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Fourth Year College Teaching Practice Challenges from Student-teachers', Supervisors' and School Principals' Perspectives

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Keywords: <ul style="list-style-type: none">- Teaching practice- practicum- observation- challenges of teaching- Supervision	Abstract <p>The present research attempts to find out the main challenges and problems faced by university fourth year students (henceforth called student-teachers) in their teaching practice. The sample of the study are 100 fourth year students at the English department, college of basic education and college of education at Salahaddin university during their teaching practice period. For data collection, two instruments have been used: a twenty seven close-ended item questionnaire and a seven open-ended questions interview for the student-teachers. The questionnaire consists of 27 items divided into three parts (student-teachers, supervisors and administrative). The interview consists of seven open ended questions. The collected data, then, are analyzed both quantitatively and qualitatively. The results show that fourth year college students face three main challenges in teaching practice, lack of sufficient linguistic and teaching-related knowledge prior to actual teaching at schools, shortage of teaching practice duration, unavailability of teaching aid and administrative support from schools, student-teachers' and pupils' English level for understanding English instruction in class.</p>
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تحديات ممارسة التدريس بالكلية في السنة الرابعة من وجهات نظر
الطلاب والمشرفين ومديري المدارس

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الخلاصة:	الكلمات الدالة: -
يحاول البحث تحديد التحديات و المشاكل التي يواجهها طلاب المرحلة الرابعة في الكليات اثناء فترة التطبيق. تتكون نموذج البحث من 100 طالب في قسم اللغة الانكليزية في كلية التربية الاساس في جامعة صلاح الدين لسنة الدراسية 2019-2020. تم استخدام اداتين لجمع البيانات: استبيان مكون من 27 فقرة و مقابلة مكونة من 7 سئلة مفتوحة. تم توزيع الاستبيان على الطلاب و المشرفين و مدراء المدارس.تمت معالجة البيانات احصائيا من ناحية الكمية و النوعية.اظهرت النتائج بأن الطلاب يوجوهون ثلاث مشاكل و تحديات رئيسة و هم كالاتي: عدم كفاية المعلومات اللغوية و معلومات تتعلق بكيفية التدريس قبل البدء بالتطبيق و عدم توفر وسائل الايضاح في المدارس و مستوى منخفض للطلبة الموجودين في المدارس حتى يتمكن المطبق التدريس بالبلاغة الانكليزية.	- ممارسة التدريس -التدريس العلمي -المشاهدة -تحديات التدريس - الاشراف <u>معلومات البحث</u> <u>تاريخ البحث:</u> الاستلام: 2020-12-16 القبول: 2021-1-17 التوفر على النت

1.Introduction:

Teaching is not a straightforward profession. It requires years of studying and more specifically needs a great deal of practice. When it comes to teaching languages, it becomes yet more difficult and challenging. In the field of foreign language teaching, the challenges are even more. Hence, for teaching to succeed, there is need for practice.

According to Farrell (2007:33) practice is very important for teachers because they learn more about their future career, namely teaching. But starting the profession of teaching is not so easy to accomplish, there are definitely challenges and issues that need to be addressed. The best time to address these challenges and try to practice on how to deal with them, is the study time prior to graduation.

An integral component of teacher education, training and preparation is teaching practice. It affords student teachers experience in the actual teaching and learning environment. The major focus of teaching practice is for teachers to bring theories and ideas developed about teaching into practice in actual classroom settings. This qualitative study investigated the challenges encountered in the teaching of English

language during the teaching practice by the student teachers. The study examines some challenges faced by student teachers during their professional teaching practice, these include among others; school placement, resources, learners discipline and classroom management, supervision and support, and observations. It further employs reflectivity approach by considering the student teachers' reflections after their lessons. Four questions were posed as a guide to the reflections written by the student teachers. The data was thus analyzed through the use of content analysis and the findings suggested an exposure of the student teachers to a learning environment in which they can contextualise the theoretical knowledge they gathered during their training. The study therefore recommends that students should have a multiple pre-service training before they complete the program.

This study explored the concerns of a group of student-teachers during a period of school placement for teaching practice. Nine main areas of concern were identified. These were: not being regarded as a real teacher; dealing with disruptive behaviour; becoming a disciplinarian; getting the teaching right; getting the planning right; teaching about sensitive issues; coping with a heavy workload; having too little preparatory teaching practice; and being assessed. In addition, three main categories of accomplishments were identified. These were: taking responsibility; developing confidence; and creating an orderly classroom. The paper also considers the implications of these findings for improving the quality of initial teacher education.

