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Exploring Pre-Service and Novice Teachers' Perspectives on their Practicum Experience,
Professional Development, and Career Success

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partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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Abstract

Language teacher education programs worldwide view the practicum as one of the key elements of their curriculum. Not surprisingly, a considerable number of studies have been carried out to investigate the practicum in language teacher education. However, fewer studies have been conducted to examine the influence of the practicum on professional development and career success. Thus, this exploratory mixed-methods research aims at examining the practicum experiences of pre-service and novice teachers of a master's program in teaching English in one of the universities of Armenia. The purpose of the current study is to explore the extent to which pre-service and novice teachers' practicum experiences influence their professional development and career success.

The participants of this study were 27 pre-service teachers currently enrolled in the program, and 48 novice teachers from different cohorts, four cooperating teachers, four current employers of the program graduates and four faculty members. The data from the student-teachers and novice teachers were collected with the help of semi-structured focus group interviews followed by a questionnaire, whereas the data from the cooperating teachers, employers and faculty members were collected through semi-structured one-to-one interviews. The findings of this study identify the practicum experiences that contributed to the pre-service and novice teachers' professional development and career success while emphasizing the areas of the practicum that need improvement. These findings have implications for the program under study and for other teacher educators who are interested in improving the practicum component in their curriculum.

Keywords: Practicum experiences, pre-service and novice teachers, professional development, career success

CHAPTER ONE: INTRODUCTION

Introduction

Teaching practice has long been recognized by a number of researchers as one of the most essential components of a teacher education program. It allows teacher educators to foster and at the same time measure student – teachers’ practical competence (Kiai & Kioko, 2017). During the practicum, student-teachers get a chance to experience the real feeling of being a teacher. Therefore, the practicum can be regarded as a ‘training arena’ which should provide the students with the feeling of safety and support, and create opportunities for them to put into practice whatever they have learned at the university (Ulvik & Smith, 2011).

The master’s program under study also prioritizes the role of teaching practice in teacher education. The program has Teaching Practicum and Teaching Internship courses which are required units in the curriculum. These two courses serve as important platforms for pre-service teachers to use their theoretical knowledge in practice and get necessary skills to be able to enter the real world of teaching.

A lot of studies have been conducted within different educational contexts targeting various aspects of pre-service education. Several studies have also been carried out within Armenian context to investigate the professional development and professional profiles of Armenian EFL teachers, the role of co-teaching and reflective teaching in EFL classrooms and other aspects of the teacher education in general.

However, no studies have been conducted to reveal the pre-service and novice teachers’ perspectives on their own practicum experiences and their understanding of how the practicum influenced their professional development and career success, particularly in the given context of a specific master’s program in Armenia. Therefore, to achieve tangible results and get a deeper understanding of the phenomenon, the current study addresses the

issue in the light of the data collected from the various stakeholders, specifically student-teachers, cooperating teachers, employers and faculty members.

Thus, the current research project was guided by the following questions:

1) What are the pre-service teachers' perspectives on how the practicum experiences foster their professional development?

2) What are the novice teachers' perspectives on how practicum experiences contribute to their career success?

Since pre-service teacher education and the practicum, in particular, have not been sufficiently investigated within Arminian context, the findings of the current research will allow the researcher to make some suggestions for further improvement of the practicum in the field of English language teaching. Besides, the findings can be useful for the master's program included in this study, as the results might reveal those aspects of the practicum which require more attention. Finally, the study itself will provide some basis for further research in the field of pre-service teacher education in Armenia.

CHAPTER TWO: LITERATURE REVIEW

The second chapter of this study is a literature review that discusses the main concepts connected with the topic under investigation in the light of the literature and also referring to the results of the studies carried out in different educational contexts. The chapter includes three main sections addressing different aspects of language teacher education and teaching practice in particular. The first section is concerned with the concept of teacher professional development as a key component of language teacher education. The second section focuses on the notion of teaching practice and its role in preparing pre-service teachers for the real life of a teacher. The third section describes some of the peculiarities of the practicum and emphasizes its value in pre-service teachers' education. This last section also reveals the pre-service and novices teachers' voices about their practicum experiences. Moreover, the section highlights the importance of mentoring support during the practicum as one of the key factors necessary for having a successful practicum experience.

2.1. Teacher Professional Development

Language teacher education is considered to be a small-scale representation of teacher education. Thus, the theory and practice in general teaching education serve as a basis for the emergence of the majority of the current developments in language teacher education (Crandall, 2000). It generally functions as a link between the knowledge in the field and the classroom practices, and as Freeman (1989) states "it does so through the individuals whom we educate as teachers" (p.30).

The review of the literature has revealed that there is a consensus among the researchers on the nature and goals of language teacher education (Crandall, 1998; Freeman, 1989; Richards & Farrell, 2005; Wallace, 1991). According to Crandall (1998 cited in Crandall, 2000), traditional language teacher education has always intended to keep an appropriate balance between education and training. Education deals with the development of

language knowledge, also covering the issues of language teaching and learning, whereas training focuses on the development of the skills necessary for putting the acquired knowledge into practice.

In regard to the nature of language teacher education, Wallace (1991) also distinguishes between teacher training or education and teacher development. “Training or education is something that can be presented or managed by others; whereas development is something that can be done only by or for oneself” (p.3). Thus, as Freeman (1989) notes, training and development can be regarded as two basic approaches in education which have the same goal, that is to achieve change “in what the teacher does and why” (p.41). However, the distinction between these two approaches is in the choice of the means they apply to reach that goal.

As to the goals of teacher education, Richards and Farrell (2005) suggest the following two kinds, training and development. The authors note that training deals with the activities addressing a teacher’s current responsibilities and targets short-term goals. It also provides teachers with basic concepts and principles which they are supposed to connect with teaching and apply those principles and practices in the real classroom situation, whereas “professional development should go beyond personal and individual reflection” (p. 4). It requires teachers to explore new tendencies in language teaching; investigate the advancements in subject-matter knowledge such as pedagogical grammar; methodology; or teaching skills; and also study the overall organization and management of schools and language programs (Richards & Farrell, 2005).

Thus professional development of teachers is generally viewed by researchers as a lifelong process (Crandall, 2000; Richards & Farrell, 2005; Wichadee, 2011). According to Richards and Farrell (2005, p. 4), teacher development focuses on general growth, not on a specific job. It is referred to as a longer-term goal and aims to foster the development of

teachers' understanding of teaching and of themselves as teachers. Development also requires teachers to investigate various aspects of teaching practice to be able to reflect on their own teaching. Thus, the authors propose the following examples of goals for professional development:

- Understanding how the process of language development occurs.
- Understanding how teachers' roles change according to the kind of learners they are teaching.
- Understanding the kinds of decision-making that occur during lessons.
- Reviewing one's own theories and principles of language teaching.
- Developing an understanding of different styles of teaching.
- Determining learners' perceptions of classroom activities.

Teacher development may encourage teachers to do collaborative as well as autonomous learning. However, the noticeable feature is that teachers are involved in the process where they vigorously do self-reflection on their experiences (Crandall, 2000). Therefore, as Wichadee (2011) states the knowledge teachers acquire does not only spur the development of the teaching process but also contributes to career growth. Thus, professional development presupposes continuous devotion, and it is something that teachers should do both during a teacher education program and at the beginning of a teaching career.

2.2. Teaching Practice

Teaching a foreign language is considered to be a rather complicated task as it requires language teachers to possess a number of skills and techniques, and to demonstrate certain personal characteristics that later on should be emphasized and improved in a real classroom. Thus, student-teachers get a chance to realize all their ideas supported by the relevant teaching techniques, strategies, and characteristics through classroom practice (Saraceni, 2017).

Amez and Dobboletta (2017) suggest that there are two broad domains regarding the knowledge base of language teaching. “The first one is the conceptual or knowing what to teach, which implies the content, knowledge or theory, while the other one is the operational or knowing how to teach related to pedagogy, skills or practice” (p.20). Within these two domains the authors also propose the following main categories:

- general and subject matter knowledge,
- general pedagogical and pedagogical content knowledge,
- curricular knowledge,
- language proficiency and teacher communication skills,
- pedagogical and decision-making skills, and
- the context of curriculum development (Amez & Dobboletta, 2017, p. 20).

However, very often regardless of the teachers’ knowledge and teaching skills things might go wrong in the classroom (Saraceni, 2017). There could be two reasons for newly mastered techniques and strategies not to be easily applicable in the real classroom. The reason is that on the one hand teachers do not have sufficient experience to organize and cope with the new teaching activities, on the other hand, they do not possess the appropriate language of instruction in English to handle these challenges confidently (Wichadee, 2011). In this regard, the best solution to the issue is teacher development which helps student-teachers to develop a clear understanding of the teaching process by improving their knowledge of the teaching techniques and strategies used in the real classroom (Saraceni, 2017).

Thus, based on the findings of the number of studies carried out to investigate the different aspects of teaching practice, it can be implied that in order to be able to tackle the realities of the classroom, pre-service teachers need more scaffolding at the initial stage of their teaching career. They should have enough teaching practice to develop their teaching

knowledge as well as their practical skills which will definitely influence their future professional development and career success.

2.3. The Practicum in language teacher education

“Practica (practical experiences such as observations, internships, apprenticeships, student teaching, or other teaching practice) have long been a part of most language teacher education programs” (Crandall, 2000, p.41). The practicum is viewed by teacher educators as one of the most feasible forms of teachings practice (Santos et al., 2015). However, being an integral part of teacher education, the practicum is handled differently at diverse universities, and it is implemented in the form of different models based on national, regional and local contexts (Mattsson et al. 2011). Moreover, the requirements of the different aspects of the practicum such as its curriculum, duration, placement and assessment also vary from one context to another. Thus a lot of studies have been conducted to investigate various aspects of the practicum in an attempt to provide teacher educators with appropriate data on how they could successfully incorporate the practicum in their teacher education programs.

With respect to the curriculum of the practicum Richards and Crookes (1988) suggest including both direct and indirect experiences in it. Direct experiences presuppose pre-service teachers’ involvement either in real teaching or in an imaginary situation such as microteachings with their peers, while indirect teaching experiences include the observations either in a real class or in a purposefully created one. However, teacher educators should keep a reasonable balance between these two experiences in their curriculum considering the real value they might have in student-teachers’ learning and development.

As to the duration of the practicum Richards and Crookes (1988) found that TESOL programs in their study dedicated three credits to the practicum and most practicum happened over the course of a single semester. However, the researchers and teacher educators should be cautious while referring to the similar findings. They should take into consideration that

this particular study was conducted within the last decade in the United States and the authors were mainly focused on the practicum component in TESOL programs. Thus, the findings might not fully reflect nowadays realities and be generalized to other educational contexts. Besides, the researches should again consider the fact that the requirements of the practicum has always been changing and they definitely differ from one educational context to another depending on certain conditions.

The research has shown that the duration of the practicum might also vary. One such example could be a post baccalaureate program in the Developmental Teacher Education in the University of California presented by Darling-Hammond (2006). The program includes “a year focused substantially on coursework and observation in classrooms and a year of intensive clinical experience with ongoing connected coursework” (p.51). Although the findings of this particular study refer to general teacher education it is still worth mentioning that the program provides student-teachers with five placement opportunities which are divided over the two years. The first two placements last for nine weeks each and the last three ones for eighteen weeks each.

Regarding the placement during the practicum the literature suggests keeping some balance between campus-based and field based experiences as the application of only campus-based experience might disconnect student-teachers with the real world of teaching (Richard & Crookes, 1998). Moreover, as Darling-Hammond (2006) states there are also some unique cases such as the field placement implemented by Wheelock Collage. As a general requirement during the first year future teachers are placed in non-school settings for instance hospitals, community centers and after-school programs. The author argues that by connecting schools and communities, teacher education programs provide future teachers with an opportunity to learn more about their students and families within the community context.

Faez and Valeo (2012), in their study conducted to investigate the novice teachers' practicum experiences in Canadian context, also argued that teacher education programs should consider preparing teachers who would be able not only to enter the classroom but also become part of larger professional community. Thus one of the primary goals of teacher educators should be making future teachers well aware of diverse issues existing in the field of teaching so that the novice teachers get enough knowledge and skills to confront with the realities of both classroom and employment context.

Darling-Hammond (2006) in her study also emphasizes the necessity of providing student-teachers with differential teaching strategies and knowledge of how to implement them in accordance with specific needs which would enable future teachers "to teach all children to high standards" (p.258). In this regard some teacher educators even include the child development courses at the beginning of the program which is later on consolidated during other courses and fieldwork as well. As the author concludes these are the qualities which differentiate a professional teacher from a craftsperson who is very much dependent on a set of techniques and on the course book, without focusing on the actual learning which is happening in the classroom.

Another aspect of the practicum that varies in different educational contexts is the assessment. Leshem and Bar-Hama (2007) found that the program in their study used different sources of assessment such as "reflective journals, portfolios, observation lessons, tests, self-assessment, peer assessment, cooperating teacher assessment, and pedagogical counsellor assessment" (p.258). However, in this particular program the students received their final practicum grades based on their observation lessons.

In addition, Darling-Hammond (2006) found that in Alverno College, portfolio is also used to assess student-teachers performance based on artifacts of their practice. Moreover, this particular college gives student-teachers a chance to show their particular abilities related

to teaching contexts with the help of performance tasks and exhibitions. As the researcher mentions such performances can include tools like “observation or videotaped teaching, teaching plans and other artifacts, or even group activities that simulate what teachers do when solving problems of practice with colleagues” (p. 132).

As Tülüce and Çeçen (2016) note the practicum allows pre-service teachers to reflect and get a better understanding of the teaching process. The authors stated that pre-service teachers in their study moved from a “technicist-view of teaching in which teaching is conceptualized as consisting of a discrete set of behaviors broken down into small parts towards a more reflective view of teaching by integrating systematic self-examination and critical reflections” (p.146).

According to Richards (1996), one method of arousing such reflection is to encourage pre-service teachers to recognize the maxims they implement in teaching practice. A teacher’s maxims, as Richards (1996) states, are similar to the rules for best behavior which are the reflections of teacher’s belief and previous knowledge. Moreover, Farrell (2007) who also used Richards’ idea of teacher’s maxims in his study, states that it is important to create opportunities for pre-service teachers to share their expectations of the practicum before they start their teaching practice and later on to give them a chance to make critical reflection throughout the practicum.

The literature in the field of language teacher education suggests that another way of reflecting which could help pre-service teachers consider their main takeaways from the lessons they plan is the video recording of their lessons. Several studies have been carried out to show the positive impact the video recording might have on pre-service teachers’ self-reflection (Harford & MacRuairc, 2008; Oprandy, 2015; Rosaen et al., 2008). In all these studies the researchers found that giving pre-service teachers a chance to video record their lessons would allow them to notice the strengths and weaknesses of their lessons and

reconsider certain aspects of their teaching which in turn would influence their classroom practice. It would also enable them to comment on their peers' performance, which would raise their awareness as teachers thus filling the gap between reflection and practice.

However, according to Zeichner (1996), the practicum must be regarded as a significant teaching opportunity and not simply as a time to show the things learned previously. The author also argues that practica mostly focuses on the classroom experiences, and school and community contexts receive less attention. Therefore, the practicum often does not prepare student teachers to shoulder the full responsibility of the teacher's role:

Unless the practicum gives student teachers a direct understanding of how their work in the classroom fits into the larger contexts of school and community, and the capability to deal effectively with colleagues, administrators, parents, and community people, their effectiveness in the classroom will be severely compromised (Zeichner, 1996, p.125).

Pre-service educational institutions, as Fantilli and McDougall (2009) found in their study, may help students to become more successful in the classroom by providing them with training in specific spheres which reflect the realities of teaching. Besides, all teacher educators will be able to provide student-teachers with more knowledge and practice only if they start from the position where the student-teachers initially are before they first begin to gain their experience in teaching (Numrich, 1996).

Therefore, while structuring and developing the practicum course in their curriculum the teacher educators should take into consideration the real-life working situations that structure the teaching and learning environment as well as have an impact on student-teachers' career decisions (Santos et al., 2015).

2.3.1. The voices of pre-service and novice teachers

A number of studies have been carried out to reveal the voices of the pre-service teachers about their practicum experiences (Andrew & Razoumova, 2017; Smith & Lev-Ari, 2005). In their study, carried out in one of the universities in Israel, Smith and Lev-Ari (2005) tried to investigate student – teachers’ attitude towards their practicum experiences. Their main findings related to the practicum were quite positive as the majority of the student-teachers mentioned that the practicum prepared them for teaching and it also provided them with an opportunity to apply the theories in practice. The pre-service teachers in this study also emphasized the importance of the feedback sessions with the supervising teachers and also the support they got from their peers which enabled them to improve their practical skills. However, the findings of the study showed that the pre-service teachers did not get sufficient support from school representatives which as the authors suggested is an important fact to be considered in teacher education.

Andrew and Razoumova (2017), conducted similar study in Australia again trying to describe pre-service teachers’ practicum learning experiences. The pre-service teachers involved in their study viewed the practicum as a good experience which allowed them to try new things and find their own ways of teaching. They mentioned that the practicum helped them to develop their skills in lesson planning, classroom management, interacting with students, and in assessing students’ learning. Moreover they noted that the practicum was a unique chance for them to reflect on their teaching and notice the areas which require farther improvement. However, in this regard the researchers highlighted the necessity of teaching the pre-service teachers how to reflect on their own teaching practice which could help them become more reflective teachers in future.

Some studies have also been conducted to investigate the novice teachers’ practicum experiences and to find out the extent to which they are able to apply the acquired knowledge

in the real classroom (Amez & Dobboletta, 2017; Faez & Valeo, 2012, Grundoff, 2011). In their study, conducted within one of the teacher education programs in Argentina, Amez and Dobboletta (2017) found out that the novice teachers participating in the study had quite positive attitude towards the practicum as they considered the practicum as a useful experience which helped them develop their practical skills. Faez and Valeo (2012) also state that during their study, which was carried out in Canada, the novice teachers mentioned that the practicum was a good experience which allowed them to get the real feeling of the classroom. However, these two studies share one common concern revealed by the novice teachers based on their practicum experiences. In both studies the novice teachers expressed the idea that the practicum sometimes fail to prepare them for the realities of the classroom and the situations they face in real teaching.

The findings in both studies showed that the novice teachers experienced real difficulties when they were exposed to different teaching contexts where they needed to adapt their teaching in accordance with the nature of the program and learners (for example teaching English for academic purposes). Moreover the novice teachers pointed out that during the practicum they were placed within a safe environment and worked with ideal students, and later they did not have necessary skills to face different learning problems (dyslexia, for instance) in real classroom (Amez & Dobboletta, 2017; Faez & Valeo, 2012).

