Guide Me Please!

EFL Student Teachers' Perceptions of Their Teaching Practice from a Yemeni University

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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-point 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

Introduction

Teaching practicum is considered an essential learning experience for novice teachers (Canh, 2014; Darling-Hammond, 2000; Richards & Crookes, 1988). Teachers are expected to acquire and develop purposeful and scientific experience during their preparation through teacher education programmes. This experience may help students develop their own potentials, pedagogical skills, and competencies to professionally perform their roles as teachers in the future (Cheng, Cheng, & Tang, 2010; Endeley, 2014; Wambugu, 2013). Thus, novice teachers or as they are called student teachers in this study should be able to cope with issues they might encounter during their teaching practice (Cheng et al., 2010). Taking this practical stage into account is necessary for the student teachers' effective learning as it unveils areas of discord between what they are expected to do, and what they actually do in their teaching practice. Therefore, an investigation into the perceptions of and understanding the encountered issues could lead to better teacher preparation (Goh & Matthews, 2011; Mukeredzi & Mandrona, 2013). It could also lead to a better approach and improvement in their teaching practice experience (Lawson, Çakmak, Gündüz & Busher, 2015).

Literature Review

Teaching practicum also called teaching practice by some scholars (Canh, 2014; Farrell, 2008; Hyland & Lo, 2006; Kabilan, 2013; Moody, 2009; Merç, 2015) is the first step where student teachers gain practical classroom experience. During this stage, they are trained to apply and implement theoretical and teaching ideas professionally (Gebhard, 2009) under the guidance of experienced supervisors (Mukeredzi & Mandrona, 2013).

Literature asserts the importance of supervision to assist student teachers to translate what they have learned in their theory classes into practice for the purpose of improving their professional performance (Farrell, 2007; Richards & Crookes, 1988; Wallace, 1991). In any teacher education programme, cooperation among all members concerned is required. Higher learning institutions have a fundamental role in preparing student teachers to deal with classroom needs and realities, to know and practice teaching methods, and to master the subject matter (Tuli, 2009). Villers and Mackisack (2011) argue that establishing collaborative relationships between school and university staff would help to bridge the perceived gap between the academic and the practical aspects of initial teacher education. Therefore, it is important for teacher education programmes to establish and strengthen collaborative professional relationships between university supervisors and school teachers. This could help to generate, endorse, and sustain the various forms of knowledge, skills, and understanding which could eventually contribute to the student teachers' teaching. There should be relationships between the supervisors and the cooperating teachers who, are considered to be the secret behind the success of the teaching practice

experience (Richards & Crooke, 1988). Establishing such relationships "affords guidance to the cooperating teachers as they serve as models for the student teachers" (Canh, 2014: 219). They are subject matter experts who also focus on pedagogical strategies for teaching a particular discipline; however, they also need to ensure student teachers' participation in content-area seminars and attendance in departmental meetings and in-service activities at school. It is better for student teachers to work with a number of experienced teachers and have access to all teachers in the department rather than being isolated with only one teacher. (Wallace, 1991).

The cooperating teachers play an essential role in student teachers' teaching practice. They are generally accepted by student teachers and other teachers to be "the most powerful influence on the quality of the student teaching experience and often shape what student teachers learn by the way they mentor" (Weiss and Weiss, 2001: 134). Cooperating teachers spend so much time with student teachers and are available to give advice during the practicum period (Farrell, 2008). They can also assist the student teachers to link the theory with practice (Kecik & Aydin, 2011). In addition, cooperating teachers can observe, record, and report on the student teachers' progress and application of their knowledge (Borko & Mayfield, 1995). They are also their advisors and facilitators at schools. Further, they get to arrange and elucidate the understanding that the student teachers acquired from their teaching practices (Clarke, Triggs, & Nielsen, 2013).