2. Background Knowledge:

2.1 Teaching Practice: An Overview

A practicum is part of a class, whereas student teaching *is* a class. Student teaching is designed to allow pre-service teachers to practice and refine their teaching skills in a regular classroom experience. Student-teachers work closely with college supervisors and experienced teachers to learn how to promote student learning.

Student teaching encompasses a broader scope of responsibilities than a practicum. The student is expected to assume all teaching responsibilities in the classroom, as well as to engage in non-classroom duties such as developing lesson plans, grading tests and homework, interfacing with parents, and attending staff meetings and school events.

According to Abu Omar et al.(2018:48) the concept of teaching practicum refers to 'the practical side of the student teachers preparation and qualification programs that provide student teachers with needed knowledge and skills to perform teacher's roles and responsibilities, where the student teachers practice these roles and responsibilities in the classroom or outside the classroom under the supervision of the university practicum supervisor in collaboration with the school administration and teachers' (2018:49). There is a kind of consensus that teaching practice can be considered as a key concept in any related programs to teacher education(Glickman & Bey 1990:49, Mckntyre,Byrd & Foc 1996:76). This is due to the fact that teaching practice gives new experience to the learners during their participation in teaching. Furthermore, it helps in having a better understanding of teacher trainers role in the process and even may change their attitude and perspective about education in general (Hnadal & Lauvas 1987).

2.2 Teaching Practice at University Level:

Teaching practice at universities in the whole country including Kurdistan region is an independent module at the final year of colleges of Education and basic education. It consists of two parts, namely observation and teaching practice.

A. Observation/Viewing:

As an independent module in the English departments at College of Basic Education and College of Education, ' *Observation and teaching practice* ' are found in the first(observation) and second semester(teaching practice) in the fourth year. The module is designed to acquaint the students with the teaching and school atmosphere and give them an opportunity to have a hand-on experience. In the first semester, students are given some general concepts of teaching, observation criteria in the first two weeks and familiarize them with what is required from them when they observe a class or a teacher. The department usually assigns a teacher or more to give out these information and to follow-up and organize school visits , group students and address other observation issues. Each week students are required to visit a school (one full day) and observe as much as they can from that day. This goes on till around the first week of January every year. This will equip the student-teachers with the knowledge about the teaching techniques, classroom management, school atmosphere , the lesson plans of the teachers and the child or adult behavior in class. This observation part is an inseparable part of the module and also carries marks.

B. Teaching Practice:

To get a Bachelor of Arts or Bachelor of Education degree at colleges of education and basic education in Iraq and Kurdistan region, a student needs to pass in observation and teaching practice which both together constitute a complete module with credits that appear on graduates mark transcripts. This teaching practice part consists of 45 days actual teaching in basic schools grade 1-9 and kindergartens (K1 and K2) for students of college of basic education and college of education. During this period , which usually covers the last week on January , whole February and first two weeks on March, student-teachers will start actual teaching process including planning lessons, actual class delivery , designing quizzes and exams, invigilation of exams, scoring the exam sheets and even helping the schools management in certain issues. So, they become real teachers and take up all the teacher responsibilities during teaching practice. To guarantee the success and observe process of the teaching practice at schools, students-teachers are expected to be visited by two supervisors (a scientific and an educational supervisor) during teaching practice and sit in their classes and give them feedback. The school principals are also required to follow-up the student-teachers performance and submit their assessment to the college and scientific departments in a sealed envelop as it contains student-teachers' marks as well.

The distribution of the marks of the whole 'observation & teaching practice' module is as follows:

Teacher of Observation: 30%

Scientific Supervisor: 30%

Educational supervisor:30%

School Principals:10%

3.Previous studies:

There have been several studies on observation and teaching practice around the world, but the programs differ from one country into another. So, some previous studies will be presented below:

Le (2013) conducted a study on teaching practicum as part of a TESOL program. Le found that teaching practicum is one of the important aspects that greatly contributes to the process of learning how to teach. Yet, the reality of teaching practicum far reached the expectations of learners. Instead of applying what students learn at universities, students often imitate the way their school teachers teach. In this case, the process of learning how to teach seems to be the process of transferring teaching methods from experienced teachers to “apprentice teachers”. Essential factors like reflection and collegiality which play an important role in professional development are not actually found in teaching practicum. Therefore, the process of learning to teach in teaching practicum becomes an isolated action. Le’s (2013) study is useful in highlighting the challenges of teaching practicum, but it fails to suggest appropriate solutions to shortcomings found in the teaching practicum.