Grundoff (2011) who also emphasizes the importance of the practicum as a key component in teacher education conducted a study with 12 New Zealand beginning teachers, where she investigated the novice teachers' perceptions of how the practicum helped them to start their career as language teachers. The study showed that for the novice teachers the practicum was a useful learning and teaching experience. However, it did not provide them with sufficient teaching experience and it gave them just a glimpse of the real world of teaching. Besides the novice teachers stated that during the practicum they felt under pressure

in terms of being observed and having to show whatever they had prepared for that particular lesson in a short period of time which really affected their performance.

Although, the author does not underestimate the importance of the practicum in teacher education, she argues that the beginning teachers should be provided with more amount of school experience to be ready to face the challenges of the real classroom. As Grundoff (2011) states “more research is needed on what and how student teachers are learning in the workplace, and in what ways such learning helps or hinders the move from student to teacher” (p. 232).

2.3.2. The role of mentoring support in teaching practicum

The review of the current literature in the field of teacher education in regard to teaching practice has revealed a general consensus among the researchers on the significance of the role of practicum and other field experiences in the teacher education course (Farrell, 2008; Richards & Crookes, 1988). In addition, learner-teachers also view the field experiences as the biggest chance for professional development because they are mainly implemented in real classrooms (Farrell, 2008).

As Richards and Crookes (1988) state “this experience normally involves practice teaching in a regular classroom under the direction of a cooperating teacher and under the overall supervision of the supervisor of the practicum course” (p. 19). The authors also propose the idea that only supervised practice teaching, the correct choice of cooperating teacher and the kind of supervision the student-teachers get can lead to a successful practicum course (Richards & Crookes, 1988). Thus, the mentoring process should address specific questions as to the responsibilities and prospects of the main stakeholders of the practicum course in order to guarantee fruitful results. Hence, it is of vital importance to make the cooperating teachers aware of their exact responsibilities, the supervisors of the purpose of

their visits, and student teachers of what is expected of them (Richards & Crookes, 1988; Pungur, 2007).

Apparently, the process of teacher socialization really starts during the practicum, and as Farrell (2001) mentions “there should be more quality collaboration between the triad of the supervisor (the teacher-training institution), the cooperating teacher (the school) and the trainee teacher, whereby each participant has a more clearly defined role to play” (p.49). Although both cooperating teachers and supervisors have the same goal which is to prepare effective teachers, they have different attitudes towards the significance of theory and practice. Supervisors commonly prioritize the importance of theory, whereas cooperating teachers emphasize practical experience. With these differences in attitude, it is obvious that collaboration between these two key figures is very important (Farrell, 2001).

Crookes (2003) notes that a cooperating teacher or master teacher usually serves as a model who student- teachers observe or sometimes even imitate, and also provides a classroom setting where the junior teachers get their first teaching experience. Moreover, as Rajuanet et al. (2007) put forward in their study, cooperating teachers should establish a safe environment of personal support and create new learning opportunities for student teachers where they can overcome challenges and explore their own personal teaching identities. It is therefore, teacher educator’s responsibility to build a supportive environment which will enable the participants to express their prospects, satisfaction or concerns with mentoring.

Accordingly, the role of mentors such as cooperating teachers and collage supervisors in building the practicum experience becomes very important, as they should support their student – teachers and encourage them to become a part of the faculty and school community. The cooperating teacher-student-teacher-collage supervisor triad do not necessarily have similar viewpoints on certain matters, and very often they express their own opinions, show their strengths and limitations. There is no need always to reach consensus, instead they

should respect each other's voice and enlarge their cultural, social, and political horizon (Nguyen, 2009).

In fact, learning to teach is rather complex and long endeavor, which as Feiman-Nemser (2001) notes "requires coherent and connected learning opportunities that link initial preparation to new teacher induction and new teacher induction to continuing professional development" (p. 1048). In this long journey a beginning teacher's first school plays a vital role in becoming the teacher they wanted to become, as it is the place where they make decisions about their final destination (Adoniou, 2013). Thus, teacher educators should take the responsibility of scaffolding the learning of novice teachers and help them to become more expert teachers (Zeichner, 2005).

The selection of the schools for student- teachers' placement and the involvement of good cooperating teachers should be of vital importance for teacher educators and faculty advisors (Darling- Hammond, 2006). Moreover teacher educators should provide the cooperating teachers with workshops and trainings before they are appointed to pre-service teachers thus helping them understand their exact roles and responsibilities during the practicum (Darling-Hammond, 2006; Farrell, 2001). This in its turn will establish strong link between the triad of the supervisor, cooperating teacher (i.e. the school) and the student-teachers (Farrell, 2001).

Thus, in the light of the reviewed literature, this study explores the pre-service and novice teachers' perspectives on their practicum experiences within Armenian context, and reveals the extent to which the practicum influenced their professional development and career success. Besides, it aims not only to investigate the pre-service and novice teachers' practicum experiences, but also to make some recommendations taking into consideration the needs and expectations of all the stockholders of the field.

CHAPTER THREE: METHODOLOGY

The practicum has come to be recognized as an important component in language teacher education program as it creates an opportunity for pre-service teachers to get better understanding of the teaching profession and realize their role in the classroom. Not surprisingly a lot of studies have been conducted to investigate different aspects of the practicum in various educational contexts. However, as mentioned before no studies have been carried out within Armenian context to explore pre-service and novice teachers' perspectives on their own practicum experiences which could enable teacher educators to reconsider the curriculum, objectives and logistics of the practicum and make appropriate improvements.

Therefore, the current study aimed at answering the following research questions:

- 1) What are the pre-service teachers' perspectives on how the practicum experiences foster their professional development?
- 2) What are the novice teachers' perspectives on how practicum experiences contribute to their career success?

This study was based on mixed methods research with a concurrent combination of qualitative and quantitative research (qual + QUAN). As Dörnyei (2007) states, this typology is used in a triangulation design implemented for validation purposes. Thus, the semi-structured focus group and one-to-one interviews were used in the qualitative phase of the data collection to spread light on the issue under investigation from the different stakeholders' perspectives, whereas the questionnaires were used to enrich and somehow to triangulate the data collected with the help of interviews.

3.1. Context

The study was conducted within a master's program in teaching English language at one of the universities in Armenia and in one of the after school language programs in

Yerevan, where the cooperating teachers engaged in the study work. Four institutions which are the current employers of the graduate students of this particular program also took part in the study.

As mentioned above, the master's program included in this study gives pre-service teachers two opportunities of teaching practice such as Teaching Practicum and Teaching Internship. The former is a four-week course which provides student-teachers with five hours of teaching experience supervised by a faculty member. This course helps student - teachers to combine their teaching related theoretical and practical knowledge and skills and reflect on their own teaching experiences. Student-teachers have a chance to teach individually or co-teach with peers during teaching practicum. They are supposed to write a lesson plan before each class and create interactive activities to encourage students' active participation.

Before they start their independent teaching pre-service teachers are required to design and deliver one 10-15 minutes activity within a lesson. They are supposed to plan the activity with the cooperating teacher so that it fits into overall lesson. During the first class they do independent teaching when the cooperating teacher observes the lesson and provides feedback after class. While for the next three lessons student-teachers are observed by supervising teachers, and again they get both oral and written feedback after the observed classes. The assessment is based on the grading of the conducted lessons, reflections, which student-teachers write after they get feedback from supervising teachers, and their preparedness and participation during the conferences with the supervising teachers.

The Internship consists of 20 hours of teaching experience during which student-teachers become the main teachers in their class. Throughout the course, they are supposed to create their lesson plans, design additional activities and develop their own teaching materials. During the internship they are observed four times one of which is a surprise visit. Student-teachers also are supposed to observe at least two of their peers' classes and write a

report based on their observations. The assessment includes the grades they get for observed classes, their written reflections, observation feedback they give to their peers and their preparedness for the conferences with the supervising teachers which are held generally before each observed class. In fact the guidance and feedback they get from their supervising teachers is a good chance for them to reflect on their teaching, notice the gaps and start working on them, thus developing both their professional and personal skills.

3.2. Participants

The participants in this study were 87 from which 27 pre-service teachers currently enrolled in the program and 48 novice teachers from different cohorts (28 of them graduated within last four years and 20 of them before 2014), four cooperating teachers, four current employers and four faculty members. Eight pre-service and five novice teachers were asked to take part in separate semi-structured focus group interviews. They were chosen based on several criteria, which was described in detail in the sampling procedure. Four cooperating teachers, four employers, and four faculty members participated in one-to-one interviews. A total of 27 pre-service and 48 novice teachers took the online questionnaires which helped the researcher fill in the gaps emerged during the qualitative phase of the data collection and address those questions in more depth.

The participants were informed beforehand that during the interviews they would be audio recorded and that the recordings would be used only by the researcher within the scope of the current study. They were also notified that the names of the pre-service and novice teachers, cooperating and supervising teachers and the employers would not be mentioned anywhere in the study to protect the privacy of the participants.

3.3. Sampling Procedure

This study employed purposive sampling for data collection which was used to select participants for the focus group and one-to-one interviews guided by certain characteristics.

First, the participants of the focus group interviews had to be either current pre-service teachers enrolled in the program or novice teachers who graduated from the program within past four years. However, by classifying the participants of focus group interviews into pre-service and novice teachers, the study did not aim to sample contradictory perceptions about the practicum experiences but rather indicated the strong connection between academic and workplace domains in teacher education.

Second, the cooperating teachers, employers and faculty members were also involved in the study for one-to-one interviews, as the current research also intended to investigate the issue from other stakeholders' point of view trying to outline their attitudes towards practicum experiences. Thus, the cooperating teachers were chosen from an after school language program where pre-service teachers had passed their practicum and internship, and the faculty members were supervising teachers who shared their working experience with the pre-service teachers. While selecting the current employers for the study, the priority was given to the institutions which had the highest employability rate of the graduate students of this particular program.

All current students in the second year of study in the program and alumni from different cohorts were invited to participate in this study. The current students and certain cohorts of graduates were contacted to fill out the online survey with a few follow up reminders. The students in the first year of study in the program were not invited to participate in the study as the program has started implanting certain changes in its curriculum in regard to practicum which now differs from the one the program previously offered pre-service teachers. Besides the first year students had not started their practicum by the time the study was being conducting.

3.4. Instruments

The study employed triangulation of data by using multiple instruments including semi-structured focus group interviews and a questionnaire survey with pre-service and novice teachers, structured one-to-one interviews with cooperating teachers, employers, and the faculty members. For semi-structured focus group and one-to-one interviews, the study used interview guides (Appendices A, B, C & D) which were all in English with the exception of the interview guide for the employers which was provided also in Armenian. However, all the interviews were conducted in English as all the stakeholders of the study were quite fluent in English.

For the survey, an online questionnaires with the five Likert scale and with open-ended questions were implemented (Appendices E & F). As it had already been mentioned above the primary purpose of the questionnaires was to address the questions which the interviews failed to cover with sufficient depth. Therefore, the survey questions basically emerged from the interviews during the data collection stage.

3.4.1. Focus group interview

The semi-structured focus group interviews with eight pre-service and five novice teachers were conducted separately. The interview questions aimed at revealing pre-service and novice teachers' perspectives on their practicum experiences and their perceptions about whether the overall practicum had contributed to their professional development and career success. Although the interviews were conducted using the interview guides (Appendix A) some questions emerged during the focus group discussion.

3.4.2. One-to-one interviews

The semi-structured one-to-one interviews with cooperating teachers, employers, and faculty members intended to find out their attitudes towards pre-services and novice teachers' professional skills and overall preparedness. The interviews also revealed pre-service

teachers' strengths and weaknesses observed during the practicum and as well as highlighted the areas which need further improvement. The one-to one interviews were also conducted following the interview guides (Appendices B, C & D).

3.4.3. Questionnaire

The questionnaire surveys with student-teachers were developed after conducting the interviews (Appendices E & F). As mentioned before, the main purpose of the questionnaire was to help the researcher to get more in-depth data related to the issue under discussion, therefore the questions were developed during the data collection process. The surveys were sent out via email to 30 pre-service teachers currently enrolled in the program and 350 alumni from different cohorts and all the participants were informed that to protect their privacy the participation would be anonymous. The response rate to the survey for pre-service teachers was quite high as 27 out of 30 pre-service teachers, which is 90 %, responded to the online survey. As to the survey for the novice teachers the response rate was only 37%, probably less than researcher's initial expectations. 28 novice teachers out of 105 (who graduated within last four years), which is 27% and 20 novice teachers out of 245 (who graduated before 2014) which is 8% responded to the online survey.

3.5. Data analysis

The current study was a mixed methods research therefore the data was analyzed both qualitatively and quantitatively. The interviews were recorded and transcribed and data was analyzed following the inductive approach through content analysis by making coding and categorization of the answers, i.e. the categories emerged from the data. The quantitative data from the questionnaire was analyzed via the Statistical Package for the Social Sciences (SPSS) using the descriptive statistics, such as mean, standard deviation, frequencies and percentages.

CHAPTER FOUR: RESULTS

The main purpose of this study is to examine the pre-service and novice teachers' perspectives on their own practicum experiences and reveal the extent to which the practicum influence their professional development and career success. The upcoming sections of this chapter will provide answers for each research question based on the results of the questionnaire surveys, and the focus group and one-to one interviews. The results will mirror both quantitative and qualitative evidence collected from various stakeholders in regard to the practicum component in the field of language teacher education.

4.1. Research Question 1

The first guiding research question of the current study was as follows:

- 1) What are the pre-service teachers' perspectives on how the practicum experiences foster their professional development?

To answer the first research question the study employed the evidence collected from the online questionnaire and the semi-structured focus group interview with the pre-service teachers. In addition, it addressed the same issue from the point of view of the cooperating and supervising teachers using the results of the semi-structured one-to-one interviews.

4.1.1. Results of Quantitative Analysis

Twenty-seven pre-service teachers responded to the online survey which was conducted after the semi-structured focus group interview with eight participants from the same group. The questionnaire was divided into five main sections. The first section included Questions 1-6 which referred to the pre-service teachers' background information. The results revealed that all 27 pre-service teachers (100%) plan to graduate in 2018. In regard to the cumulative English teaching experience in the classroom setting before coming to the program 15 of the pre-service teachers (55%) had no experience, nine of them (33%) had 1-2 years of experience, and three of them (12%) had 3-5, 6-9 and more than nine years of

teaching experience respectively. During the studies in the program 13 of the pre-service teachers (48%) have been teaching English in the classroom setting and 14 of them (52%) did not have such an experience. 12 of the pre-service teachers (44%) are currently teaching English in the classroom setting and 15 of them (56%) do not have this experience. As to their teaching employment status three of them (11%) work full time, 13 of them (48%) work part time, and 11 of them (41%) are either self-employed or work in another field. Six of the pre-service teachers (22%) work in the universities, four of them (15%) in private schools, six (22%) in language centers and 11 (41%) work in another field. From these results it can be implied that the pre-service teachers currently enrolled in the program were engaged in the English language teaching quite actively both before coming to the program and during their studies. Besides nearly half of them are currently teaching English in the classroom setting.

All the responses to the items in the sections 2-5 of the questionnaire were organized under seven general categories of interest to practicum: reflections on the practicum experiences, the curriculum of the practicum, the logistics of the practicum, the placement of the pre-service teachers, and the role of supervising and cooperating teachers during the practicum, the grading and assessment/feedback in the practicum and suggestions to improve the practicum component in the language teacher education. The results of the study will reflect the main stakeholders' attitudes towards Practicum and Internship experiences taking them not as separate rather than interrelated and complementary experiences.

4.1.2. Reflections on the practicum experiences

Category 1 refers to the pre-service teachers' overall reflections on their practicum and internship experiences. Figure 1 and Figure 2 show the frequency and distribution of the 27 participants' responses on a scale of 1 to 5 for Question 7 in the questionnaire which in its turn includes 14 sub-pints.