Likewise, university supervisors play fundamental roles to ensure the teaching quality of student teachers. They are supposed to observe and evaluate the student teachers' pedagogical skills and provide feedback essential for their professional development. However, feedback should not be limited to the lessons

observed and disconnected from other lessons. It should be extended and cyclical to address pedagogical issues faced in school (Asmawi, 2016). Furthermore, university supervisors have other roles in assessing and giving grades for student teachers' performance (Haciomeroglu, 2013) at the end of practicum.

Research has shown the effectiveness of quality supervision on the student teachers' teaching practice performance. For example, Kourieos (2012) applied a qualitative case study to identify the impact mentoring had on student teachers' learning to teach during practicum. In his study, fourteen student teachers studying at a private university in Cyprus were interviewed. The results emphasized the role of the mentors, which should be moving away from their assessing roles to the adoption of more assisting, mediating roles. It was found that a supervisor should put more effort while visiting and guiding student teachers during their teaching practice. Instead of simply assessing student teachers with grades, they can also provide them with as much feedback as possible regarding the strengths and weaknesses of their lessons. This is a very constructivist perspective which is practised in the western world. Another study investigating was carried out by Chien (2013) on a summer school programme for prospective English language teachers in the north-west United States. Three prospective teachers who completed their elementary school teaching certificate were interviewed and observed. The main findings of the study revealed that student teachers' teaching style was limited. Additionally, there was an insufficient collaboration between cooperating and prospective teachers. Similarly, Cahn (2014) studied five Vietnamese EFL student teachers' experiences during a six-week practicum period. The participants did not have any teaching experience before being admitted to teacher training colleges or universities. Findings show that there was no deep learning that took place during the teaching practicum, and the student

teachers were not provided with many opportunities for interactive learning. Cahn attributed that to the limited interaction between student teachers and their cooperating teachers. The relationship between the cooperating teachers and the student teachers was hierarchical rather than reciprocal which limited the student teachers' involvement in the ongoing process of constructing and reconstructing knowledge with cooperating teachers.

More importantly, teaching practice experience has a significant role to reform the student teachers' perceptions of their roles and responsibilities in their future careers (Harlin, Edwards & Briers, 2001). Therefore, understanding the student teachers' perceptions could be a stand to determine what really happened during training in order to plan for better professional training and teaching practice (Barnes & Lock, 2013).

Studies related to EFL/ESL student teachers' perceptions (Al Sohbani, 2012; Duong, 2014; Faez & Valeo, 2012) reported that the teaching practice experience was the most influential aspect of the training programmes. For instance, in their study of novice teachers' perceptions of preparedness and efficacy in the classroom, Faez and Valeo (2012) found that novice teachers valued the practicum because they drew from it to manage classrooms and plan appropriate lessons. They faced some teaching challenges in specific contexts which were attributed to their unpreparedness to use theoretical knowledge and adapt to these teaching contexts.

A similar study was conducted by Al Sohbani (2012) to investigate the perceptions of student teachers' teaching practice at schools after they had completed an EFL teaching programme at Ajman University of Science and Technology in the United Arab Emirates. The study found that most of the student teachers had positive perceptions towards teaching practice experience, school teachers, the academic

supervisor, and the host school. However, some student teachers were very concerned about the duration of teaching practice at school. They were trained for one semester (16 weeks) and thought that the length of the teaching practice was not enough. They suggested more courses for teaching practice to allow them to gain practical experience and develop their teaching skills.

The Study Context

In Yemen, there are different structures of teacher education programmes before the Yemeni unification in 1990. Training institutions were provided for students who had completed their primary school to be trained for three years and become primary school teachers. However, after the Yemeni unification, the teacher preparation programmes for all education levels depend mainly on faculties of education (Obeidat, 2007). In faculties of education, the teacher education programmes focus on preparing students to be teachers of different subjects such as Arabic language, English language, Islamic education, mathematics and physics in schools. During the four years of preparation, students are provided with basic knowledge of teaching methods that they need for their professional careers (Mahwari, 2015). Therefore, there were different departments that focused on preparing students to be competent in different fields.