All in all, there is a gap that needs to be bridged in the field of teaching practicum so that a comprehensive understanding on what really happen in teaching practicum is provided,

4. Methodology

4.1 Population and Sample:

The study deals with English department fourth year students, scientific and educational supervisors at the English department at college of Basic Education and Education at Salahaddin University and the school principals in Erbil city centre.

One hundred student-teacher were randomly selected, twenty-five supervisors, both scientific and education, were selected along with twenty-five school principals for the questionnaire

For the interview, 20 student-teachers, 10 educational supervisors, 10 scientific supervisors, 10 school principals were selected.

4.2 The Objectives:

The study aims at:

- 1-Identifying the challenges of teaching practice from student-teachers’, supervisors’ and school principals’ perspectives.
- 2-Categorizing the challenges as per relevance to teaching material
- 3-Suggesting solutions for the challenges
- 4-Making recommendations for the English department to prevent the challenges in the future.

4.3 The Hypotheses:

It is hypothesized that student-teachers of the English department face various types of challenges during teaching practice.

It is also hypothesized that certain challenges are due to the nature and teaching method of the teaching practice material before students start teaching practice.

4.4 The Research Tools:

A thirty-three Likert-scale item questionnaire was designed for students-teachers. But after showing the items five jury members, this tool was modified and only twenty-seven items were found in the final version. For achieving the reliability of the tool, test-retest method was adopted. The questionnaire reliability was 0.65 which is acceptable. The questionnaire consists of three parts. Part one consists of ten items which are related to student-teachers. Part two consists of ten items which are prepared for scientific and educational supervisors. Part three consists of seven items which are directed to school principals.

A seven open-ended item interview was also used to reiterate the results of the questionnaire. Twenty randomly selected student-teachers, ten educational, ten scientific supervisors and ten school principals were randomly selected for interview.

4.5 The Procedure:

In order to collect data for the study, the two tools were administered to 100 fourth year students, 20 supervisors and 10 school principals in the academic year 2019-2020. The data, then, was analyzed utilizing SPSS for the quantitative part to find out the mean and standard deviation and P.Value of the questionnaire items. The interview questions were dealt with qualitatively.

5. Data Analysis and Discussion

The data collected for the study through the questionnaire and the interview need to be analyzed and discussed. The analysis is going to be presented through some tables and figures:

Table 1 shows the results of the first part of the questionnaire which was related to student-teachers.

Part I

For student-teachers

No	Item	M	SD
1	I had sufficient knowledge on teaching methods prior to starting my teaching practice	2.86	1.344
2	I had sufficient content-knowledge in Sunrise program prior to starting my teaching practice.	2.59	1.301
3	I had sufficient educational knowledge in teaching school children prior to starting my teaching practice.	2.69	1.084
4	I was able to write a lesson plan by myself.	3.10	1.246
5	I had knowledge about my role and responsibility during teaching practice	2.86	1.344
6	The teaching practice period is short	2.59	1.301
7	I need further training and practice before coming to schools.	2.69	1.084
8	I need more information on dealing with student errors	3.10	1.246

9	I needed more information about administrative issues of school	2.86	1.344
10	I need more communicative skills to control students and establish relations with the principal and the original teacher.	2.59	1.301

As it can be observed from table (1), teacher-trainers seem to have more challenges and difficulties in item 4 , and 8 . As it can be seen from the mean of item 4 , it is 3.10 which is high . This shows that student-teachers are able to write the lesson plans by themselves in theory but when we look at the other items, i.e. when it comes to implementing the lesson plan in class they have some difficulty and they face challenges. As it is evident from item 8 which has a high mean which is 3.10 as well, this shows that student-teachers need further practice and knowledge in how to deal with pupils' error as they seem to have almost all agreed that this is a difficulty for them.

It can be also observed from the above table that items , (2) ,(6) and (10) all have the same mean which 2.59. Even though the mean is not very high but it shows that student-teachers have no problem with the content-knowledge of the program (Sunrise) , but they see that the practice period is short and they need more knowledge in the communication skills for controlling class and in how to establish relations with pupils and school principals.

As for items (3) and (7) , they both got the same mean which is (2.69). This result shows some contradiction because in item(3) student-teacher state that they have sufficient education knowledge but in item(7) they point out that they need further training and practice.

