feedback ($n = 1624$) and end-of-each-practicum reports ($n = 337$) reveal 23 frequent problems with teaching methodology, class control and time management as the top concerns. Results also indicate that trainees' development seems to go through five distinct stages. These findings offer for the first time an insight into the most pressing needs of Moroccan EFL pre-service teachers. Interpretations of the results and recommendations are discussed in relation to the context of the study.

Keywords: journal writing, mentoring, practicum, reflection, training

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