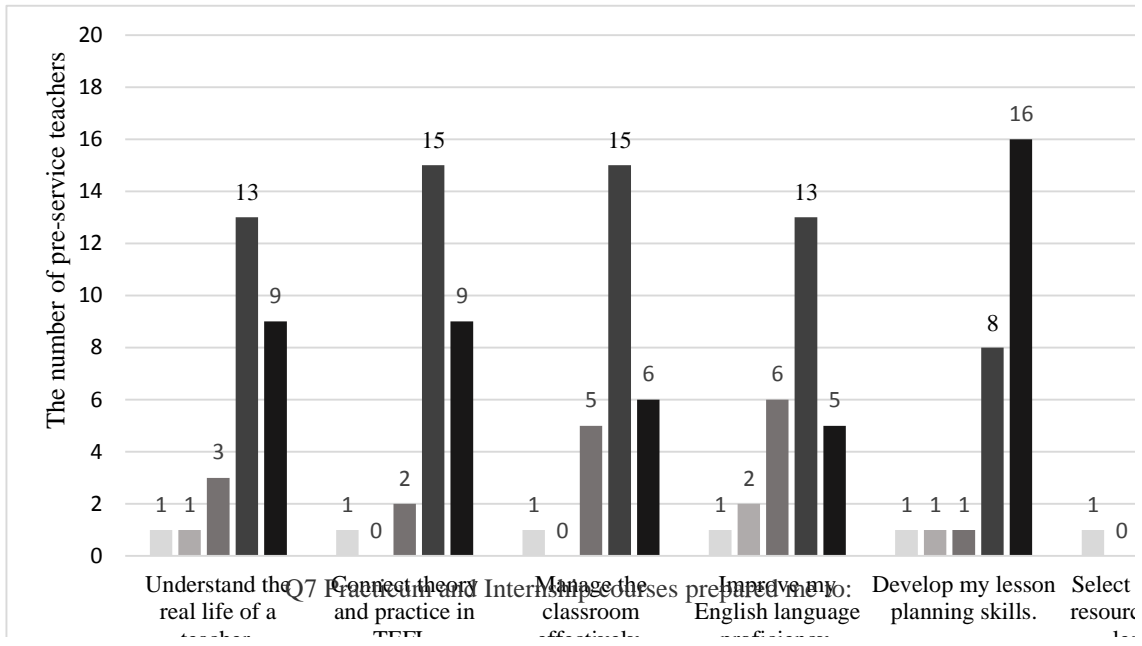


Figure 1: Pre-service teachers’ reflections on their practicum experiences. Results of the pre-service teachers’ responses to Question 7 of the questionnaire (sub-points 1-7)

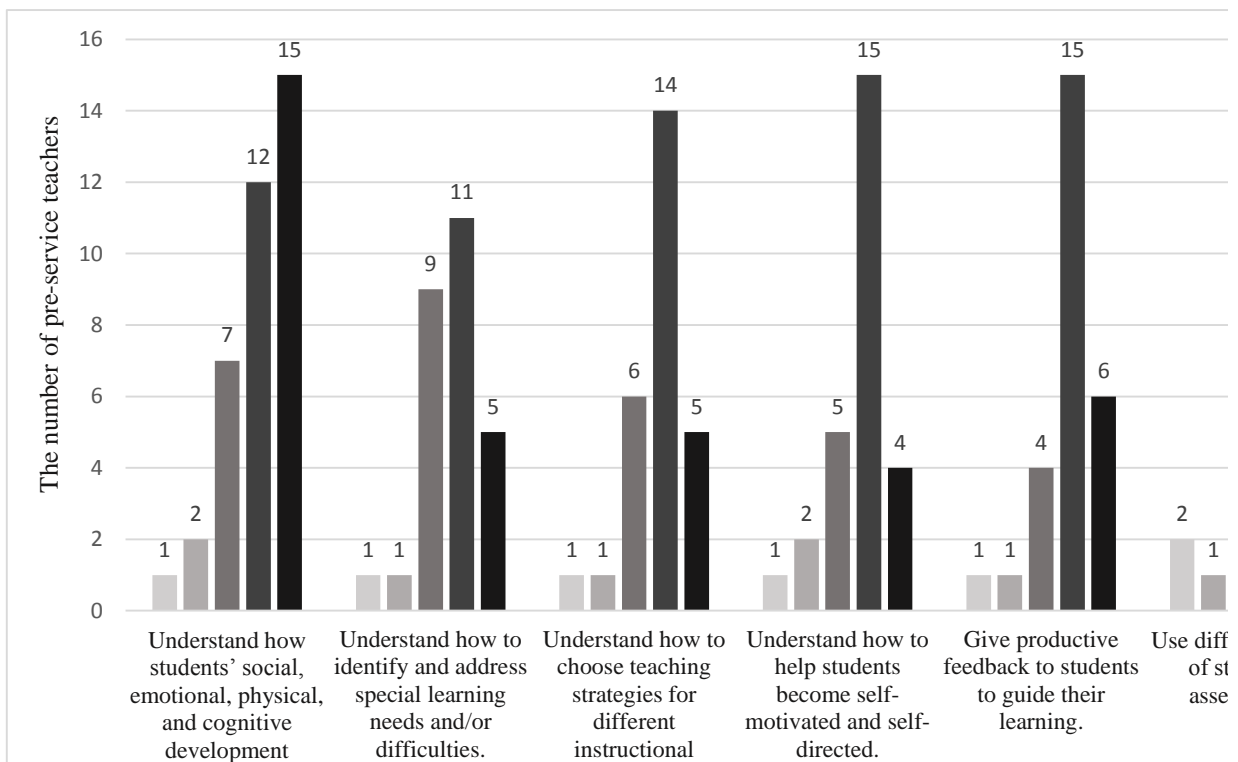


Figure 2: Pre-service teachers’ reflections on their practicum experiences. Results of the pre-service teachers’ responses to Question 7 of the questionnaire (sub-points 8-14)

The main purpose of this category was to examine the pre-service teachers' general reflections on their practicum and internship experiences and reveal the extent to which both experiences influenced their preparedness in terms of certain teaching knowledge and skills. Figures 1 and 2 show that most of the participants either agreed or strongly agreed with the idea that their practicum and internship experiences had a great impact on the development of their overall teaching knowledge and skills. More detailed descriptive statistics (Appendix G) are also provided to describe the impact which both practicum and internship experiences had on the improvement of the pre-service teachers' teaching knowledge and practical skills.

4.1.3. The curriculum of the practicum

Category 2 consists of five questions from the section 3 of the questionnaire which describe the pre-service teachers' expectations for the curriculum of the practicum. Table 1 and Table 2 show the frequency and distribution of the 27 participants' responses on a scale of 1 to 5 for the Questions 9, 10, 11, 12 and 14 in the questionnaire which themselves include 11 sub-pints.

Table 1

Pre-service teachers' expectations for the curriculum of the practicum

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q9 MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:	Practicum	(n=1) 4%	(n=5) 18.5%	(n=5) 18.5%	(n=7) 26%	(n=9) 33%
	Internship	(n=0) 0 %	(n=3) 11%	(n=4) 15%	(n=6) 22%	(n=14) 52%
Q10 MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:	Practicum	(n=3) 11%	(n=5) 19%	(n=8) 30%	(n=9) 33%	(n=2) 7%
	Internship	(n=3) 11.1%	(n=9) 33.3%	(n=6) 22.2%	(n=6) 22.2%	(n=3) 11.1

Q11 MA TEFL program has provided me with enough chances to observe my peers' classes during:	Practicum	(n=2) 7%	(n=3) 11%	(n=5) 19%	(n=14) 52%	(n=3) 11%
	Internship	(n=2) 7%	(n=2) 7%	(n=4) 15%	(n=12) 44%	(n=7) 26%
Q 12 I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:	Practicum	(n=5) 18.5%	(n=5) 18.5%	(n=11) 41%	(n=4) 15%	(n=2) 7%
	Internship	(n=5) 18.5%	(n=5) 18.5%	(n=11) 41%	(n=4) 15%	(n=2) 7%

Note: Table 1 presents the results of the pre-service teachers' responses to Questions 9, 10, 11, and 12 of the questionnaire (with two sub-points each)

The main purpose of category 2 was to describe the pre-service teachers' expectations for the different aspects of the curriculum of the practicum. Question 9 aimed at identifying the pre-service teachers' attitude towards individual teaching and co-teaching during the practicum and internship. As Table 1 shows most of the pre-service teachers either agreed or strongly agreed that they would benefit more from individual teaching instead of co-teaching with peers both during practicum and internship.

Question 10 in category 2 aimed to find out the pre-service teachers' opinion about their class observation opportunities with experienced teachers before the start of the practicum and internship. As shown in Table 1 most of the pre-service teachers either agreed (33%) or stayed neutral (30%) in regard to the class observation opportunities during practicum, and many of them (33%) disagreed with the same statement with respect to internship. Thus, it can be assumed that overall the pre-service teachers were not satisfied with

the opportunities of class observations with experienced teachers before the practicum and especially the internship and they might expect more chances for such observations.

Question 11 in category 2 aimed to reveal the pre-service teachers' opinion about their chances to observe their peers' classes during the practicum and internship. As Table 1 indicates most of the participants agreed with the idea that they had had enough opportunities to observe their peers' classes both during the practicum and internship

Question 12 in this category aimed at identifying the pre-service teachers willingness of video recording their own lessons during the practicum and internship and watching them later for analysis together with peers and supervisors. Table 1 illustrates that most of the pre-service teachers (41%) remained neutral in regard to this statement. Thus it might be implied that they were not very much willing to video record their lessons during the practicum and internship and later on discuss them with their peers and supervising teachers.

The study also presents more detailed descriptive statistics (Appendix G) of all the responses to the Questions 9, 10, 11, 12 and 14 in the questionnaire to depict the pre-service teachers' attitude towards various aspects of the practicum and internship in more depth.

Table 2

Pre-service teachers' expectations for the curriculum of the practicum

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Practicum will benefit from practical workshops and trainings before teaching.	(n=1) 4%	(n=1) 4%	(n=2) 7%	(n=13) 48%	(n=10) 37%
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	(n=1) 4%	(n=0) 0%	(n=2) 7%	(n=16) 59%	(n=8) 30%

During the Practicum and Internship					
MA TEFL students will benefit from	(n=1)	(n=1)	(n=8)	(n=12)	(n=5)
having an online platform where they	4%	4%	30%	44%	18%
can share their impressions and also					
their activities and lesson plans with					
their peers.					

Note: Table 2 presents the results of the pre-service teachers' responses to Question 14 of the questionnaire (with its three sub-points)

The main purpose of the Question 14 in category 2 was to discover the pre-service teachers' attitudes towards some additional components of the practicum curriculum which they would benefit from during their practicum and internship. According to Table 2 most of the pre-service teachers (48%) agreed that having practical workshops or trainings before their practicum and internship would be very beneficial for them. Besides, the majority of the participants (59%) would like to have regular outside class discussions with peers where they can exchange their experiences. Most of the pre-service teachers (44%) also agreed that they would very much benefit from having an online platform where they can share their impressions and also their activities and lesson plans with their peers. More detailed descriptive statistics (Appendix G) are also provided to show the pre-service teachers' expectations on having several additional components in the practicum curriculum.

4.1.4. The logistics of the practicum

Category 3 which refers to the logistics of the practicum, in particular its duration, includes Question 8 from the questionnaire with its two sub-points. Figure 3 illustrates the pre-service teachers' attitude towards the duration of their teaching practice both during the practicum and internship.

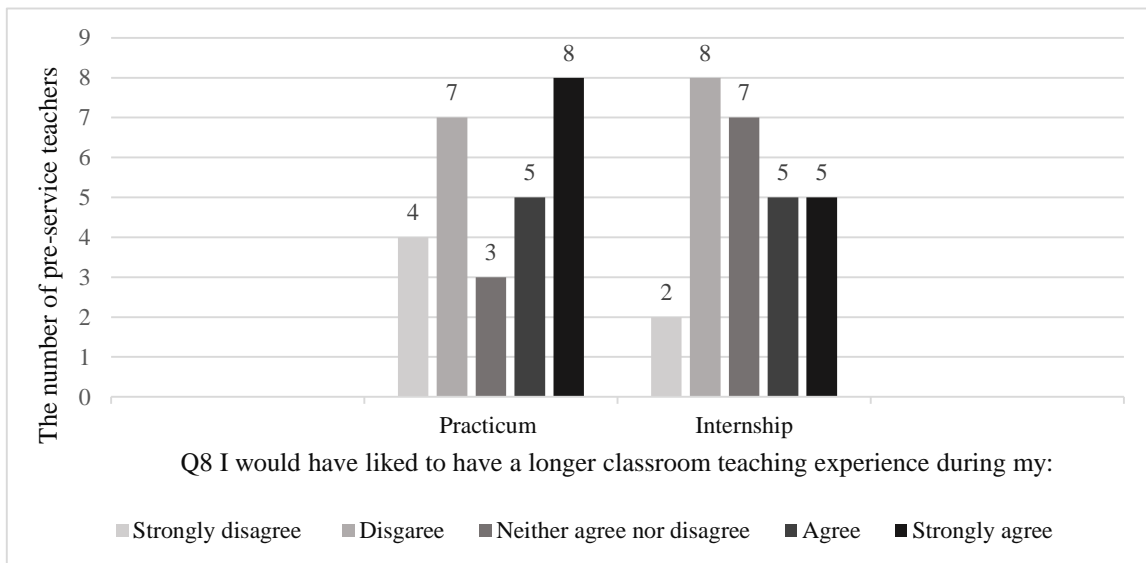


Figure 3: Pre-service teachers' perspectives on the duration of the practicum. Results of the pre-service teachers' responses to question 8 of the questionnaire (with its two sub-point)

Question 8 in category 3 aimed at discovering the pre-service teachers' expectations towards the duration of the practicum and internship. Figure 3 shows an interesting distribution of the participants' responses on a scale of 1 to 5. Almost equal number of participants either disagreed or strongly agreed with the fact that the duration of teaching experience should be longer during the practicum. Similarly equal number of participants either disagreed or remained neutral in regard to the duration of the internship. It might be implied that there is a tendency, although not a strong one, among the pre-service teachers to expect more teaching hours for the practicum, while for the internship the participants seem to be satisfied with the amount of teaching hours. More detailed descriptive statistics (Appendix G) are also provided to describe the pre-service teachers' attitudes towards the duration of the classroom teaching experience both during the practicum and internship.

4.1.5. The placement of the pre-service teachers during the practicum

Category 4 aims to reveal the pre-service teachers' preferences for their placement during the practicum and internship, and for having a chance to work with students in

different age groups and with different language proficiency levels. This category includes Question 15 from the questionnaire with its two sub-point. Figure 4 illustrates the frequency and distribution of the participants' responses on a scale of 1 to 5 in regard to their placement in different settings during the practicum.

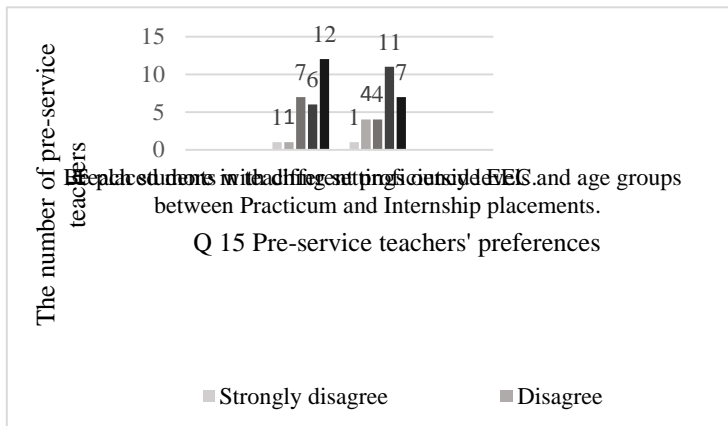


Figure 4: Pre-service teachers' preferences for their placement during the practicum.

Results of the pre-service teachers' responses to Question 15 of the questionnaire (with its two sub-point)

Question 15 with its two sub-points describes the pre-service teachers' preferences in terms of their placement during the practicum and internship. Figure 4 illustrates that the majority of the pre-service teachers would have preferred being placed in different settings rather than in the after school language program involved in the current study. Moreover, they would have also preferred getting a chance to teach students with different proficiency and age groups between practicum and internship placements. More detailed descriptive statistics (Appendix G) are also provided to describe the pre-service teachers' preferences for the

placement during the practicum and having the opportunity to work with students with different age and levels of proficiency.

4.1.6. The role of supervising and cooperating teachers during the practicum

Category 5 sought to uncover the pre-service teachers' attitude toward their supervising and cooperating teachers. This category consists of Questions 13 and 17 from the questionnaire with their two sub-points. Table 3 demonstrates the frequency and distribution of the participants' responses on a scale 1 to 5 referring to their understanding of the role of supervising and cooperating teachers during the practicum and internship.

Table 3

Pre-service teachers' attitude towards supervising and cooperating teachers

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q13 I have had enough conference opportunities with supervisors and/or cooperating teacher(s):	Practicum	(n=1) 4%	(n=4) 15%	(n=8) 30%	(n=8) 30%	(n=5) 18%
	Internship (cooperating teachers don't apply here)	(n=2) 7.4%	(n=3) 11.1%	(n=7) 26%	(n=9) 33%	(n=5) 18.5%
Q 17 I experienced productive relationships with my:	Cooperating teacher(s)	(n=2) 7%	(n=1) 4%	(n=4) 15%	(n=13) 48%	(n=7) 26%
	Supervising teachers	(n=3) 11.1%	(n=3) 11.1%	(n=3) 11.1%	(n=12) 44.4%	(n=6) 22.2%

Note: Table 3 presents the results of the pre-service teachers' responses to Questions 13 and 17 of the questionnaire (with its three sub-points)

Questions 13 and 17 aimed to discover the pre-service teachers' attitude towards the role of supervising and cooperating teachers. As shown in Table 3 equal number of participants either agreed or remained neutral in regard to the conference opportunities with supervising and cooperating teachers during the practicum. Almost equal number of participants again either agreed or remained neutral in regard to the same statement for the internship. It can be assumed that the pre-service teachers might be neither satisfied nor disappointed with the frequency of the conferences they had with their supervising and cooperating teachers both during the practicum and internship.

Question 17 aimed to find out how pre-service teachers evaluate their relationships with their supervising and cooperating teachers. Table 3 illustrates that the majority of the participants either agreed or strongly agreed that they had had a quite productive relationships with their supervising and cooperating teachers during their practicum and internship. More detailed descriptive statistics (Appendix G) of all the responses to the Questions 13 and 17 in the questionnaire are also presented to show the pre-service teachers' attitude towards the relationships they had with supervising and cooperating teachers during the practicum and internship.

4.1.7. The grading and assessment/feedback in the practicum

Category 6 is related to the pre-service teachers' preferences and expectations for the grading and assessment of the practicum and internship and it consists of Question 15 with its two sub-points and Question 16 with its six sub-points from the questionnaire. Figure 5 and Figure 6 indicate the frequency and distribution of the pre-service teachers' responses on a scale 1 to 5 in regard to their preferences for different aspects and components of the grading and assessment during the practicum and internship, including feedback they got from their supervising and cooperating teachers.

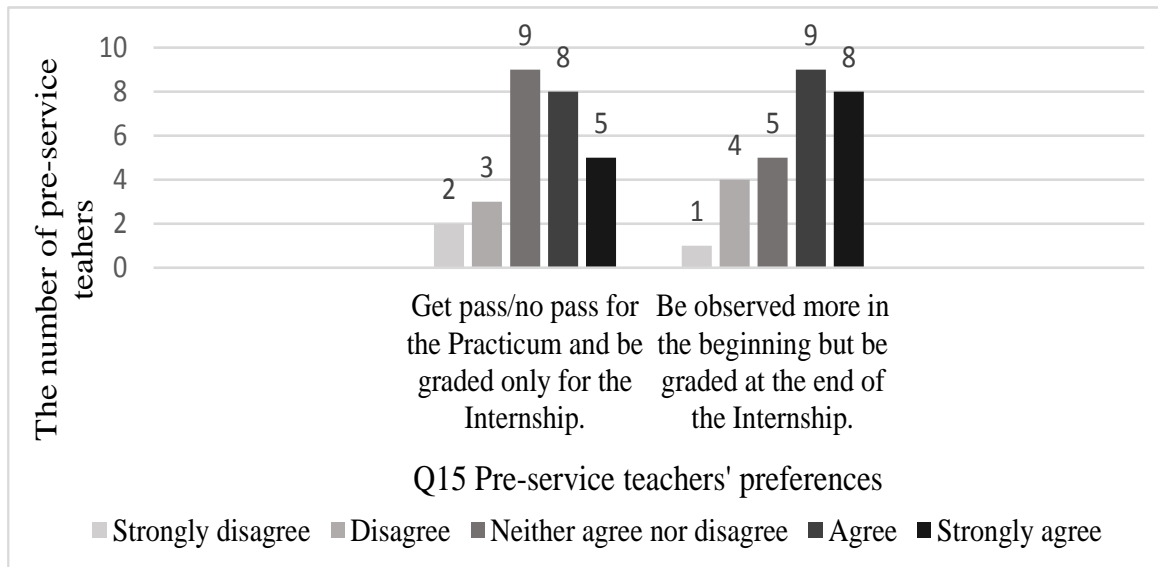


Figure 5: Pre-service teachers' preferences for the grading during the practicum. Results of the pre-service teachers' responses to Question 15 of the questionnaire (with its two sub-point)

Question 15 aimed to discover the pre-service teachers' preferences for the grading during the practicum and internship. As demonstrated in Figure 5 almost equal number of the participants either agreed or stayed neutral in regard to the grading of the practicum and internship. It can be inferred that the pre-service teachers might not prefer getting pass/no pass for the practicum and being graded only for the internship. More detailed descriptive statistics (Appendix G) are also presented to reveal the pre-service teachers' attitude towards the grading during the practicum and internship.