Concerning items(1),(5) and (9) which got a relatively high mean (2.86), student-teachers state that they had sufficient knowledge on teaching methods prior to starting their teaching practice and they had a clear idea about their roles and responsibilities. They, however , pointed out that they need further information and knowledge about administrative works.

Table 2 shows the results of the questionnaire which is related to both educational and scientific supervisors.

Part II

For Supervisors

No	Item	M	SD
1	The student-teachers were very good in teaching techniques	3.39	0.806
2	The student-teachers were very good in class management	3.07	1.168
3	The student-teachers were very good in dealing with student errors	2.60	1.191
4	The student-teachers were very friendly with the students	2.96	1.326
5	The student-teachers had good relation with the original teacher of the class	3.02	1.133
6	The student-teachers were confident in class	3.09	1.230

7	The student-teachers used up-to-date methods of teaching	2.92	1.324
8	The student-teachers used teaching aids effectively.	3.39	0.806
9	The student-teachers has practical lesson plans	3.07	1.168
10	The student-teachers needed further training at the college.	2.60	1.191

As it can be seen from table (2), the educational and scientific supervisors have different views on the student-teachers performance during teaching practice period. Items (1) and (8) have got the highest mean which is 3.39. These two items are related to the use of teaching techniques and teaching aids. It appears that both scientific and educational supervisors were very satisfied with the student-teachers performance in these two areas. Item (6) got the next level from the highest mean which is 3.09. This item was related to student-teachers' level of confidence.

Items (2) and (9) got the same mean which is 3.07. These two items were related to classroom management and having practical lesson plans. According to the supervisors, the student-teachers perform well in these two areas even though the student-teachers' themselves believe that they have still problem with classroom management and class control.

Item (5) got a high mean as well which is 3.02. This item was related to having good relation between the student-teacher and the original lesson teacher. This is a good indication for both the student-teachers and the original teacher because it shows their enthusiasm and sincerity to their work and profession.

As for item (4), it has got 2.96 and item (7) has got 2.92 which are related to student-teachers' being friendly with the students and using up-to-date methods of teaching. These two positive point show that the age of the student-teachers plays a great role as they can easily establish friendly relations with pupils. The young student-teachers acquaintance with the up-to-date methods of teaching is also a good indication of the study program at their undergraduate studies and their focus and attention.

Finally, item (10) got the lowest mean 2.60 which is still good. But supervisors believe that student-teachers need further training at college .

Table (3) shows the results of the questionnaire items related to school principals.

Part III

For School Principals

no	Item	M	SD
1	The student-teachers were knowledgeable in teaching?	3.22	1.363
2	The teacher-trainer were aware of administration issues?	3.24	1.168
3	The student-teachers were punctual?	2.61	1.134
4	The student-teachers were ready to teach the subjects?	2.69	1.122
5	The student-teachers were cooperative?	3.22	1.154

6	The student-teachers were below my expectations?	3.43	1.253
7	The student-teachers need further practice in teaching?	2.41	1.268

As it can be observed from table (3), item (6) got the highest mean which is 3.43 that is related to school principals' view on the level of student-teachers. Item (2) has got 3.24 as mean which is high and it is related to student-teachers' being aware of administrative issue. This seems contradictory with student-teachers' view about their knowledge on administrative issues.

Concerning items (1) and (5), they both got 3.22 which is high. Item (1) is related to student-teachers' being knowledgeable in teaching from school principals' perspective, whereas item (5) is related to cooperativeness of student-teachers with the school administration.

Item (4) has got 2.69 mean; item (3) has got 2.61 mean and item (7) has got 2.41 mean. These items are related to student-teacher readiness, they were punctual, they need further practice in teaching respectively.

6. Interview Analysis:

As for the interview questions that were addressed to the student-teachers, here is a question by question analysis:

Question 1 What were the most difficult challenges you have faced during your teaching practice?

Most of the student-teachers, as answer to the first question, talked about language barrier as the most difficult challenge they faced during teaching practice. They stated that we wanted to explain the subject in English but the pupils did not understand what we were saying, hence we were obliged to use their mother tongue and resort to grammar-translation method. As it is obvious Sunrise series is supposed to be taught through communicative approach but due to language barrier this was not achieved. Another difficulty that most student-teachers faced was their lack of sufficient knowledge about how to deal with classroom control because it was their first time to teach in practice.

Question 2 Do you think that you were well-prepared for teaching prior to starting your teaching practice?