The English Department at the Faculty of Education in Yemen offers a four-year programme that aims to prepare qualified English language teachers to teach at local primary and secondary schools. It receives a considerable number of students every year. Students are trained in basic language skills, and they also study a variety of subjects about English literature, linguistics, translation, and methodology. The graduates of this department who are awarded a Bachelor's Degree in Education are

expected to serve society mainly by becoming English teachers at primary and secondary schools. In addition, they would satisfy the need of the society for the English teachers and/or speakers (Faculty of Education Guide, 2012).

During their study at the faculty, students have to obtain 142 credit hours to graduate with a bachelor's degree in education, majoring in English Language Teaching for the local schools (grades 7-12). The Department is responsible for preparing the syllabi and plans for the English language teaching programme. The programme focuses on the subject matter of teaching English. It offers intensive courses on teaching methods, language skills, English literature, along with numerous courses in general knowledge and teaching practice. These courses are taught in four years (eight semesters), and the students have to pass all these courses. After completing the sixth semester, students join local public schools for practical teaching (Practicum) at the beginning of the seventh semester. At this current stage and onwards, they are referred to as "student teachers". Student teachers start teaching for one semester under the direct guidance of cooperating teachers. They practice teaching between 5 to 8 periods per week. During their teaching practice, they are also supervised by two university supervisors. Those supervisors are expected to minimally conduct two observations to observe, assist and assess each student teacher's teaching. Each lesson observation is usually followed by a short feedback session in which the supervisor provides the student teacher with some suggestions and comments on his/her teaching practice for improvement. These comments and suggestions are basically given on the lessons observed and the written lesson plans.

With reference to the context of the current study, there were a number of studies (Al-Jaro, Asmawi & Hasim, 2017; Al-Jaro & Asmawi, 2018) that reported

little pedagogical knowledge input which limits the student teachers' pedagogical practices during practicum. Furthermore, studies that investigate and report on student teachers' perceptions of their teaching practicum are severely lacking Therefore, this study is an endeavour to fill the gap in a relatively limited field of teaching practicum research. Additionally, it could provide the necessary information for the professional development of the EFL teaching practice in Yemen and suggest some insights for similar EFL/ESL teaching programmes.

The Aim and Questions of the Study

The purpose of this study is to explore the Yemeni EFL student teachers' perceptions of their teaching at schools during practicum. Understanding the student teachers' perceptions provide the necessary information for their professional development and continuous improvement of the EFL teacher education programmes in Yemen. In addition, it could provide insights into similar EFL teacher education programmes and suggest some practical and valuable recommendations for teacher educators, programme developers and policymakers. In order to achieve this purpose, the study seeks to answer the following questions:

1. What are the Yemeni EFL student teachers' perceptions of their teaching practice?

2. What are the Yemeni EFL student teachers' perceptions of supervision?

3. What are the Yemeni EFL student teachers' perceptions of the host schools?

4. How could the Yemeni EFL student teachers improve their teaching practice?

Methodology

1. Population and Sampling

The population of this study was fourth-year student teachers from the department of English, Faculty of Education at a public university in Yemen. They were 108 student teachers who had completed their practical teaching course at primary and secondary public schools. As the entire finite population was quite small, all student teachers were selected as the study participants on the basis of their availability (Creswell, 2005). There were 99 participants 58 (58.6%) female students and 41 (41.4%) male students responded and returned the study questionnaire constituted the study sample.

2. Data Collection Instrument

Data of this study were collected using a questionnaire adopted from a previous study (Al Sohbani, 2012). The questionnaire's validity and reliability were checked and tested by its developer, Al Sohbani through using the expert validity and the internal consistency reliability estimate by using Cronbach's alpha, which yielded 0.88. It included two sections, A and B. Section A included 23 close-ended items that focused on the following: the student teachers' perceptions of their teaching practice in general (6 items), supervision (12 items), and the host schools (5 items). The respondents were required to select the answer which best represented their views based on a five-point Likert scale: '1' strongly disagree (SD), '2' disagree (D), '3' undecided (UD), '4' agree (A), and '5' strongly agree (SA). In section B, there were three open-ended questions that elicited information on the positive and negative points of the teaching practice and the student teachers' suggestions for improvement. In addition, a pilot study was conducted prior to distributing the