However, most of the participants wither agreed or strongly agreed that they would have preferred to be observed more in the beginning but be graded for the lessons observed at the end of the internship. More detailed descriptive statistics (Appendix G) describe the above mentioned statement in more depth thus revealing the pre-service teachers perspectives on the issue.

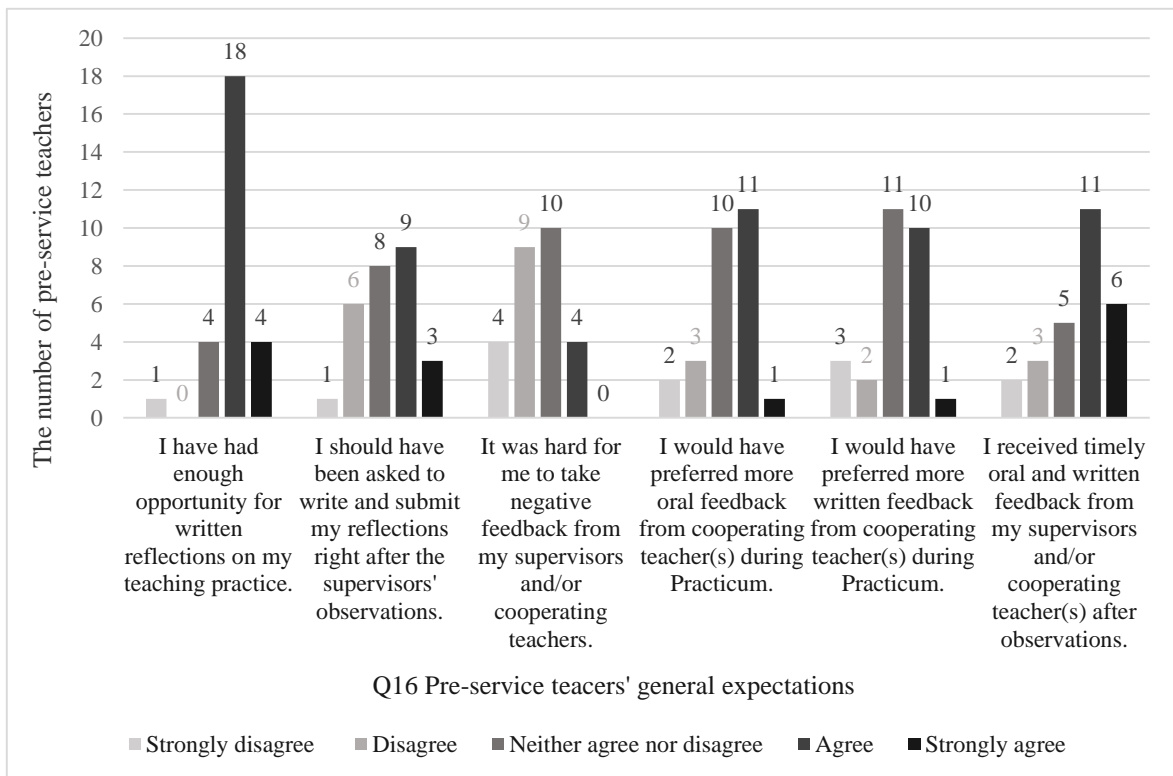


Figure 6: Pre-service teachers' expectations for the assessment/feedback during the practicum. Results of the pre-service teachers' responses to Question 16 of the questionnaire (1-6 sub-points)

The main purpose of Question 16 in this category was to present the pre-service teachers general expectations for the assessment and feedback they get during the practicum and internship. Figure 6 illustrates that the majority of the participants agreed they had had enough opportunity for written reflections on their teaching practice. Almost equal number of the pre-service teachers either agreed or remained neutral in regard to the submission of their reflection right after the supervisors' observations which means they agreed with the guidelines they had been provided so far. Similarly nearly equal number of the participants either disagreed or remained neutral in relation to the way they take negative feedback from their supervising and cooperating teachers. Thus it might be inferred that they tried to demonstrate quite reasonable approach towards the negative feedback. Almost equal number of the participants either agreed or remained neutral in regard to preferences for getting more

oral and written feedback from their cooperating teachers during practicum which might show they were satisfied with the amount of oral and written feedback they get from their cooperating teachers. Finally most of the participants agreed that they got timely oral and written feedback from their supervising and cooperating teachers. The study also presents more detailed descriptive statistics (Appendix G) to reflect the pre-service teachers' general expectations for the assessment and feedback during the practicum and internship.

4.1.8. Suggestions to improve the practicum

Category 7 summarizes the data from the two open-ended questions of the questionnaire with respect to the suggestions to improve both the practicum and internship experiences. Table 4 presents the most frequently mentioned points by the pre-service teachers as areas of possible improvements in both experiences.

Table 4

Pre-service teachers' suggestions to improve the practicum

		<i>N (%)</i>
Practicum	To make the practicum longer thus providing the pre-service teachers with more classroom teaching opportunities.	8 (30%)
	To provide the pre-service teachers with an opportunity to observe more classes with experienced teachers prior to the practicum.	4 (15%)
	To allow the pre-service teachers teach more classes without being graded.	3 (11%)
	To change the grading of the practicum making it pass/no pass.	3 (11%)
	To place the pre-service teachers in different settings.	3 (11%)
Internship	To place the pre-service teachers in different settings rather than EEC.	5 (18.5%)
	To create chances to work with different age groups in particular with adult learners with different proficiency levels.	4 (15%)

The points demonstrated in Table 4 were the most frequently mentioned ones by the pre-service teachers. These comments show that the pre-service teachers seem to be quite cautious about these topics most of which were also included in the multiple choice questions in the questionnaire. There is some similarity of opinions with respect to the placement, the grading and the possibility of working with students of different age group and proficiency level during the practicum and internship. Another overlap of ideas is connected with the opportunity of observing more classes with experienced teachers before the practicum. Thus, it can be inferred that the comments mentioned in the open-ended questions to certain extent support the results from the different sections of the questionnaire discussed above.

4.2. Results of Qualitative Analysis

The qualitative data from the semi-structured focus group interview with eight pre-service teachers also supported the main findings of the quantitative data. Moreover, the data from the one-to-one semi-structured interviews with four supervising and four cooperating teachers added more depth to the findings looking at them from other stakeholders' perspective. The results of the interviews were organized under the following five categories: reflection on the practicum experience, pre-service teachers' preparedness to teach, challenges during the practicum, the grading and assessment/feedback of the practicum, suggestions to improve the practicum, which emerged during the process of data analysis. The results of the interviews with each group of stakeholders of the well-known triad of practicum, namely student- teachers- cooperating teachers-supervising teachers will be presented in a complementary way and exemplified by some quotes.

4.2.1. Reflection on the practicum experience

When asked to describe their practicum and internship experiences most of the pre-service teachers (seven pre-service teachers out of eight which is 87.5%) considered both experiences as productive and useful. As one of the participants mentioned:

“Both practicum and internship were very productive, as they gave me a lot of chances to make mistakes, and learn from my own mistakes. They also helped me see if teaching is mine or not, and discover myself as well.”

The pre-service teachers also mentioned that it was a good platform for them to get some insights of the real life of a teacher and practice whatever they had learnt from other courses. Half of the students noted that the practicum was the first step which helped them to gain some confidence and be more prepared for the internship. It contributed to their professional development, and as two of the participants mentioned they even got a job offer right after their internship. However, some of the participants (25%) reported that although the practicum was a useful experience they still felt uncomfortable while teaching in the real classroom as they had no teaching experience before. In addition, one of the participants who also viewed practicum as a productive experience mentioned that although she learnt a lot she was stressed before each lesson as she felt the constraints of the requirements, the necessity of following each and every point in the lesson plan written beforehand which at the end had a negative impact on her teaching.

Not surprisingly, most of the participants (75%) agreed that in general, both the practicum and internship influenced their teaching philosophy. However, they also mentioned that it was not dramatically changed, instead the values and beliefs they had before the practicum and internship were reinforced and reemphasized.

4.2.2. Pre-service teachers preparedness to teach

During the interviews all the stakeholders of the triad of practicum were asked to comment on the pre-service teachers overall preparedness to teach with respect to the subject matter knowledge, the ability to connect the theory with practice, language proficiency and teacher communication skills, and pedagogical and decision making skills.

All the participants agreed that the practicum and internship helped them to develop their subject matter knowledge and they got a chance to put their theoretical knowledge into practice. However, some of them (62.5%) mentioned that the time was short to fully understand the real beauty of teaching and get the idea how all the theories work in practice. Thus over half of the participants thought that they would benefit more from having a longer classroom teaching experience especially during the practicum which for some of them was the first teaching experience.

When asked about the influence of practicum on their language proficiency and teacher communication skills most of the pre-service teachers (75%) emphasized that both experiences greatly influenced their language proficiency (in terms pronunciation, grammar and vocabulary) and teacher communication skills as they needed to prepare before each lesson to be able give the right instruction during the lesson. In addition, all of the pre-service teachers noted that the practicum and internship had a great impact on their pedagogical and decision making skills as well. They became more proficient in selecting and designing teaching materials, planning lessons and assessing the learning of the students.

Moreover, most of the participants noted that during the practicum and internship they got a chance to improve their skills of establishing rapport with students, motivating and supporting them, and managing group dynamics. However, some of them mentioned that sometimes it was really difficult to manage the classroom and accomplish all the objectives of the lesson with in time limit. With this respect almost all of the pre-service teachers mentioned that it would be more beneficial for them to have more observations with experienced teachers before they start their practicum. They all seemed to agree that having some workshops and trainings before the practicum would enable them to gain practical knowledge and skills which would make them more confident during the practicum. Besides they would have preferred to have some of their courses such as Vocabulary Teaching and

Learning and Second Language Acquisition (SLA) before starting the practicum which could help them face the realities in the classroom better. They also mentioned that they would have preferred to have a course on child's psychology because to be able to teach a child something the teacher first should understand the child's psychology which varies from child to child.

During the interviews all four cooperating teachers also mentioned that the majority of the pre-service teachers were mostly prepared for their lessons since they gained a lot of knowledge from their courses and the practicum was the time for them to apply their knowledge in practice. Some of the cooperating teachers were of the opinion that sometimes it might vary from person to person which means those who still struggle should work hard and spend more time on preparation and practice.

All cooperating teachers agreed that the pre-service teachers did not have major issues with subject matter knowledge and the ability of connecting theory and practice. Two of the cooperating teachers mentioned that the pre-service teachers did not have problems with language proficiency and teacher communication skills. While two of them noted that sometimes it might depend on a person, as there were cases when the pre-service teachers really needed to work on their language skills especially while working with high proficiency level students. All four cooperating teachers pointed out that most of the pre-service teachers were good at planning and conducting lessons, selecting and designing teaching materials and working with students. As some of the cooperating teachers mentioned sometimes they even recycled the activities used by the pre-service teachers as they were really well-designed. The cooperating teachers also noted that the pre-service teachers were able to motivate and support the students. One of the areas of improvement for the pre-service teachers suggested by the cooperating teachers was making the activities interactive and communicative and trying to create an authentic environment where the learners can use the language. Another

suggestion was to plan each activity carefully according the age and level of the students and allocate sufficient amount of time for its completion.

Like the cooperating teachers all four supervising teachers agreed that the majority of the pre-service teachers are mostly prepared and willing to teach. However, preparedness and willingness sometimes might depend on a person, there are pre-service teachers who are always prepared and the ones who still need time to practice and improve. Two of the supervising teachers mentioned that the major issue for some of the pre-service teachers is that they very often fail to implement whatever they know when they enter the classroom. They also have hard time with figuring out which activities and tasks would be more efficient for a particular group or particular lesson. One of the supervising teachers also noted that sometimes some of the pre-service teachers lack confidence and are not very active, they do not want to take the initiatives and try out new things. The reason behind might be the fact that some of them really lack sufficient amount of teaching experience to be able to handle the realities of the classroom. However, as one of the supervising teachers pointed out:

“For the students who has never taught before the practicum is a good transition period from the desk to reality, when they understand what a real classroom looks like, how the learners behave and what are their learning styles and habits. It is true sometimes they feel that there is something unfulfilled because of time constraints. And here comes the internship which is a good chance for them to feel as full time teachers and be responsible for their teaching and their students. And this is a period when they learn better and become aware of the responsibilities and the challenges of being a teacher”.

When asked about the pre-service teachers' preparedness in terms of their subject matter knowledge and the ability to connect the theory with practice all of the supervising teachers noted they the pre-service teachers had no issues with their subject matter

knowledge but they did have issues while connecting the theory and practice. Perhaps they are theoretically well armed but they should understand what the relationship between the theory and practice is and how they could relate the theories to their teaching practice. With respect to language proficiency and teacher communication skills, almost all supervising teachers mentioned that with teacher communication skills most of the pre-service teachers seemed to have no major issues, while for some of them language proficiency might be an issue. Thus they should work on their pronunciation and vocabulary and practice a lot before their classes.

With respect to pedagogical and decision making skills, the supervising teachers pointed out that most the pre-service teachers mostly do not have major problems with the exception of some of them who still need to work hard on those skills. Thus the supervising teachers noted that while planning the lesson and developing the activities the pre-service teachers should not be too ambitious and they should create their lessons in accordance with age and level peculiarities of the students they teach. Besides they should create more interactive and communicative activities which would encourage the students to participate. Therefore as all of the supervising teachers pointed out the pre-service teachers should spend more time on preparation and practice more before each lesson.

4.2.3. Challenges during the practicum

During the focus group interview the pre-service teachers were asked to reflect on the challenges they had while working with students, cooperating and supervising teachers. One of the major challenges mentioned by all the pre-service teachers was having the classroom with mixed levels and different learning styles especially for the ones who had their practicum in different settings rather than the after school program involved in the current study. As they pointed out they tried to solve this problem by creating lesson with differentiated instruction and designing activities in accordance with different learning styles.

Another issue for many of the pre-service teachers was classroom management while working with students, sometimes it was hard for some of them to keep the students engaged and motivate them. One of the solutions they could come up with was to engage them in various activities to keep them interested and motivated but even that sometimes did not work. In this respect almost all of the pre-service teachers also emphasized the positive impact of the peer observations during the practicum and internship. Their peers' feedback very often helped them to notice the gaps and try to find reasonable solutions.

All pre-service teachers noted that they had had quite positive experiences while working with cooperating teachers. They could not think of any major challenges they had encountered during their practicum. However, some of the participants pointed out that to make this collaboration better before the practicum both the pre-service and the cooperating teachers should have clear understanding what their responsibilities are and what should be their expectations from each other.

When asked to comment on their experience of working with the pre-service teachers, all of the cooperating teachers mentioned that in most of the cases it was a good collaboration. Some of the cooperating teachers mentioned that it was a good chance to share experience and sometime they took some new ideas from the pre-service teachers and even used some of the activities in their own classes. One of the challenges mentioned by the cooperating teachers was that sometimes after the practicum they had some difficulties to catch up with the syllabus and cover the materials which the pre-service teachers did not manage to address. However, as the cooperating teachers mentioned they tried to discuss the course materials with the pre-service teachers and make them aware what should be covered during that particular term.

With respect to their experience while working with the supervising teachers, all of the pre-service teachers pointed out that they had had positive experience. The supervising

teachers were very supportive and gave good guidance. The only challenge mentioned by most of the pre-service teachers (75%) was that sometimes different supervising teachers had different attitude and belief towards teaching. They had different approaches towards lesson planning and activity design and sometimes something which one supervising teacher suggested the other one might not accept. Thus the pre-service teachers tried to adapt their lesson plans and activities based on the fact who was going to be the observer. Although it helped them to become more flexible for some of them it was extra pressure and somehow had a negative influence on their teaching as well.

4.2.4. The grading and assessment/feedback of the practicum

In connection with the grading of the practicum most of the pre-service teachers (87.5 %) suggested getting pass/no pass for the practicum and being graded during the internship. Although they understood that grades were necessary for earning the required amount of credits to graduate they pointed out that sometimes the idea of being graded put extra pressure on them and had some negative impact on their teaching as well. Apart from grading all the pre-service teachers commented on the role of feedback on their professional development. Most of them noted that the feedback they got from their supervising teachers helped them to identify their weak points and try to improve them. In this regard some of the pre-service teachers mentioned that they would prefer having more classes observed and instead being graded get more feedback from the supervising teachers. As the more constructive and encouraging is the feedback you get the better influence it could have on your development as teacher.

The supervising teachers also commented on the grading and assessment of the practicum. With respect to grades like some of the pre-service teachers three of the supervising teachers pointed out that if possible they would have also preferred to avoid it but

grading is something which cannot be completely excluded as it is connected with university requirements and GPA. As one of the supervising teachers mentioned:

“Grades are there not to punish students but to help them see their progress.”

All the supervising teachers emphasized the importance of a constructive and detailed feedback, which should also be timely to give the pre-service teachers a chance to reflect on the previous lesson and try to fill in the gaps and improve their teaching. Moreover almost all of the supervising teachers (75%) pointed out that some of the pre-service teachers should accept both the positive and the negative defensive and try not to be defensive.

4.2.5. Suggestions to improve the practicum

This category summarizes all the suggestions made by the pre-service and supervising teachers in respect to the improvement of the practicum. The pre-service teachers suggested the following: to get pass/no pass for the practicum and be graded only for the internship, to have more discussion sessions with peers during the practicum and internship which will create an opportunity for the pre-service teachers to give each other feedback and share their experiences, to organize workshops and trainings for the pre-service teachers before the practicum which will help them improve their practical skills, to have more observation opportunities with experienced teacher during the practicum and into place the pre-service teachers in different settings and give the chance to come out of their comfort zone, to create a community of the program graduates where both the current students and alumni could meet from time to time and share their experiences and learn from each other.