Most of the student-teachers pointed out that they were well-prepared prior to starting their teaching practice because they have been taught relevant modules such as methods of teaching, classroom management, they have observed teachers and visited schools. Some of them, however, stated that a great deal of what we studied at college is theoretical and some them even said that 'we were taught to swim without going to the sea and river' we were practicing our theoretical knowledge in unrealistic circumstances because what we see in real classes is different and one can never expect what happens at any moment.

3-How was the treatment of the school administration with you?

Most of the student-teachers pointed out that the school administration and module teacher were very cooperative and supportive as they felt responsible towards their pupils. A few numbers of student-teachers stated that the school principal was not cooperative and they were harsh with them and treated them like workers not teachers. Some school administration staff even sent us to classes that were not related to our specialization.

4-How was the level of the pupils you have taught?

As for this question, most of student-teacher stated that unfortunately the English level of the pupils were not good and they could not understand or communicate even simple phrases. According to them, this belongs to the teacher of the module in the first place and then pupils background in the previous grades. The method of teaching might be another factor for the low level of pupils at basic schools. Student-teachers pointed out that the large crowded class is another factor which deprives the pupils from practice. In each class of around 30 pupils only two or three pupils were up to the expected level.

5-Do you think that your supervisor's visit(s) were suitable in terms of time and feedback?

The majority of the student-teachers stated that the educational and scientific supervisor visits were very suitable in terms of time and the feedback were very fruitful, constructive and realistic. A few numbers of student-teachers mentioned the problem of visit timing as they were either on their day off or they did not have class at the time of the visit so they had to take another class in which they pupils were not ready.

6-What are your suggestions for the departments, students, administration?

Based on their experience, student-teachers have several suggestions for the department, for the fourth-year students and for school administration. For the English department, student-teachers suggest that teaching practice will be prolonged to 60 days or some would say 90 days which will be one complete course because this will give them enough time to teach, test and follow-up pupils levels. Some of them suggested that two-week teaching practice will be added to the third year at college level because this will help them have better idea about what is required from them during teaching practice. Another suggestion for the English department is increasing the number of practical hours in methodology, micro-teaching and classroom management. They also suggested that these modules to be taught by qualified teachers who have very good practical experience. They also suggest that the department should establish good relations with the ministry of education to facilitate the school cooperation with the department and college for teaching practice paperwork and formalities.

Concerning suggestions for fourth-year college students , student-teachers suggest that they abide by preparing lesson plans, be in continuous contact with the previous English teacher who teaches pupils, accept criticism from the supervisors and co-workers. They also suggest that student-teachers need to visit each other's' classes and provide constructive feedback.

As for suggestions to school administration, student-teachers suggest that school administration would treat them as inexperienced teacher who are just beginning the

process, they have to provide more support and facilitation in terms of timetable, and permission for visiting our colleges to meet our research supervisors. Another suggestion is that school administration should be more cooperative especially prior to starting teaching practice because sometimes they accept to teach at their school but later, they regret. School administration is encouraged to be better relation and communication with the universities, colleges and departments to expand their cooperation and include more than just teaching practice.

7.Findings

Based on the results and discussions, it has been found out that from student-teacher's perspectives that they know how to write lesson plans in theory but they have difficulty and challenge in putting their plans into practice this might be due to lack of sufficient practice and confidence. Though student-teachers state that they have good content knowledge and they are aware of teaching methods and they know their role and responsibilities during teaching practice, yet they have face challenges with class control and dealing with student errors. They also point out that they teaching practice period is relatively short , they need further training in communication skill and more practice.

Concerning scientific and educational supervisors, they believe that student-teachers have good knowledge about teaching techniques and use of teaching aids in class. Student-teachers appear to have confidence, and friendly relation with pupils and previous teachers of their class. The supervisors also stated that the student-teachers they supervised and visited in class show awareness of up-to-date methods of teaching and good classroom management.

As for the school principals, student-teachers were punctual, ready to cooperate and they have good knowledge about the content of their classes. School principals, however, believe that student-teachers need further training prior to starting actual teaching.

8.Conclusions

Through out the study the following conclusions have been drawn:

-Teaching practice period for fourth students is relatively short which is only 45 day (in fact it is 28-30 actual working days),hence the student-teachers will not have sufficient time to cope with the new situation and know their pupils and apply most of what they have learned at college.