questionnaire to the study participants to examine the consistency of the questions and respondents' understanding level of the questionnaire. Cronbach's alpha coefficient was also applied to assess the reliability of the data and measurement. It was 0.76 which was above 0.7 as the cut-off value (Hair, Bush, & Ortinau, 2003). Before adopting the questionnaire, written permission was taken from the developer. It was then distributed in person to the study participants with instructions to guide them. The participants were given 30 minutes which were enough to finish the questionnaire.

3. Data analysis

The questionnaire was comprised of two sections. The participants' responses to the first section (A) were statistically analyzed using descriptive statistics via SPSS software. The mean and standard deviation were computed for each statement. For the purpose of statistical analysis, each of the variables in the five-point Likert scale was coded as follows: SD '1', D '2', UD '3', A '4', and SA '5'. All the questionnaire items were positive attributions and graded as 1-2-3-4-5. Therefore, according to Birisci, Metin, and Karakas (2009) and Abedalaziz, Jamaluddin, and Leng (2013), the agreement ranges in the questionnaire were determined through the use of the formula (n-1)/n where n is the number of ranges. The calculating of the interval width of the ranges between 1 through 5 was 0.8. Table 1 below shows the range of items in the questionnaire:

Table 1

The Range of Statements

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1 - 1.80	1.81 - 2.60	2.61-3.40	3.41 - 4.20	4.21 - 5.00
Very low	Low	Medium	High	Very high

As shown in Table 1, the interval width of 1-1.80 indicated a very low level, the 1.81-2.60 interval indicated a low level, the 2.61-3.40 intended a medium level, the 3.41-4.20 indicated a high level, and the 4.21-5.00 indicated a very high level of agreement with the items in the questionnaire. Therefore, items that scored a mean of 3.41 and above were considered positive, while the items that scored 2.60 and below were considered negative.

On the other hand, the second section (B) of the instrument was analyzed qualitatively by reading the student teachers' written responses repeatedly and analyzing them to generate codes. Then similar codes were classified under one family or category. The result was three broad themes emerging from the analysis which represent the positive and negative points of the teaching practice and the student teachers' suggestions to improve their teaching practices.

Results and Discussion

1. EFL student teachers' perceptions of teaching practice

The analysis of the participants' responses to items 1, 2, 3, 4, 5, and 6 of the questionnaire revealed that they had positive perceptions of their teaching practice in

general. This could be seen from the total mean score (3.5) of the first six items of the questionnaire. A close look at the analysis of each item in Table 2, showed that most of the participants strongly agree that teaching practice experience developed their teaching skills and classroom management (4.62). The mean score of item number 5 (3.95) showed that the majority of the participants had taught more than three periods per week. This could be interpreted that they valued the number of periods they taught every week. However, the mean score of item number 6 was relatively low (2.92), which indicates that the participants were not content with the length of the teaching practice. Further, items 2, 3, and 4 received medium level mean scores; 3.02, 3.33, 3.17 respectively which indicated that the participants were not quite satisfied with their teaching practice experience and the number of periods observed by their supervisors. They also had difficulties with transportation to move from the university to the host schools.

Table 2

Descriptive Statistics of Participants' Perceptions of Teaching practice

No.	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
1	The teaching practice experience developed my own teaching and classroom management.	0	2.0	0	32.3	65.7	4.62	.60
2	I was generally satisfied with the teaching practice experience.	14.1	27.3	10.1	39.4	9.1	3.02	1.27
3	It was very easy for me to move from university to school.	7.1	29.3	6.1	38.4	19.2	3.33	1.28

Table 2 (cont.)