The supervising teachers suggested the following: to make the duration of the practicum longer (if it would be possible technically), to provide the pre-service teachers with opportunities to teach in different settings (such as public schools, language centers) which will enable to handle different realities and have better understanding of what teaching is, to

give the pre-service teachers a chance to work with students of different age and level of language proficiency.

4.2.6. Additional findings

During one-to-one interviews the researcher asked four cooperating and four supervising teachers about their perceptions of the necessity of a good collaboration between the program and partner schools.

Responses showed that 75% of the cooperating teachers thought that there was good collaboration between the after school language program and the master's program itself. However half of the cooperating teachers pointed out that although the collaboration was good enough there was room for improvement in terms of knowing the responsibilities. They noted that this collaboration could be better if both the pre-service teachers and the cooperating teachers knew their exact responsibilities before the practicum and internship. Besides it would make their cooperation more productive. All of the supervising teachers noted that the collaboration between the master's program and the after school language program was quite good. However, as one of the supervising teachers mentioned there were stills certain things which could be improved. One of such things could be the amount of support and guidance the pre-service teachers got from the cooperating teacher which means the cooperating teachers should be more supportive. Almost all supervising teachers (75%) pointed out that in regard to public schools there was even more work to do as the picture there sometimes is different and you do not know what to expect.

When asked about the kind relationship which the cooperating and supervising teachers should have all of the cooperating teachers noted that there should be good collaboration between them. During the practicum it would be better if the cooperating and supervising teachers meet regularly and discuss the observed classes which could be a good chance for the pre-service teachers to get more feedback. However the second half of the

cooperating teachers mentioned that this additional feedback might cause extra stress for the pre-service teachers or they accept it as criticism.

Like the cooperating teachers all supervising teachers mentioned that there should be a good collaboration between them and the cooperating teachers. They could meet from time to time if there would be any issues related to the teaching of a particular pre-service teacher and try to discuss the problem to find a reasonable solution. Moreover half of the supervising teachers noted that the cooperating teachers could also provide feedback for the observed classes. However like the cooperating teachers the supervising teachers also mentioned that in this case it might be double pressure for the pre-service teachers to get the feedback from both of them and it might have a negative impact on their teaching.

With respect to their role during the practicum and the amount of support they should provide to the pre-service teachers all the cooperating teachers noted that their role was very important. They should give support and help, create stress free environment, guide and help to deal with certain problems with students and find relevant solutions. Moreover, the cooperating teachers should observe, analyze and discuss the lessons and give constructive feedback. In regard to the amount of support all of the cooperating teachers pointed out that the pre-service teachers should get support especially if it was their first teaching experience. However, as half of the cooperating teachers mentioned the pre-service teachers should also have freedom to try new things out and learn from their own mistakes.

4.3. Research Question 2

The second guiding research question of the current study was as follows:

2) What are the novice teachers' perspectives on how practicum experiences contribute to their career success?

To answer the second research question the study will use the results of the online questionnaire and the semi-structured focus group interview with the novice teachers.

Furthermore, it will describe the same issue from the employers' perspective based on the results of the semi-structured one-to-one interviews. As it has already been mentioned before Practicum and Internship experiences are viewed not as separate rather than interrelated and complementary experiences while interpreting the results.

4.3.1. Results of Quantitative Analysis

Forty-eight novice teachers responded to the online survey which was followed the by semi-structured focus group interview with five participants from the same group. The questionnaire was divided into five main sections. Like the questionnaire used with the pre-service teachers questions 1-6 in the first section referred to the novice teachers' background information. The results revealed that nine of the novice teachers (19%) graduated in 2017, ten of them (21%) in 2016, seven of them (15%) in 2015, two of them (4%) in 2014 and 20 of them (41%) graduated before 2014. In regard to the cumulative English teaching experience in the classroom setting before coming to the program 23 of the novice teachers (48%) had no experience, 11 of them (23%) had 1-2 years of experience, six of them (12,5%) had 3-5, five of them (10,5%) 6-9 and three of them (6%) more than nine years of experience respectively. During the studies in the program 31 of the novice teachers (65%) had been teaching English in the classroom setting and 17 of them (35%) had no such an experience. 30 of the novice teachers (63%) are currently teaching English in the classroom setting and 16 of them (33%) do not have this experience and 2 of them (4%) in tutoring. As to their teaching employment status 20 of the novice teachers (42%) work full time, 13 of them (27%) work part time, and 15 of them (31%) are self-employed or work either in another field. Nine of the novice teachers (19%) work in the universities, 15 of them (31%) in private schools, eight (17%) in language centers and 16 (33%) work in another field. From these results it can be assumed that the novice teachers from different cohorts were also engaged in the English language teaching quite actively during their studies in the program. Besides more than half of them are

currently teaching English in the classroom setting which might be a good indicator of having a productive and effective practicum experiences during their studies.

While analyzing the results of the online survey conducted with the novice teachers the researcher used the same categories as with the results of the questionnaire with the pre-service teachers. The responses to the items in the sections 2-5 of the questionnaire were organized under the same seven categories: reflections on the practicum experiences, the curriculum of the practicum, the logistics of the practicum, the placement of the novice teachers, and the role of supervising and cooperating teachers during the practicum, the grading/assessment and feedback in the practicum and suggestions to improve the practicum.

4.3.2. Reflections on the practicum experiences

Category 1 is related to the novice teachers' overall reflections on their practicum and internship experiences. Figure 7 and Figure 8 show the frequency and distribution of the 48 participants' responses on a scale of 1 to 5 for Question 7 in the questionnaire which in its turn includes 14 sub-pints.

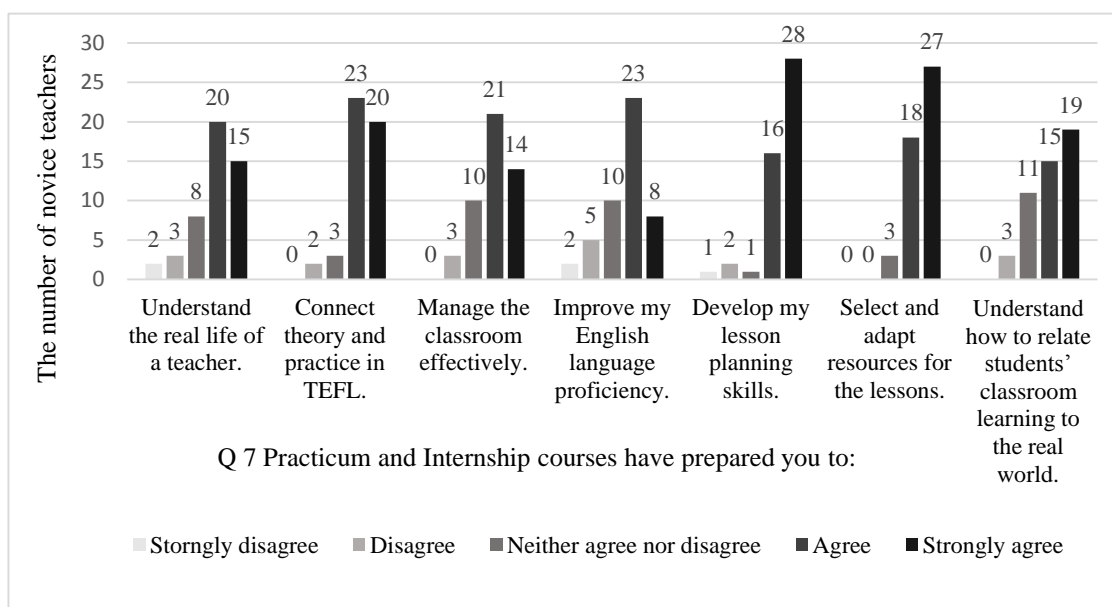


Figure 7: Novice teachers' reflections on their practicum experiences. Results of the novice teachers' responses to Question 7 of the questionnaire (sub-points 1-7)

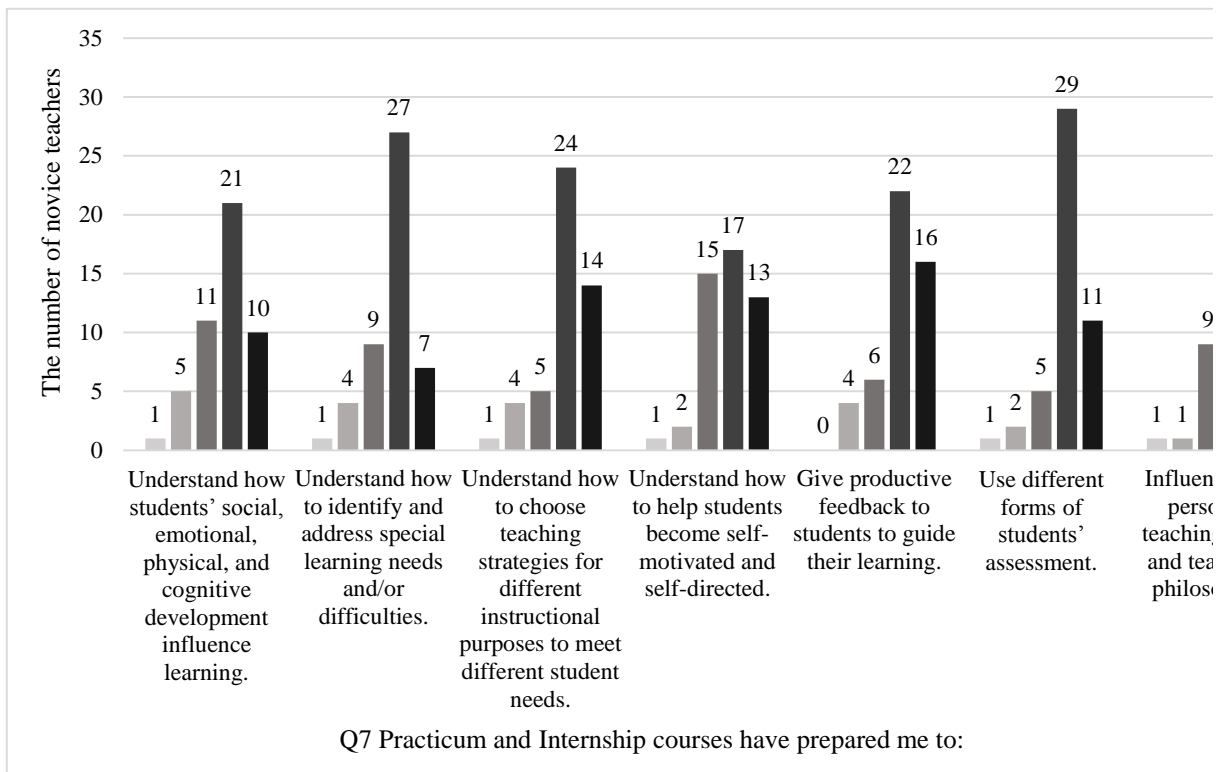


Figure 8: Novice teachers' reflections on their practicum experiences. Results of the pre-service teachers' responses to question 7 of the questionnaire (sub-points 8-14)

Category 1 aimed to demonstrate the novice teachers' general reflections on their practicum and internship experiences and depict the extent to which both experiences impacted their preparedness in regard to certain teaching knowledge and skills. Figures 7 and 8 show that most of the novice teachers like the pre-services ones agreed that their practicum and internship experiences influenced their overall understanding of teaching and helped them develop their teaching knowledge and practical skills. The study also provides more detailed descriptive statistics (Appendix H) to reveal the extent to which the practicum and internship influenced the novice teachers' teaching knowledge and skills.

4.3.3. The curriculum of the practicum

Category 2 comprises of five questions from the section 3 of the questionnaire which describes the novice teachers' expectations for the curriculum of the practicum. Table 5 and

Table 6 show the frequency and distribution of the 48 participants' responses on a scale of 1 to 5 for the questions 9, 10, 11, 12 and 14 in the questionnaire which themselves include 10 sub-pints.

Table 5

Novice teachers' expectations for the curriculum of the practicum

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q9 MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:	Practicum	(n=1) 2.1%	(n=12) 25%	(n=13) 27%	(n=13) 27%	(n=9) 19%
	Internship	(n=0) 0 %	(n=8) 17%	(n=14) 29%	(n=14) 29%	(n=12) 25%
Q10 MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:	Practicum	(n=6) 12.5%	(n=9) 19%	(n=6) 12.5%	(n=17) 35%	(n=10) 21%
	Internship	(n=6) 12.5%	(n=10) 21%	(n=6) 12.5%	(n=16) 33%	(n=10) 21%
Q11 MA TEFL program has provided me with enough chances to observe my peers' classes during:	Practicum	(n=5) 10.5%	(n=6) 12.5%	(n=11) 23%	(n=14) 29%	(n=12) 25%
	Internship	(n=4) 8.5%	(n=5) 10.5%	(n=13) 27%	(n=14) 29%	(n=12) 25%
Q 12 I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:	Practicum	(n=4) 8.5%	(n=5) 10.5%	(n=10) 21%	(n=20) 42%	(n=9) 18%
	Internship	(n=4) 8%	(n=6) 12%	(n=9) 19%	(n=20) 42%	(n=9) 19%

Note: Table 5 presents the results of the novice teachers' responses to Questions 9, 10, 11, and 12 of the questionnaire (with two sub-points each)

Category 2 aimed to demonstrate the novice teachers' expectations for the curriculum of the practicum in relation to its different aspects. Question 9 revealed the novice teachers' attitude towards individual teaching and co-teaching during the practicum and internship. As it is shown in Table 5 unlike the pre-service teachers more than half of the novice teachers either agreed or remained neutral in regard to the question on whether they would benefit more from individual teaching instead of co-teaching with peers both during practicum and internship. Thus it can be inferred that the novice teachers might prefer both individual teaching and co-teaching in practicum as well as internship.

Question 10 in category 2 addressed the novice teachers' opinion about their class observation opportunities with experienced teachers before the start of the practicum and internship. As Table 5 indicates most of the novice teachers (46%) either agreed or strongly agreed, and some of them (19 %) disagreed that they had had enough class observation opportunities during the practicum. While in relation to the internship there was an interesting distribution of the responses. Some of the novice teachers (33 %) agreed, another 42% either strongly disagreed or strongly agreed that they had had enough observation opportunities during the internship. It can be assumed that unlike the case with the pre-service teachers some of the novice teachers might consider the observation opportunities enough but some of them might still need more observations during the practicum and internship.

The main purpose of Question 11 was to discover the novice teachers' opinion about their chances to observe their peers' classes during the practicum and internship. As it is shown in Table 5 more than half of the novice teachers either agreed or strongly agreed that they had had enough opportunities to observe their peers' classes both during the practicum and internship.

Question 12 in this category aimed at revealing the novice teachers' attitude towards video recording their own lessons during the practicum and internship and watching them

later for analysis together with peers, supervisors. Table 5 shows that most of the novice teachers (42%) would like to have a chance to video record their lessons. Thus it can be implied that which unlike the pre-service teachers who were not very much willing to video record their lessons during the practicum and internship the novice teachers were more inclined to this idea. More detailed descriptive statistics (Appendix H) of all the responses to the Questions 9, 10, 11 and 12 in the questionnaire to describe the novice teachers' attitude towards various aspects of the practicum and internship in more depth.

Table 6

Novice teachers' expectations for the curriculum of the practicum

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Practicum will benefit from practical workshops and trainings before teaching.	(n=0) 0%	(n=4) 8.5%	(n=3) 6%	(n=26) 54%	(n=15) 31%
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	(n=2) 4%	(n=1) 2%	(n=9) 19%	(n=27) 56%	(n=9) 19%

Note: Table 6 presents the results of the novice teachers' responses to question 14 of the questionnaire (with its two sub-points)

Question 14 in category 2 addressed the novice teachers' attitudes towards some other components of the practicum curriculum which might be beneficial from them during their practicum and internship. As Table 6 depicts like the pre-service teachers most of the novice

teachers (54%) agreed that practical workshops or trainings before their practicum and internship began would be very beneficial for them. Besides, the majority of them (59%) would also prefer having regular outside class discussions with peers which would allow them to exchange their experiences. More detailed descriptive statistics (Appendix H) are also provided to demonstrate the novice teachers' attitude towards some other components of the practicum and internship.

4.3.4. The logistics of the practicum

Category 3 is mainly concerned with the logistics of the practicum, in particular its duration, and it includes Question 8 from the questionnaire with its two sub-points. Figure 9 demonstrates the novice teachers' expectations for the duration of their teaching practice both during the practicum and internship. As it has already been mentioned previously the practicum and internship are considered not as separate rather than complementary experiences.

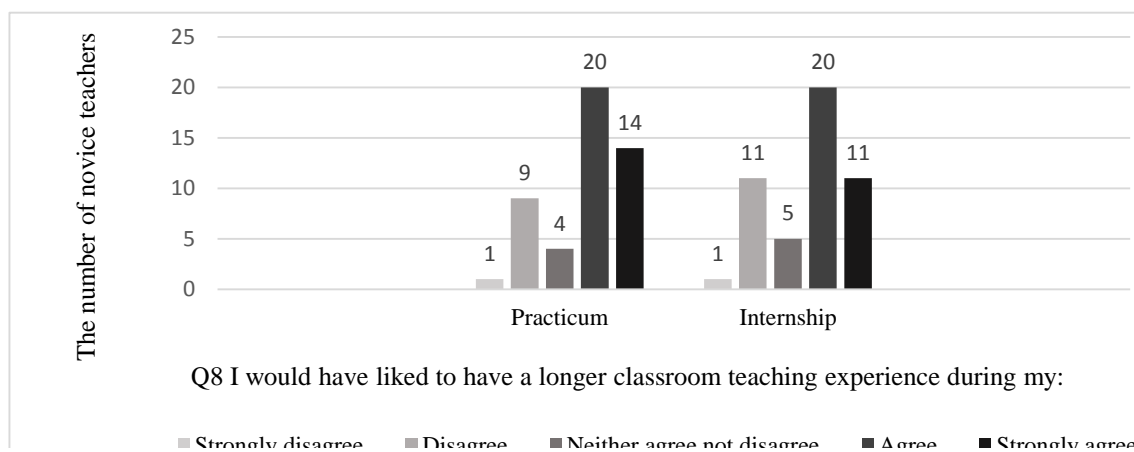


Figure 9: Novice teachers' perspectives on the duration of the practicum. Results of the pre-service teachers' responses to Question 8 of the questionnaire (with its two sub-point)

The main purpose of Question 8 in category 3 was to discover the novice teachers' perspectives on the duration of the practicum. Figure 9 indicates that the majority of the

novice teachers unlike the pre-service ones either agreed or strongly agreed that the duration of teaching experience should be longer both during the practicum and internship which means that most of the novice teachers might want to have a longer classroom teaching experience both during the practicum and internship. The study also presents more detailed descriptive statistics (Appendix H) to reflect the novice teachers' preferences for the duration of the practicum and internship in more depth.

