3rd National and International Research Conference 2019
(NIRC III 2019)

"Challenges of Higher Education in Production of Graduate Students in the 21st Century"

1st February 2019
Buriram Rajabhath University
THAILAND
Guide me please!

EFL Student Teachers’ Perceptions of their Teaching Practice from a Yemeni University

Monshid Salim Al-Jaro1 Adelina Asmawi2 Sameer Ahmed Boset3

1Department of Language and Literacy Education, Faculty of Education, University of Malaysia, Kuala Lumpur, Malaysia.
Department of English, College of Wisdom, Mutah University, Jordan.
monshid.salis@gmail.com

2Department of Language and Literacy Education, Faculty of Education, University of Malaysia, Kuala Lumpur, Malaysia.
adelina@um.edu.my

3Department of Language and Literacy Education, Faculty of Education, University of Malaysia, Kuala Lumpur, Malaysia.
Department of English, Faculty of Education, Aden University, Yemen.
sameer10@gmail.com

Abstract

Understanding the perceptions of student teachers of English as a Foreign Language (EFL) is essential to approach and improve their practices. This study aims to explore EFL student teachers’ perceptions of their teaching practice that they have experienced before graduating from a teacher education programme in Yemen. It investigates their perceptions on teaching practice in general, including supervision by their cooperating teachers, university supervisors, and the host schools. The study employs a quantitative approach to collect and analyze the data. The data were collected using a five-Likert scale questionnaire. The findings show that student teachers are dissatisfied with their teaching practice experience. They also indicate that the supervisory visits and guidance are limited to provide the student teachers with frequent and valuable feedback for their teaching practice. Based on the findings, some implications and recommendations have been offered for EFL teacher education programmes administrators and policymakers, particularly in Yemen and other similar teaching and learning contexts.

Keywords: Perceptions, practicum, student teachers. Supervision, teaching practice.