No.	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
4	The number of periods observed by the supervisors was sufficient to evaluate my teaching.	18.2	22.2	6.1	31.3	22.2	3.17	1.46
5	I taught more than three periods a week.	11.1	11.1	4.0	19.2	54.5	3.95	1.43
6	The length of the teaching practice was adequate.	27.3	21.2	5.1	25.3	21.2	2.92	1.56
				Total			3.5	1.27

Findings of this category (i.e., the student teachers' perception of teaching practice in general) were consistent with those of Al Sohbani (2012); Faez and Valeo (2012), who contended that the student teachers highly emphasized the importance of the teaching practice experience to develop their teaching skills and classroom management. In addition, these results have also confirmed those findings of Al Sohbani (2012), who found that when the length of the teaching practice was short, the student teachers did not receive adequate practice. However, his study was conducted in a different context, and it is different in the number of periods observed by supervisors which might limit the student teachers' opportunities to interact and receive feedback from their supervisors.

2. EFL student teachers' perceptions of supervision

Table 3 shows the mean scores of the participants' perceptions of supervision and the support they received during their teaching practice. Items 7-18 highlighted their perceptions of the cooperating teachers and university supervisors. Only item number 10 scored a high mean (4.23) and items numbers 8 and 13 scored low means (2.96 and 2.79 respectively). The other items 7, 9, 11, 12, 14, 15, 16, 17, and 18 scored medium to high means. The total mean was recorded at 3.58 which is relatively high, indicating that the participants have positive perceptions of their supervisors.

Table 3

Descriptive Statistics of Participants' Perceptions of Supervision

No.	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
7	The school teachers were very cooperative.	6.1	13.1	11.1	31.3	38.4	3.83	1.24
8	The school teachers provided frequent and valuable feedback regarding my teaching.	16.2	30.3	10.1	28.3	15.2	2.96	1.36
9	I observed experienced teachers at the school.	8.1	7.1	9.1	53.5	22.2	3.75	1.13
10	The school teachers were friendly.	1.0	5.1	9.1	39.4	45.5	4.23	.89
11	I benefited a lot from the school teachers.	5.1	18.2	15.2	49.5	12.1	3.45	1.08
12	My supervisor was helpful.	7.1	16.2	8.1	47.5	21.2	3.60	1.20
13	I got enough guidance from my supervisor before teaching each lesson.	29.3	18.2	10.1	29.3	13.1	2.79	1.47

Table 3 (cont.)

No.	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
14	The supervisor was objective and fair.	9.1	8.1	20.2	39.4	23.2	3.60	1.20
15	My supervisor provided direct and understandable feedback.	4.0	10.1	11.1	50.5	24.2	3.81	1.05
16	I had enough guidance from the supervisor before starting teaching at the school.	7.1	30.3	13.1	35.4	14.1	3.19	1.22
17	The supervisor was competent.	6.1	4.0	14.1	38.4	37.4	3.97	1.11
18	My supervisor allowed me to try new ideas in teaching.	5.1	12.1	11.1	44.4	27.3	3.77	1.13
					Total	3.58	1.17	

A closer look at the results shows that the student teachers acknowledged that the cooperating teachers and university supervisors were helpful, friendly, cooperative, and fair. However, they have negative perceptions of the kind of feedback and support provided by their cooperating teachers and university supervisors. Most of the participants were dissatisfied with the cooperating teachers' feedback (2.97) and the guidance from the university supervisors (2.79).

These findings are in line with those of Cahn (2014) and Chien (2013), who found that no deep learning took place from the part of the student teachers because of their limited engagement of teaching style and lack of interaction with their cooperating teachers. In addition, these results implicitly support the argument

of Kourieos (2012) that supervisors should increase the number of visits and put more emphasis on guiding student teachers during teaching practice. They should also provide them with much feedback instead of simply assessing them. Additionally, this part of the result contradicts with the findings of Al Sohbani (2012), who reported that the student teachers were satisfied and appreciated the overall supervisory support and the important values and knowledge conveyed by their experienced supervisors. That is quite different from the results of the present study, because of the lack of the student teachers' interaction with their supervisors, which is attributed to the latter's heavy work-loads hours at their institutions.