4.3.5. The placement of the pre-service teachers during the practicum

Category 4 aimed to discover the novice teachers' preferences for their placement during the practicum and internship, and also for getting a chance to work with students of different age and with different language proficiency levels. This category includes Question 15 from the questionnaire with its two sub-point. Figure 10 shows the frequency and distribution of the participants' responses on a scale of 1 to 5 in regard to their placement in different settings during the practicum.

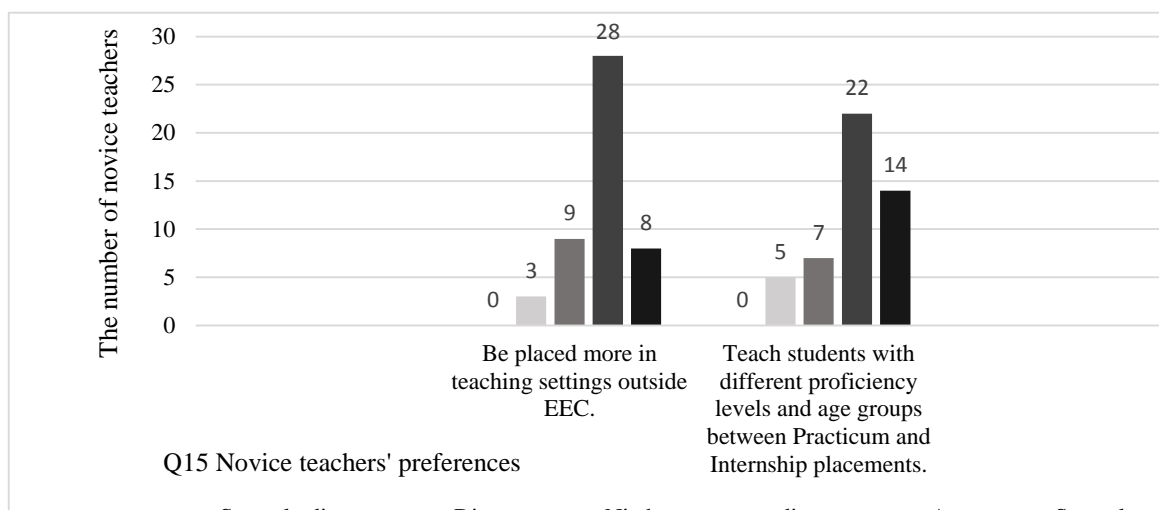


Figure 10: Novice teachers' preferences for their placement during the practicum. Results of the novice teachers' responses to Question 15 of the questionnaire (with its two sub-point)

Question 15 with its two sub-points depicts the novice teachers' preferences in regard to their placement during the practicum and internship. Figure 10 demonstrates that the

majority of the novice teachers like the pre-service ones would have preferred being placed in different settings rather than in the after school language program involved in the current study both during the practicum and internship. Moreover, they also agreed that it would be better to have a chance to teach students with different proficiency levels and age groups between practicum and internship placements. The study also presents more detailed descriptive statistics (Appendix H) to reflect the novice teachers' preferences for their placement and their chances to work with students with diverse age and proficiency levels during the practicum and internship.

4.3.6. The role of supervising and cooperating teachers during the practicum

The main purpose of Category 5 was to reveal the novice teachers' attitude towards their supervising and cooperating teachers. Table 7 illustrates the frequency and distribution of the participants' responses on a scale 1 to 5 referring to their understanding of the role of supervising and cooperating teachers during the practicum and internship.

Table 7

Novice teachers' attitude towards supervising and cooperating teachers

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q13 I have had enough conference opportunities with supervisors and/or cooperating teacher(s):	Practicum	(n=4) 8%	(n=8) 17%	(n=5) 10.5%	(n=17) 35.5%	(n=14) 29%
	Internship (cooperating teachers don't apply here)	(n=5) 7.4%	(n=6) 11.1%	(n=8) 26%	(n=15) 33%	(n=14) 18.5%

Note: Table 7 presents the results of the novice teachers' responses to Question 13 of the questionnaire (with its two sub-points)

Question 13 focused on the novice teachers' attitude towards the role of supervising and cooperating teachers. Table 7 shows that most of the novice teachers (64%) unlike the pre-service ones either agreed or strongly agreed that they had had enough conference opportunities with supervising and cooperating teachers during the practicum. Moreover many of the participants (51%) also either agreed or strongly agreed that for the internship they had had reasonable amount of conference opportunities with their supervising and cooperating teachers. More detailed descriptive statistics (Appendix H) are provided to show the novice teachers' attitude towards the frequency of the conferences both with their supervising and cooperating teachers during the practicum and internship.

4.3.7. The grading and assessment/feedback in the practicum

Category 6 referred to the novice teachers' preferences for the grading and assessment of the practicum and internship. Figure 11 and Figure 12 illustrate the frequency and distribution of the novice teachers' responses on a scale 1 to 5 in regard to their preferences for different components of the grading and assessment/feedback during the practicum and internship.

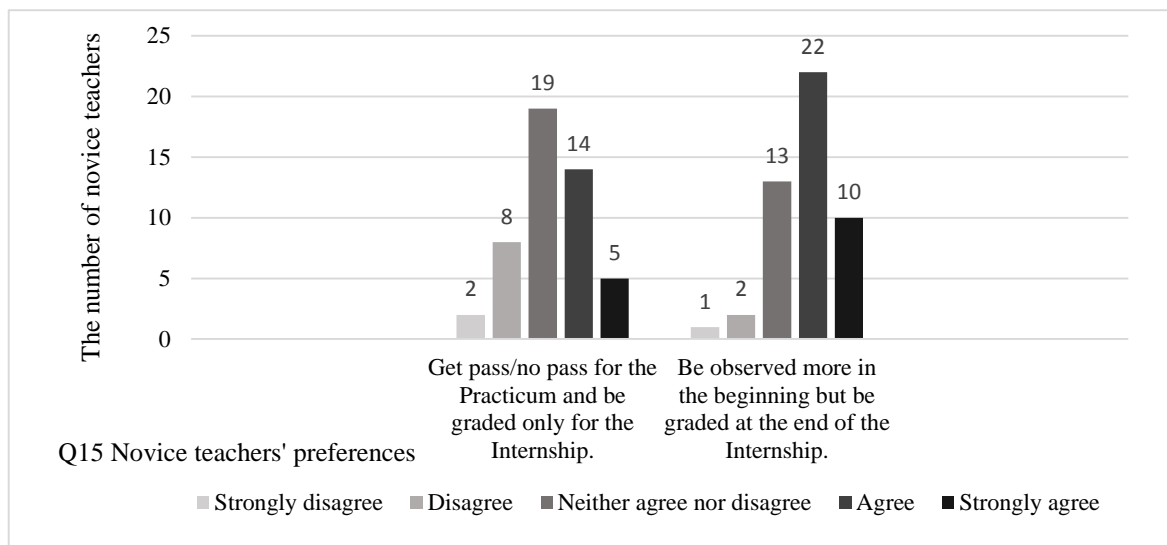


Figure 11: Novice teachers' preferences for the grading during the practicum. Results of the novice teachers' responses to Question 15 of the questionnaire (with its two sub-point)

The main purpose of Question 15 was to reveal the novice teachers' preferences for the grading during the practicum and internship. As it is shown in Figure 11 many of the participants (39%) remained neutral and some of them (29%) agreed that they should get pass/no pass for the practicum which means that they might be satisfied with the existing grading approach of the practicum. However, most of the novice teachers (45%) agreed that they would have preferred being observed more at the beginning of the internship and being graded only at the end. It could also be implied that the novice teachers were satisfied with the grading policy during the practicum but for the internship they would like to see some changes. The study also presents more detailed descriptive statistics (Appendix H) to reflect the novice teachers' preferences for grading and assessment/feedback during the practicum and internship.

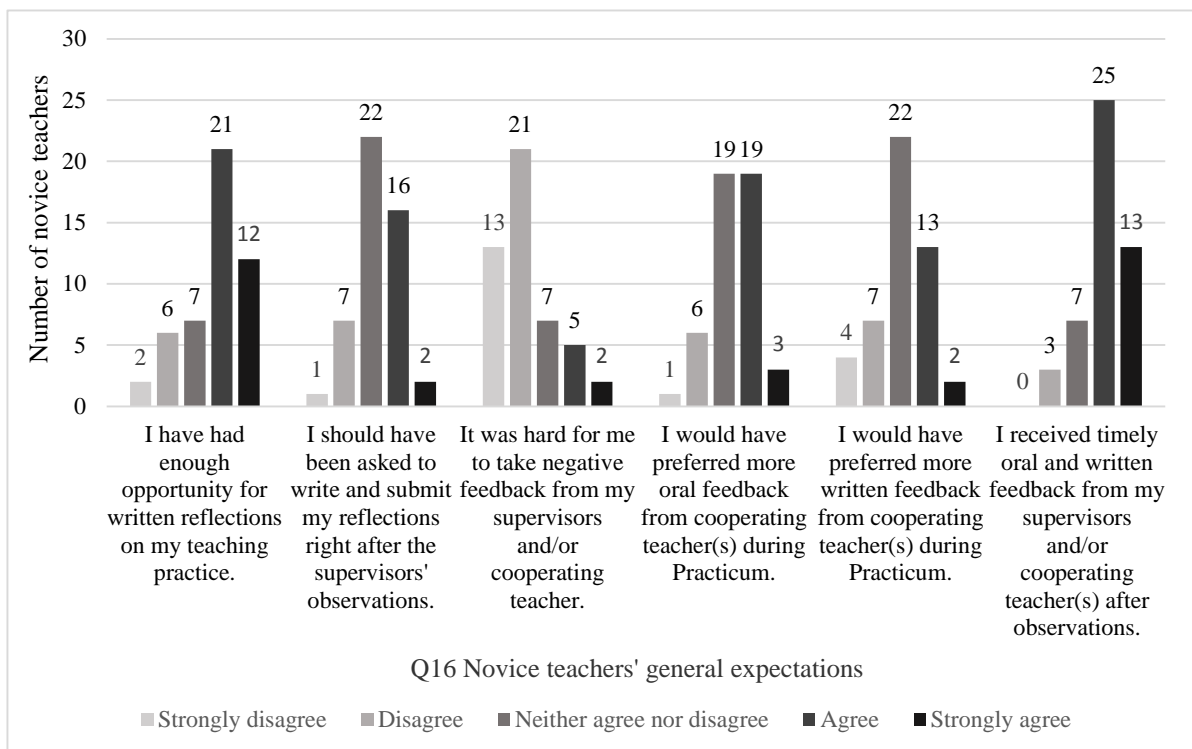


Figure 12: Novice teachers' expectations for the assessment/feedback during the practicum.

Results of the novice teachers' responses to question 16 of the questionnaire (1-6 sub-points)

Question 16 in this category focused on the novice teachers general expectations for the assessment and feedback of the practicum and internship. According to Figure 10 most of the participants (43%) like the pre-service teachers agreed they had had enough chances to write reflections on their teaching practice. Almost half of the novice teachers (45%) remained neutral in regard to the submission of their reflection right after the supervisors' observations and another 33 % agreed with the statement which means they might agree with the requirements they had been following during their practicum. With respect to the way of taking the supervising and cooperating teachers' negative feedback many of the novice teachers (43%) disagreed. Thus it might be inferred that they tried to be reasonable toward this kind of feedback. Almost equal number of the participants either agreed or remained neutral with respect to their preferences for getting more oral and written feedback from their cooperating teachers during practicum which might indicate that they found the amount of oral and written feedback they got from their cooperating teachers quite reasonable. Finally like the pre-service teachers most of the participants (52%) agreed that they received timely oral and written feedback from their supervising and cooperating teachers during the practicum. The study provides also more detailed descriptive statistics (Appendix H) to demonstrate the novice teachers' perspectives on the assessment and feedback they got during the practicum and internship

4.3.8. Suggestions to improve the practicum

The main purpose of category 7 is to present the data from the two open-ended questions of the questionnaire with respect to the suggestions to improve both the practicum and internship experiences. Table 8 demonstrates the most frequently mentioned points by the novice teachers as areas of possible improvements for both experiences.

Table 8

Novice teachers' suggestions to improve the practicum

		<i>N (%)</i>
Practicum	To provide the novice teachers with a longer classroom teaching opportunity.	17(35%)
	To create opportunities for the novice teachers to teach students with different proficiency levels and in different settings.	11 (23%)
	To give the novice teachers a chance to observe more classes before the practicum begins.	7 (14%)
Internship	To provide the novice teachers with opportunities to teach in different settings except EEC.	7 (14%)
	To add the number of teaching hours.	6 (12.5%)
	To create chances to observe more classes prior to the internship.	5 (10%)
	To be observed more without being graded and only get the feedback.	3 (6%)

The points presented in Table 8 were the ones the novice teachers pointed out more frequently. These comments mentioned in the open-ended questions mostly overlap with the results from the different sections of the questionnaire discussed above as well as the comments made by the pre-service teachers. There is some similarity of ideas in regard to the amount of teaching hours, placement, the grading and the possibility of working with students of different age group and proficiency level during the practicum and internship. Another overlap is connected with the opportunity of observing more classes with experienced teachers both before the practicum and internship. Thus, it can be inferred that like the pre-service teachers the novice teachers were careful about these topics which were also listed in the multiple choice questions in the questionnaire.

4.4. Results of Qualitative Analysis

The qualitative data from the semi-structured focus group interview with 5 novice teachers also contributed to the main findings of the quantitative data. The data from the one-to-one semi-structured interviews with four employer presented the other stakeholders' perspectives on the issue. The results of the interviews were organized under the following five categories which emerged during the process of data analysis: reflection on the practicum experience, pre-service teachers' preparedness to teach, the grading and assessment/feedback of the practicum, and suggestions to improve the practicum. The results of the interviews with each group of stakeholders will be presented in a way that they will mainly complement each other.

4.4.1. Reflection on the practicum experience

When reflecting back on their overall practicum and internship experiences all five novice teachers pointed out that both experiences were every productive. They helped them to gain the knowledge and skills which they later on used during their own teaching. However, three of them noted that the internship was much more helpful experience as the duration of the practicum was enough to have a short glimpse of what was happening in a real classroom.

However, the novice teachers noted that the fact they had a chance to gain this kind of experience was already a good achievement which later on helped them while working with their own students. In addition, half of the students mentioned that the practicum was their first teaching experience and it helped them to become some confident. In this regard they viewed internship as more effective which was longer and gave them an opportunity to gain more confidence. Two of the participants who also viewed practicum as a good experience mentioned that although they got some practical skills they felt very uncomfortable and stressed only because of being observed and graded for something they were in fact doing for

the first time. Thus they thought that for the practicum it would be better either not be observed or at least not be graded.

All of the novice teachers reported that both the practicum and internship influenced their teaching philosophy greatly as before coming to the program they had no idea about the teaching philosophy. As one of the participants mentioned:

“I also was exposed to another type of teaching. And here I found another island of teaching and I was happy to be in that island that will make me a better teacher.”

Thus it can be implied that both experiences helped them to become more reflective and mindful and review their overall understanding of teaching.

All of the novice teachers mentioned they managed to use most of their practical knowledge and skills in their own classrooms. However, they sometimes had hard times while working with students of different age and language proficiency levels. Thus they noted that it would be better to have a chance to work with students of different proficiency level and age.

All four employers also noted that overall the novice graduated from the program under study are practically more prepared than the ones graduated from other universities. Moreover, they mentioned that all the graduates working in their schools mostly possess the skills necessary to handle the real classroom. However one of the employers pointed out that the novice teachers still lack the practical knowledge and some of them were not ready to teach in a large group where most of the students were adults. Another issue mentioned by this particular employer was the graduates' ability to teach business English course to a group of adults learners. Another employer also mentioned that sometimes the graduates of this particular program did not have experience to deal with children with special needs, for instance dyslexia. Therefore in these two schools the novice teachers were provided with

some guidance and they also got a chance to observe classes before they actually started teaching.

When asked to reflect on the extent to which the practicum and internship fostered their professional development and career success all of the participants pointed out that both experiences helped them become better professionals and be compatible in the job market. Four of them got a job offer right after the internship which means that the practicum and internship apart from providing practical knowledge and skills contributed to their career success. In this regards it is worth mentioning that more than half of the novice teachers (63%) who took part in the survey are currently teaching English in the classroom setting and 61% of them were teaching English during their studies.

4.4.2. Novice teachers preparedness to teach

During the interviews both the novice teachers and the employers were asked to describe the novice teachers' overall preparedness to teach with respect to language proficiency and teacher communication skills, the ability to connect the theory with practice, and pedagogical and decision making skills.

All five novice teachers agreed that the practicum and internship helped them to improve their teacher communication skills as they had to practice a lot before each lesson. They developed their knowledge in simplifying the language while giving the instructions, choosing the right pace while talking to students. With respect to their language proficiency two of the novice teachers pointed out that both experiences helped them to improve their proficiency. While three of the participants mentioned that they did not notice much changes in their proficiency during the practicum and internship and one of the possible reasons was the short period of time.

When asked about their pedagogical and decision making skills, all of the novice teachers mentioned that both experiences were good opportunities to try out whatever they

have learnt in practice. They developed their skills in lesson planning, selecting and designing teaching materials, and assessing the learning of the students.

Moreover, all of the participants stated that during the practicum and internship they learnt how to establish good rapport with students, motivate and support them. However, as two of the participants pointed out sometimes it was difficult to manage the group dynamics. In this respect one of the reasons might be having mixed age and level classes where the students had different learning styles. Another issue for them was classroom management especially during the practicum when for many of them it was first teaching experience. Thus the novice teachers mentioned that they would benefit from observing more classes before the practicum and internship to get more insights about the real classrooms atmosphere. All of the participants also mentioned that they would prefer to have some workshops with hands on activities before the practicum which would give them a chance to have more practice prior to their teaching.

All of the employers mentioned that the graduates of this particular program in most of the cases had good teacher communication skills and they did not have major language proficiency issues. However, one of the employers mentioned that some of the graduates sometimes lack good pronunciation and vocabulary to be able enter the classroom and teach. As a possible solution to the issue the employer suggested focusing more to students' language in terms of pronunciation and vocabulary during their studies in the program.