-Student-teachers need further training and practice in classroom management, class control, and communication skills in order to be able to have discipline in class, and make better use of the time they have and establish good relation with pupils, other teachers and the school administration.

-Student-teachers have very good theoretical knowledge on the teaching methods, content and how to write lesson plans but when it comes to putting this theoretical background into practice, they face challenges and difficulties.

-Student-teachers attempt to apply communicative method of teaching and speak in English in classes but the pupils did not understand them so they were obliged to use grammar-translation method.

-Some supervisors visit the classes without prior notice to the student-teacher which creates stress and psychological tension for the teacher and a kind of confusion for pupils as well.

9.Recommendations:

To address the challenges faced by student-teachers at the English department the following recommendations are put forward

1)For the English departments:

It is recommended that the English departments think of a two-week teaching practice in the third stage.

The lessons and modules that are of vital importance for teaching should be assigned to qualified teachers

Practical part of the relevant teaching modules are recommended to be increased in the department program.

The department and college are recommended to establish a close link with the directorates of Educations and school principals to find better cooperation plans because it is a process that happens annually.

2)For teachers:

It is recommended that the teacher who are going to assigned to teach relevant teaching modules, pay more attention to what student0teachers actually need during teaching practice such as how to deal with students error, error correction strategies, classroom management, class control and how to keep pupils focus and attention.

3)For supervisors:

In order to make student-teacher feel relaxed and comfortable during supervisors' visit, it is recommended that they notify the student-teacher and even give him/her more than one chance of visiting.

4)For School principals:

School principals play a vital role in preparing an appropriate environment for student-teachers to practice so they are recommended to deal with the case a learning part and provide cooperation and logistic and psychological .

They are also recommended to establish and maintain the relation between their school teacher and colleges of education and basic education.

5)For student-teachers:

Student-teachers are recommended to try harder for themselves to read more about topics related to teaching issues, classroom management, error correction and work on their confidence. They have also to see teaching practice as a learning process and try to make use of their time in the best way possible.

Student-teachers are recommended to take all the notes of the scientific and educational supervisors, school principals and previous teacher into consideration. They are also urged to visit each other's classes and provide constructive feedback for each other.

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Appendices

Teaching Practice Questionnaire

Dear Participant,

This questionnaire has been designed to study the challenges that fourth year college students face during their teaching practice, as one of the requirements of their graduation, and find suitable solutions and present recommendations for the related individuals and institutions. You are kindly requested to read the following items and tick what best suits your perception.

Part I

For student-teachers

No	Item	Agree	Neutral	Disagree
1	I had sufficient knowledge on teaching methods prior to starting my teaching practice			

2	I had sufficient content-knowledge in Sunrise program prior to starting my teaching practice.			
3	I had sufficient educational knowledge in teaching school children prior to starting my teaching practice.			
4	I was able to write a lesson plan by myself.			
5	I had knowledge about my role and responsibility during teaching practice			
6	The teaching practice period is short			
7	I need further training and practice before coming to schools.			
8	I need more information on dealing with student errors			
9	I needed more information about administrative issues of school			
10	I need more communicative skills to control students and establish relations with the principal and the original teacher.			

Part II

For Supervisors

No	Item	Agree	Neutral	Disagree
1	The student-teachers were very good in teaching techniques			
2	The student-teachers were very good in class management			
3	The student-teachers were very good in dealing with student errors			
4	The student-teachers were very friendly with the students			
5	The student-teachers had good relation with the original teacher of the class			
6	The student-teachers were confident in class			
7	The student-teachers used up-to-date methods of teaching			
8	The student-teachers used teaching aids effectively.			
9	The student-teachers has practical lesson plans			
10	The student-teachers needed further training at the college.			

Part III

For School Principals

no	Item	Agree	Neutral	Disagree
1	The student-teachers were knowledgeable in teaching?			
2	The teacher-trainer were aware of administration issues?			
3	The student-teachers were punctual ?			
4	The student-teachers were ready to teach the subjects?			
5	The student-teachers were cooperative ?			
6	The student-teachers were below my expectations?			
7	The student-teachers need further practice in teaching?			

Interview Questions

- 1-What were the most difficult challenges you have faced during your teaching practice?
- 2-Do you think that you were well-prepared for teaching prior to starting your teaching practice?
- 3-How was the treatment of the school administration with you?
- 4-How was the level of the students you have taught?
- 5-Do you think that your supervisor's visit(s) were suitable in terms of time and feedback?
- 6-What are your suggestions for the departments, students, administration?