With respect to the novice teachers' pedagogical and decision making skills all of the employers mentioned that the graduates did not have any problems with creating good lesson plans with interactive activities. Similarly they could select and design materials for the lessons, establish good rapport with students by motivating them and encouraging their active participation. However, as all of the employer pointed out the graduates lacked some flexibility of working in different setting and teaching students of different age and

proficiency level. They also mentioned that sometimes it was difficult for some students to apply whatever they learnt during their courses into practice because of not having enough experience.

4.4.3. The grading and assessment/feedback of the practicum

When asked about the grading and assessment/ feedback, all five novice teachers mentioned that both helped them to improve their knowledge and skills especially the feedback they got for their supervising teachers. As all novice teachers pointed out the feedback they got helped them to see the gaps in their teaching and get some guidance on how those gaps could be filled and improved. With respect to grading three of the participants noted that sometimes the idea of being graded did not allow them to feel free and confident while teaching and being observed. Thus two of the novice teachers suggested making the practicum not graded and instead of the grades the supervising teachers could observe more classes and provide them with more feedback and which would help them improve and be more prepared to enter the classroom.

4.4.4. Suggestions to improve the practicum

This category highlights all the suggestions made by the novice teachers as possible areas of improvement for the practicum. The novice teachers would have preferred to: to get an opportunity to teach for a longer period of time, to be observed more during the practicum and internship and get more feedback, if possible not being graded for the practicum and have an alternative assessment. Moreover they noted that it would be very helpful if they could meet with their peers during the practicum and internship to present their lessons and activities, give each other feedback and share their experiences. As they suggested it would be better to have a chance to observe more classes prior to the practicum and internship to know how to teach students with different age and proficiency levels, how to manage the classroom and handle the classroom dynamics more productively.

4.4.5. Employers' Perspectives

During one-to-one interviews four employers also listed a number of skills and characteristic feature they expected a good EFL teacher to possess while hiring new members for their staff. All of the employers mentioned that they look for a teacher who is creative, energetic and has the right pedagogical approach to teaching. A teacher who has an excellent command of the language in terms of pronunciation, vocabulary and grammar. Another important quality that these particular employer were eager to see in their future employers was their desire and openness to learn and improve constantly, a person who is ready to learn from others and share with his/her own experience. They also expected their future teachers to have learner-centered approach to teaching and the ability to conduct interactive lessons which would enable the learner to be fully engaged in the learning process.

Another important point put forward by one of the employers was the preparedness both in terms of theory and practice in order to be able to apply their theoretical knowledge in practice during their teaching. Finally one more quality that this particular employer prioritized was good interpersonal skill which would enable the teachers to deal not only with the students but also their parents.

When asked about their specific expectations from the program one of the employers mentioned that it would be better to prepare more flexible teachers ready to go to the regions and teach in different setting out of their comfort zone. This would also help them understand the importance of real practice and they would be more ready to enter the real market.

Another interesting idea put forward by two of the employers was the necessity of preparing teachers who are well aware of a child's psychology and physiology. Thus these particular employers suggested including course on child's psychology and physiology together with other elective courses which the novice teachers take during their studies. Moreover one of these employers also mentioned the importance of preparing the novice

teachers how to deal with children with certain learning disorders such as dyslexia which is the skill the graduates of the program very often do not possess.

Two of the employers also mentioned that they would like to see novice teachers with more proficient English language knowledge who has sound knowledge on how to teach pronunciation, vocabulary and grammar. The employers would also expect the graduates of this particular program to be able to teach English for specific purposes (ESP) course in particular business English. Thus they suggested including a course on how to teach Business English in the curriculum of the program at least as an elective course. Finally, as one of the employers mentioned the program should try to establish more connections with employers and create opportunities for the pre-service teachers to observe classes in the language schools or centers to get the idea what will be the requirements from them in future. In this regard it would help the pre-service and also novice teachers to have broader mindset and cope with any kind of situation. Besides these connections might also help the program to understand what the requirements of the market are.

To sum up, overall findings of the study revealed that the practicum and internship experiences mostly fostered the pre-service teachers' professional development which basically is the answer to the first research question. First of all these experiences served as a good platform for them to get some insights of the real life of a teacher and practice whatever they had learnt from other courses. Second the pre-service teachers got a chance to improve their knowledge and skills in lesson planning and delivery, activity design, selection and development of teaching materials, classroom management and establishing good rapport with students. Finally, both practicum and internship had a great impact on their teaching philosophy which enabled them to reconsider their role as a teacher and reshape their attitude towards teaching and learning in general.

The main findings of the study also showed that the practicum and internship experiences mostly contributed to the novice teachers' career success which is the answer to the second research question of the study. The novice teachers benefited from their practicum and internship experiences and the knowledge and practical skills they gained during these courses enabled them to start their teaching career both during and after the program and become compatible in the job market as mentioned by all of the employers during the interviews.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

The main focus of the current study was to explore the practicum experiences of the pre-service teachers of a master's program in teaching English language. The study aimed to reveal the extent to which the practicum experiences contributed to the pre-service teachers' professional development and career success. The main findings of the current research reflect the voices of the various stakeholders of the field, namely pre-service teachers, cooperating teachers, employers and faculty members.

With respect to the influence the practicum had on the pre-service teachers' professional development the findings of the current research were mostly identical with the results of other studies conducted in different educational contexts (Andrew & Razoumova, 2017; Amez & Dobboletta, 2017; Faez & Valeo, 2012; Grundoff, 2011; Smith & Lev-Ari, 2005). Like the pre-service and novice teachers in the above mentioned studies the target population of the current study also accepted the usefulness and productivity of the practicum for their professional development.

Although they identified certain aspects of the practicum which might need improvement they noted that their practicum experiences mostly gave them a chance to understand the real life of a teacher, improve their subject matter knowledge and the ability of connecting theory and practice, as well as their language proficiency and teacher communication, pedagogical and decision making skills. The other stakeholders involved in the study also agreed on pre-service and novice teachers overall willingness and preparedness to teach. They identified the areas of teaching in which most of the pre-service teachers were quite proficient (such as lesson planning, selecting and designing teaching materials, engaging and motivating students) as well as areas which require further improvement (such as the ability to connect the theory with practice, classroom and time management, designing activities in accordance with students' age and level of proficiency).

As to the impact of the practicum experiences on the pre-service teachers' career success the findings of the study revealed that 44 % of the pre-service and 63% of the novice teachers involved in this study are currently teaching English in the classroom setting. Moreover 48 % of the pre-service and 65% of the novice teachers were teaching English in the classroom setting during their studies in the program. Thus it can be inferred from these numbers that most of the pre-service and novice teachers in this study benefited from their practicum experiences which enabled them to start their teaching career both during and after the program.

The findings of this study also revealed some suggestions made by the pre-service and novice teachers, the supervisors and the employers on how to improve the practicum competent within the particular master's program involved in the current study. Therefore, based on the main suggestions from the different stakeholders and supported by the evidence coming from the review of the literature in the field this chapter will discuss some recommendation for further improvement of the practicum in the field of language teacher education.

5.1. Recommendations to improve the practicum

First recommendation is related to the curriculum of the practicum in particular to the classroom observations with experienced teachers. Teacher educators should consider having reasonable balance between the number of such observations, which are considered to be indirect experiences, and direct experiences such as teaching in the real classroom or a microteaching (Richards & Crooks, 1998). Thus the program under study might reconsider the number of observations the pre-service teachers are supposed to do. Instead of observing master teachers only for a couple of times few days before the practicum the pre-service teachers could observe more classes even with different teachers which would help them to

understand the realities of the classroom and be ready to face the challenges in the beginning of their teaching career.

Moreover to foster the development of the pre-service teachers' practical skills and minimize the level of anxiety before the practicum starts the program might consider having several workshops and trainings with hands on activities for the pre-service teachers to help them overcome possible challenges of the realities in the classroom. Another series of workshops might be organized for the cooperating teachers before they are appointed to the pre-service teachers. As Darling- Hammond (2006) states these kinds of trainings or workshops could raise the cooperating teachers' awareness of their role and responsibilities during the practicum which in its turn would positively influence their relationships with the pre-service and supervising teachers.

Second recommendation addresses the placement of the pre-service teachers during the practicum which should be not only campus based but also field based (Richard & Crookes, 1998; Darling- Hammond, 2006). Therefore, the program under study might consider placing the pre-service teachers in different settings such as public and private schools, language centers, universities so that they get a chance to learn the specificities of each of the settings, the learning differences of students and be able to integrate into larger communities.

Besides the program might provide the pre-service teachers with an opportunity to work with students of different age and proficiency levels, including adults. With this respect the program might also consider having a specific course on a child's psychology and physiology at least as an elective course which would give the pre-service teachers an opportunity to be ready to work with students with different behavior and learning styles, and even the students with certain learning disorders. All these skills would certainly help the pre-service teachers become flexible enough to enter the job market.

Third recommendation focuses on the assessment during the practicum which might be implemented in different forms such as reflective journals, portfolios, observation lessons, self-assessment, peer assessment (Leshem & Bar-Hama, 2007). Thus instead of making the practicum pass/no pass, as it was suggested by the pre-service teachers, the program under study might consider using portfolios during the practicum which would include different pieces of learning evidence such as lesson plans, activities, reflections, observation reports (Darling-Hammond, 2006). At the end of the practicum the program might require the pre-service teachers present their portfolios to their supervisors and peers and share their teaching and learning experiences.

Meanwhile the application of the portfolio assessment might create additional opportunities for the pre-service teachers to be observed by their supervising teachers without being graded. This could lower the level of stress of being graded during their first exposure to teach in a real classroom and also create opportunities for the pre-service teachers to get more feedback which would help them to improve their teaching skills.

Fourth recommendation refers to the application of the video recording of the lessons during the practicum which could become part of the student-teachers' portfolios. Although most of the pre-service and novice teachers did not seem very willing to have their lessons video recorded still this is something the program might consider to incorporate during the practicum. As literature suggests (Harford & MacRuairc, 2008; Oprandy, 2015; Rosaen et al., 2008) by reflecting on their video recorded lessons the pre-service teachers become more aware of their own mistakes and learn how to handle them more effectively in future. Besides it helps to connect reflection and practice which are the key features of language teaching profession. One of the reasons why the pre-service and novice teachers did not fully accept the idea of video recorded lessons might be the fact that they lack experience of having this kind of lessons but experience is something which comes with time.

Fifth recommendation is related to the duration of the practicum which may vary from program to program (Richards & Crookes, 1998; Darling-Hammond, 2006). The findings of the current study as well as the results of other studies suggest that the short period of practicum often does not allow the pre-service teachers feel the realities of the classroom and gain enough confidence. Thus if technically possible the program might consider making the practicum longer which enable the pre-service to apply whatever they have learnt in practice, try out new things and create their own teaching beliefs and teaching philosophy.

Finally, the current study also has some implications for the cooperating and supervising teachers. First, the cooperating teachers should establish a safe environment and provide pre-service teachers with new learning opportunities and relevant amount of support which would enable them to overcome challenges and find their own way of teaching. Second, there should be a good collaboration between the cooperating and supervising teachers. They could meet at least twice or three times during the practicum and internship and discuss the progress of particular pre-service teachers and find the ways how to help student teachers to notice their gaps and improve their teaching skills.

According to the literature (Crookes, 2003; Farrell, 2011; Nguyen, 2009) only a strong link between the triad of the supervisor, the cooperating teacher and the student teacher can guarantee having a successful practicum experience. This in its turn could also foster the establishment of a good collaboration between teacher education programs and schools which is an important factor to be considered by the teacher educators.

Based on the findings of the study we may conclude that the practicum is an important component in teacher education programs which is the only opportunity for the pre-service teachers to gain some experience, knowledge and confidence to be able to enter the real world of teaching. Thus teacher educators should consider all the aspects of the practicum

carefully to improve them constantly in accordance with the growing needs of the professional community and the job market.

Limitations of the study

This study had some limitations and delimitations, which were considered while interpreting the results. One of the limitations of the study was the response rate to the online survey filled out by the novice teachers and the fact that some of them graduated from the program before 2014. Thus their responses might somehow influence the main findings of the study as their recollections might reflect the practicum and internship experiences which might be different from the experience the students encountered within last few years. Social desirability bias was another limitation as the participants of the study might provide the information that they thought the researcher expected to get from them. Finally, Hawthorne effect was also a limitation in this case because the interview participants might sometimes avoid giving sincere answers knowing in advance that they would be interviewed and the information would be used for research purposes.

Delimitations of the study

The current study had the following delimitations. First delimitation of the study referred to the generalizability issue, since the pre-service teachers were selected only from one program at one of the universities of Armenia the findings cannot be generalized to other pre-service teachers representing other universities and education programs in Armenia. Second, the semi-structured focus group interviews and the survey were conducted with the pre-service and the novice teachers only from one master's program in teaching English language. Finally, the cooperating teachers, faculty members and employers were chosen primarily taking into consideration their liaison with the pre-service and novice teachers from that particular master's program.

Suggestions for further research

This study can serve as a basis for further research to investigate the pre-service teachers' practicum experiences in the field of language teacher education. The methodology of the study can be applied to conduct a longitudinal study on the influence of the different aspects of the practicum such as its curriculum, objectives, placement, supervision and assessment on the pre-service teachers' professional development. Meanwhile the same study can be carried out in other regions including different language teacher education programs which will allow to generalize the results to a larger population within the same educational context.

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Appendices

Appendix A 1

Interview Guide for the semi-structured focus group interview with the pre-service teachers

1. How would you describe your practicum and internship experiences?
2. What challenges did you meet during the practicum and internship?
 - 2.1. What were the specific challenges you faced while working with students, cooperating and supervising teachers and while communicating with partner schools? How did you face them?
3. How did the practicum help you to improve your teaching knowledge and skills in general; particularly your subject matter knowledge and the ability of connecting the theory with practice?
 - 3.1. What would help you make that connection better?
4. To what extent were your language proficiency and teacher communication skills influenced by the practicum?
5. How would you evaluate the influence of the practicum on your pedagogical and decision making skills (such as selecting designing teaching materials, planning appealing lessons, assessing learning, establishing rapport with students, motivating and supporting learners and managing group dynamics etc.)?
6. How would you evaluate the grading and assessment approach in practicum and internship?
 - 6.1. To what extent did the feedback, peer-feedback or self-reflection influence on your teaching knowledge and practice?
 - 6.2. How did they help you to improve your teaching knowledge and skills?
 - 6.3. What would help you to be more reflective?
7. How did the practicum and internship influence your teaching philosophy and your “apprenticeship of observation” or “teachers teach the way they were taught” and in what way?

8. If you had a chance to change one component in the practicum and the internship what would you change and why?

Appendix A 2

Interview Guide for the semi-structured focus group interview with the novice teachers

1. How would you describe your practicum and internship experiences?
2. How would you evaluate the practical skills you gained during the practicum and internship?
Did they prepare you for the real life of a teacher?
3. To what extent were your language proficiency and teacher communication skills influenced by the practicum?
4. How would you evaluate the influence of the practicum on your pedagogical and decision making skills (such as selecting designing teaching materials, planning appealing lessons, assessing learning, establishing rapport with students, motivating and supporting learners and managing group dynamics etc.)?
5. To what extent have you applied the knowledge and practical skills you got during the practicum and internship in your own classroom?
6. How would you evaluate the grading and assessment approach in practicum and internship?
 - 6.1. How would you evaluate the influence of feedback, peer-feedback or self-reflection on your teaching knowledge and practice?
 - 6.2. How did they help you to improve your teaching knowledge and skills?
 - 6.3. What would help you to be more reflective?
7. How did the practicum and internship influence your teaching philosophy and your “apprenticeship of observation” or “teachers teach the way they were taught” and in what way?
8. To what extent did the practicum foster your professional development and career success?
9. If you had a chance to change one component in the practicum and the internship what would you change and why?

Appendix B

Interview Guide for the semi-structured one-to-one interview with the cooperating teacher

1. What should be the role of the cooperating teacher in practicum?
2. How would you evaluate the importance of a good collaboration between the TEFL program and EEC?
3. How would you describe your experience working with the pre-service teachers?
4. What challenges did you face during the cooperation and how did you face them?
5. How would you assess the pre-service teachers' preparedness to teach?
6. What aspects of teaching do you think the pre-service teachers should work hard on to become better teachers; subject matter knowledge, the ability of connecting the theory with practice, language proficiency and teacher communication skills, lesson planning and delivery, working with students, motivating and supporting students?
7. How much support should the pre-service teachers expect from the cooperating teacher?
8. What kind of relationships should the cooperating and supervising teachers have?

Appendix C

Interview Guide for the semi-structured one-to-one interview with the faculty member

1. How would you evaluate the pre-service teachers' willingness and preparedness to teach?
2. What aspects of teaching do you think the pre-service teachers should work hard on to become better teachers; subject matter knowledge, the ability of connecting the theory with practice, language proficiency and teacher communication skills, lesson planning and delivery, working with students, motivating and supporting students?
3. What is your opinion about the pre-service teachers' placement during the practicum? What is more effective in-campus or off-campus placement?
4. How would you evaluate the collaboration between the TEFL program and the partner schools (EEC, WRS, WSC, and Russian Slavonic University etc.)?
5. What kind of relationships should the supervising and cooperating teachers have in the TEFL program?
6. How would you evaluate the role of feedback or assessment in practicum and internship? What could be done to improve them?
7. What changes could be implemented in the practicum and internship to improve their quality?

Appendix D 1

Գործատուի հետ անհատական հարցազրույցի անցկացման ուղեցույց

1. Ի՞նչ գիտելիքներ պետք է ունենա անգլերենի՝ որպես օտար լեզու դասավանդող հմուտ ուսուցիչը (օրինակ՝ ուսուցիչնչը պետք է կարողանա պլանավորել և անցկացել ինտերակտիվ դասեր, խթանել ուսանողների սովորելու և դասերին մասնակից լինելու ցանկությունը և ունենա ուսանողակենտրոն և դասակենտրոն մոտեցում ուսուցման վերաբերյալ):
2. Ներկայումս Ձեր հաստատությունում աշխատող ուսուցիչներից քանի՞սն են հանդիսանում անգլերենի՝ որպես օտար լեզվի դասավանդման մագիստրոսի կոչում շնորհող ծրագրի ուսանող կամ շրջանավարտ: Որո՞նք են անգլերենի՝ որպես օտար լեզվի դասավանդման մագիստրոսի կոչում շնորհող ծրագիրն ավարտած ուսուցչի համար ամենակարևոր հմտությունները. տեսության և պրակտիկայի համակցում, լեզվի իմացություն, ուսուցչի համար անհրաժեշտ հաղորդակցական հմտությունների տիրապետում և ուսանողների հետ աշխատելու ունակություն:
3. Ինչպե՞ս կգնահատեք անգլերենի՝ որպես օտար լեզվի դասավանդման մագիստրոսի կոչում շնորհող ծրագիրն ավարտած ուսուցիչների կամ ներկայումս ծրագրում ընդգրկված ուսանողների դասավանդելու պատրաստվածությունը և նրաց գործնական հմտությունները: Դուք կարծու՞մ եք, որ նրանք զինված են մանակվարժի աշխատանքի համար պահանջվող բոլոր անհրաժեշտ հմտություններով:

4. Ինչպե՞ս կգնահատեք անգլերենի՝ որպես օտար լեզվի դասավանդման մագիստրոսի կոչում շնորհող ծրագիրն ավարտած ուսուցիչների մանկավարժական հմտությունները և որոշումներ կայացնելու կարողությունները՝ (օրինակ՝ մասնագիտական գիտելիքները, ուսումնական նյութեր ընտրելու և ձևավորելու հմտությունները, հետաքրքրաշարժ դասերի պլանավորման, գիտելիքների գնահատման, ուսանողների հետ աշխատելու, ուսանողներին շահադրդելու և աջակցելու, ինչպես նաև դասարանը ղեկավարելու կարողությունները):
5. Ինչպե՞ս կարող է ծրագիրը կատարելագործվել Ձեր դպրոցի կամ լեզվի կենտրոնի համար ավելի որակյալ ուսուցիչներ պատրաստելու համար:

Appendix D 2

Interview Guide for the semi-structured one-to-one interview with the current employer

1. What should a good EFL teacher know (for example, how to plan and deliver interactive lessons, how to keep the students engaged and motivated and have learner-centered and learning-centered approach to teaching)?
2. How many of your employees are either current students or the graduates of the MA TEFL program. What are the most important skills for an EFL teacher graduated from the TEFL program: the ability of connecting the theory with practice, language proficiency and teacher communication skills, and working with students?
3. How would you assess the preparedness for teaching of the EFL teachers who are either graduates or current students of the MATEFL program and their practical skills? Do you think they have all the necessary skills for the real life of a teacher?
4. How would you evaluate the TEFL students' pedagogical and decision making skills (such as the subject matter knowledge, selecting designing teaching materials, planning appealing lessons, assessing learning, establishing rapport with students, motivating and supporting learners and managing group dynamics etc.)?
5. How could the program improve to prepare better teachers for your school/language center?

Appendix E

Survey on the Program Current Students' Practicum and Internship Experiences

This questionnaire is being conducted to find out the extent to which MA TEFL graduates' Practicum and Internship experiences at AUA influence their professional development and career success.

The survey is completely anonymous to protect the privacy of the respondents.

Section 1: Background Information

1. When are you planning to graduate from AUA?

2018 2019 After 2019

2. How much cumulative English teaching experience in the classroom setting had you had before coming to the MA TEFL Program?

None 1-2 years 3-5 years 6- 9 years More than 9 years Other

3. Have you been teaching English in the classroom setting while studying in the MA TEFL Program?

Yes No

4. Are you currently teaching English in the classroom setting?

Yes No Other

5. What is your English teaching employment status now?

Full time Part time Not applicable

6. Where are you currently employed?

University Public school Private school Language Center Other

Section 2: General reflections on your Practicum and Internship experiences

Please, select the appropriate option to rate your overall Practicum and Internship experiences.

7. Taken together, Practicum and Internship courses have prepared me to:					
Questions					
Understand the real life of a teacher.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Connect theory and practice in TEFL.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Manage the classroom effectively.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Improve my English language proficiency.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Develop my lesson planning skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Select and adapt resources for the lessons.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to relate students' classroom learning to the real world.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how students' social, emotional, physical, and cognitive development influence learning.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to identify and address special learning needs and/or difficulties.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to choose teaching strategies for different instructional purposes to meet different student needs.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to help students become self-motivated and self-directed.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Give productive feedback to students to guide their learning.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Use different forms of students' assessment.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Influence my personal teaching style and teaching philosophy.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Section 3: Logistics and Curriculum of Practicum and Internship

Please, select the appropriate option to rate your overall Practicum and Internship experiences.

8. I would have liked to have a longer classroom teaching experience during my:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
9. MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						

10. MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
11. MA TEFL program has provided me with enough chances to observe my peers' classes during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
12. I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
13. I have had enough conference opportunities with supervisors and/or cooperating teacher(s) (class teacher) during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
Internship						
14. In my opinion:						
Practicum will benefit from practical workshops and trainings before teaching.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
During the Practicum and Internship MA TEFL students will benefit from having an online platform where they can share their impressions and also their activities and lesson plans with their peers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

Section 4: Placement and Assessment of Practicum and Internship

Please, select the appropriate option to rate your past Practicum and Internship experiences.

15. I would have preferred to:						
Be placed more in teaching settings outside EEC.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Teach students with different proficiency levels and age groups between Practicum and Internship placements.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

Get pass/no pass for the Practicum and be graded only for the Internship.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Be observed more in the beginning but be graded at the end of the Internship.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Section 5: General expectations for Practicum and Internship

16. Please, select the appropriate option to rate your overall Practicum and Internship experience.					
I have had enough opportunity for written reflections on my teaching practice.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I should have been asked to write and submit my reflections right after the supervisors' observations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It was hard for me to take negative feedback from my supervisors and/or cooperating teachers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would have preferred more oral feedback from cooperating teacher(s) during Practicum.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would have preferred more written feedback from cooperating teacher(s) during Practicum.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received timely oral and written feedback from my supervisors and/or cooperating teacher(s) after observations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
17. I experienced productive relationships with my:					
Cooperating teacher(s)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Faculty supervisors					
18. If you had a chance to change one component in the practicum what would you change and why? -----					
19. If you had a chance to change one component in the internship what would you change and why? -----					

Appendix F

Survey on the Program Alumni's Practicum and Internship Experiences

This questionnaire is being conducted to find out the extent to which MA TEFL graduates' Practicum and Internship experiences at AUA influence their professional development and career success.

The survey is completely anonymous to protect the privacy of the respondents.

Section 1: Background Information

1. When did you graduate from AUA?

2017 2016 2015 2014 Before 2014

2. How much cumulative English teaching experience in the classroom setting had you had before coming to the MA TEFL Program?

None 1-2 years 3-5 years 6- 9 years More than 9 years Other

3. Have you been teaching English in the classroom setting while studying in the MA TEFL Program?

Yes No

4. Are you currently teaching English in the classroom setting?

Yes No Other

5. What is your English teaching employment status now?

Full time Part time Not applicable

6. Where are you currently employed?

University Public school Private school Language Center Other

Section 2: General reflections on your Practicum and Internship experiences

Please, select the appropriate option to rate your overall Practicum and Internship experiences.

7. Taken together, Practicum and Internship courses have prepared me to:					
Questions					
Understand the real life of a teacher.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Connect theory and practice in TEFL.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Manage the classroom effectively.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Improve my English language proficiency.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Develop my lesson planning skills.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Select and adapt resources for the lessons.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to relate students' classroom learning to the real world.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how students' social, emotional, physical, and cognitive development influence learning.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to identify and address special learning needs and/or difficulties.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to choose teaching strategies for different instructional purposes to meet different student needs.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Understand how to help students become self-motivated and self-directed.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Give productive feedback to students to guide their learning.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Use different forms of students' assessment.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Influence my personal teaching style and teaching philosophy.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Section 3: Logistics and Curriculum of Practicum and Internship

Please, select the appropriate option to rate your overall Practicum and Internship experiences.

8. I would have liked to have a longer classroom teaching experience during my:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
9. MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						

10. MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
11. MA TEFL program has provided me with enough chances to observe my peers' classes during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
12. I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Internship						
13. I have had enough conference opportunities with supervisors and/or cooperating teacher(s) (class teacher) during:						
Practicum	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
Internship						
14. In my opinion:						
Practicum will benefit from practical workshops and trainings before teaching.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

Section 4: Placement and Assessment of Practicum and Internship

Please, select the appropriate option to rate your past Practicum and Internship experiences.

15. I would have preferred to:						
Be placed more in teaching settings outside EEC.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Teach students with different proficiency levels and age groups between Practicum and Internship placements.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Get pass/no pass for the Practicum and be graded only for the Internship.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Be observed more in the beginning but be graded at the end of the Internship.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	

Section 5: General expectations for Practicum and Internship

16. Please, select the appropriate option to rate your overall Practicum and Internship experience.					
I have had enough opportunity for written reflections on my teaching practice.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I should have been asked to write and submit my reflections right after the supervisors' observations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It was hard for me to take negative feedback from my supervisors and/or cooperating teachers.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would have preferred more oral feedback from cooperating teacher(s) during Practicum.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would have preferred more written feedback from cooperating teacher(s) during Practicum.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received timely oral and written feedback from my supervisors and/or cooperating teacher(s) after observations.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
17. If you had a chance to change one component in the practicum what would you change and why? -----					
18. If you had a chance to change one component in the internship what would you change and why? -----					

Appendix G
**Descriptive Statistics of the Survey on the Program Current Students' Practicum and
 Internship Experiences**

Section1: Background Information

1. When are you planning to graduate from AUA?		
	Response Rate Frequency	Percent
2018	27	100
2019	0	0
After 2019	0	0
TOTAL	27	

2. How much cumulative English teaching experience in the classroom setting had you had before coming to the MA TEFL Program?		
	Response Rate Frequency	Percent
None	15	55
1-2 years	9	33
3-5 years	1	4
6- 9 years	1	4
More than 9 years	1	4
Other	0	0
TOTAL	27	

3. Have you been teaching English in the classroom setting while studying in the MA TEFL Program?		
	Response Rate Frequency	Percent
Yes	13	48
No	14	52
TOTAL	27	

4. Are you currently teaching English in the classroom setting?		
	Response Rate Frequency	Percent
Yes	12	45
No	15	55
Other	0	
TOTAL	27	

5. What is your English teaching employment status now?		
	Response Rate Frequency	Percent
Full time	3	11
Part time	13	48
Not applicable	11	41
TOTAL	27	

6. Where are you currently employed?		
	Response Rate Frequency	Percent
University	6	22
Public school	0	0

Private school	4	15
Language Center	6	22
Other	11	41
TOTAL	27	

Section 2: General reflections on your Practicum and Internship experiences

7. Taken together, Practicum and Internship courses have prepared me to:			
Questions	<i>N</i>	<i>M</i>	<i>SD</i>
Understand the real life of a teacher.	27	4.04	.980
Connect theory and practice in TEFL.	27	4.15	.864
Manage the classroom effectively.	27	3.93	.874
Improve my English language proficiency.	27	3.70	.993
Develop my lesson planning skills.	27	4.37	1.006
Select and adapt resources for the lessons.	27	4.33	.877
Understand how to relate students' classroom learning to the real world.	27	3.81	.921
Understand how students' social, emotional, physical, and cognitive development influence learning.	27	3.67	1.000
Understand how to identify and address special learning needs and/or difficulties.	27	3.67	.961
Understand how to choose teaching strategies for different instructional purposes to meet different student needs.	27	3.78	.934
Understand how to help students become self-motivated and self-directed.	27	3.70	.953
Give productive feedback to students to guide their learning.	27	3.89	.934
Use different forms of students' assessment.	27	4.00	1.109
Influence my personal teaching style and teaching philosophy.	27	4.00	1.000
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 3: Logistics and Curriculum of Practicum and Internship

8. I would have liked to have a longer classroom teaching experience during my:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	3.22	1.5
Internship	27	3.11	1.3
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
9. MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	3.67	1.24
Internship	27	4.15	1.06
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

10. MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	3.07	1.14
Internship	27	2.89	1.21
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
11. MA TEFL program has provided me with enough chances to observe my peers' classes during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	3.48	1.08
Internship	27	3.74	1.16
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
12. I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	2.74	1.16
Internship	27	2.74	1.16
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
13. I have had enough conference opportunities with supervisors and/or cooperating teacher(s) (class teacher) during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	27	3.56	1.18
Internship	27	3.56	1.25
TOTAL	27		
14. In my opinion:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum will benefit from practical workshops and trainings before teaching.	27	4.11	.94
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	27	4.11	.84
During the Practicum and Internship MA TEFL students will benefit from having an online platform where they can share their impressions and also their activities and lesson plans with their peers.	27	3.70	.95
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 4: Placement and Assessment of Practicum and Internship

15. I would have preferred to:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Be placed more in teaching settings outside EEC.	27	4	1.10
Teach students with different proficiency levels and age groups between Practicum and Internship placements.	27	3.7	1.13
Get pass/no pass for the Practicum and be graded only for the Internship.	27	3.4	1.15

Be observed more in the beginning but be graded at the end of the Internship.	27	3.7	1.17
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 5: General expectations for Practicum and Internship

16. Rate your overall Practicum and Internship experiences			
	<i>N</i>	<i>M</i>	<i>SD</i>
I have had enough opportunity for written reflections on my teaching practice.	27	3.89	.80
I should have been asked to write and submit my reflections right after the supervisors' observations.	27	3.26	1.05
It was hard for me to take negative feedback from my supervisors and/or cooperating teachers.	27	2.52	.93
I would have preferred more oral feedback from cooperating teacher(s) during Practicum.	27	3.22	.97
I would have preferred more written feedback from cooperating teacher(s) during Practicum.	27	3.15	1.02
I received timely oral and written feedback from my supervisors and/or cooperating teacher(s) after observations.	27	3.59	1.18
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
17. I experienced productive relationships with my:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Cooperating teacher(s)	27	3.81	1.11
Faculty supervisors	27	3.56	1.28
TOTAL	27		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Appendix H
**Descriptive Statistics of the Survey on the Program Alumni (Novice Teachers)
 Practicum and Internship Experiences**

Section1: Background Information

1. When did you graduate from AUA?		
	Response Rate Frequency	Percent
Before 2014	20	42
2014	2	4
2015	7	14
2016	10	21
2017	9	19
TOTAL	48	

2. How much cumulative English teaching experience in the classroom setting had you had before coming to the MA TEFL Program?		
	Response Rate Frequency	Percent
None	23	48
1-2 years	11	23
3-5 years	6	12.5
6- 9 years	5	10.5
More than 9 years	3	6
Other	0	0
TOTAL	48	

3. Have you been teaching English in the classroom setting while studying in the MA TEFL Program?		
	Response Rate Frequency	Percent
Yes	31	65
No	17	35
TOTAL	48	

4. Are you currently teaching English in the classroom setting?		
	Response Rate Frequency	Percent
Yes	30	63
No	16	33
Other/tutoring/	2	4
TOTAL	48	

5. What is your English teaching employment status now?		
	Response Rate Frequency	Percent
Full time	0	0
Part time	33	68
Not applicable	15	31
TOTAL	48	

6. Where are you currently employed?		
	Response Rate Frequency	Percent
University	9	19

Public school	0	0
Private school	15	31
Language Center	8	17
Other	16	33
TOTAL	48	

Section 2: General reflections on your Practicum and Internship experiences

7. Taken together, Practicum and Internship courses have prepared me to:			
Questions	<i>N</i>	<i>M</i>	<i>SD</i>
Understand the real life of a teacher.	48	3.90	1.05
Connect theory and practice in TEFL.	48	4.27	.765
Manage the classroom effectively.	48	3.96	.874
Improve my English language proficiency.	48	3.62	1.02
Develop my lesson planning skills.	48	4.42	.895
Select and adapt resources for the lessons.	48	4.50	.619
Understand how to relate students' classroom learning to the real world.	48	4.04	.944
Understand how students' social, emotional, physical, and cognitive development influence learning.	48	3.71	.988
Understand how to identify and address special learning needs and/or difficulties.	48	3.73	.893
Understand how to choose teaching strategies for different instructional purposes to meet different student needs.	48	3.96	.967
Understand how to help students become self-motivated and self-directed.	48	3.81	.960
Give productive feedback to students to guide their learning.	48	4.04	.898
Use different forms of students' assessment.	48	3.98	.838
Influence my personal teaching style and teaching philosophy.	48	4.10	.928
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 3: Logistics and Curriculum of Practicum and Internship

8. I would have liked to have a longer classroom teaching experience during my:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.77	1.13
Internship	48	3.60	1.14
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
9. MA TEFL students will benefit more from individual teaching instead of co-teaching with peers in:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.35	1.12
Internship	48	3.63	1.04
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

10. MA TEFL has provided me with enough class observation opportunities with experienced teachers before the start of:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.33	1.34
Internship	48	3.29	1.35
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
11. MA TEFL program has provided me with enough chances to observe my peers' classes during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.46	1.28
Internship	48	3.52	1.22
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
12. I would have liked to video record my own lessons to watch them later for analysis together with peers, supervisors and on my own during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.52	1.16
Internship	48	3.50	1.18
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			
13. I have had enough conference opportunities with supervisors and/or cooperating teacher(s) (class teacher) during:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum	48	3.79	1.41
Internship	48	3.88	1.49
TOTAL	48		
14. In my opinion:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Practicum will benefit from practical workshops and trainings before teaching.	48	4.08	.84
During the Practicum MA TEFL students will benefit from having regular outside class discussions with peers where they can exchange their experiences.	48	3.83	.90
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 4: Placement and Assessment of Practicum and Internship

15. I would have preferred to:			
	<i>N</i>	<i>M</i>	<i>SD</i>
Be placed more in teaching settings outside EEC.	48	3.85	.77
Teach students with different proficiency levels and age groups between Practicum and Internship placements.	48	3.94	.93
Get pass/no pass for the Practicum and be graded only for the Internship.	48	3.25	1.00
Be observed more in the beginning but be graded at the end of the Internship.	48	3.79	.89
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			

Section 5: General expectations for Practicum and Internship

16. Rate your overall Practicum and Internship experiences			
	<i>N</i>	<i>M</i>	<i>SD</i>
I have had enough opportunity for written reflections on my teaching practice.	48	3.73	1.10
I should have been asked to write and submit my reflections right after the supervisors' observations.	48	3.23	.83
It was hard for me to take negative feedback from my supervisors and/or cooperating teachers.	48	2.21	1.09
I would have preferred more oral feedback from cooperating teacher(s) during Practicum.	48	3.35	.86
I would have preferred more written feedback from cooperating teacher(s) during Practicum.	48	3.04	.967
I received timely oral and written feedback from my supervisors and/or cooperating teacher(s) after observations.	48	4.00	.825
TOTAL	48		
<i>(1=Strongly disagree and 5=Strongly agree)</i>			