3. EFL student teachers' perceptions of host schools

As displayed in Table 4, the total mean score of the last five items 19, 20, 21, 22, and 23 of the questionnaire which is concerned with the student teachers' perceptions of host school is quite high (3.68). This means that the participants have positive perceptions of the host schools and mostly agree with the statements.

Table 4

Descriptive Statistics of Participants' Perceptions of Host Schools

N	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
19	The school cooperated well with the university.	13.1	21.2	17.2	29.3	19.2	3.20	1.33
20	The school environment was appropriate for the teaching practice.	17.2	20.2	9.1	31.3	22.2	3.21	1.44
21	The school gave me the textbooks needed (course books and workbooks) for my student teaching practice.	7.1	9.1	8.1	27.3	48.5	4.01	1.26

Table 4 (cont.)

N	Item	Levels of agreement (%) (n=99)					Mean	S.D.
		DS	D	UD	A	SA		
22	The school gave me the teacher's book needed for my student teaching practice.	9.1	14.1	2.0	30.3	44.4	3.87	1.36
23	During my student teaching practice experience, I felt that I was an accepted member of the school team.	5.1	6.1	5.1	38.4	45.5	4.13	1.09
						Total	3.68	1.30

A deeper investigation into the descriptive analysis of the statement revealed that the participants show positive responses to statements 21, 22 and 23. They strongly agree with the teaching materials provided by the schools including the textbooks and the teacher's book. This is demonstrated in the mean scores of the items 21 and 22 as (4.01) and (3.87) respectively. In a similar vein, the participants revealed favourable perception towards the schools. They felt that they were accepted members of the school team. This was declared in their responses to item 23 which received a high mean score (4.13). These findings are fully aligned with those of Al Sohbani (2012), which revealed that the student teachers had positive perceptions towards the host school and were able to familiarize themselves and establish a rapport with the host school members. However, the participants showed a considerable negative perception towards the school cooperation with the university item number 19 and the appropriateness of the school environment item number 20. This was shown in the means scores of these items (3.20 and 3.21) which indicate

that the school and university cooperation, as well as the school facilities, were not as expected by the student teachers. It has been argued that a closer relationship between teacher education programmes and host schools during practicum might help the student teachers in their transition to teaching practice at schools (Villers & Mackisack, 2011).

5. EFL student teachers' remarks and suggestions

Analysis of the participants' responses to Section B of the questionnaire (i.e., three open-ended questions) revealed their positive and negative remarks towards their teaching practice. In addition, it disclosed a list of the participants' suggestions to improve future teaching practice at host schools.

Concerning the participants' responses to the first open-ended question (what do you mostly like about teaching practice?), most of them reconfirmed their responses to Section A of the questionnaire by highlighting their positive perceptions of the teaching practice such as getting more experience from the practice, knowing more about the school environment, being a member of the school staff and feeling the responsibility of teaching.

Besides those, they mentioned other positive remarks for their teaching practice at host schools (Appendix A) which indicate their awareness of the significant roles of their experience. Some of these positive remarks include employing new methods of teaching, knowing new people and making good relationships, developing the spirit of cooperation with other teachers and students at schools, getting experience to deal with individual difference among students, experiencing new challenges, and being encouraged to find out information of the encountered ambiguous issues.

On the other hand, the participants showed their displeasure by listing some negative points (Appendix B) that they dislike about their teaching practice at schools. Some of these negative points include the large number of students in the class, lack of teaching materials and visual aids at schools, lack of supervisory support and a limited number of observation visits, the short duration of the practicum, weak level of students, the inappropriate school environment, and the lack of facilities.

Additionally, based on the participants' teaching experience, they offer some practical and noteworthy suggestions (Appendix C) that they believe, could improve future teaching practice in schools. For instance, they suggested extending the duration of practicum, establishing halls for teaching aids and English laboratories at schools, increasing the number of supervisory support, adding microteaching and simulated teaching courses, increasing the number of pedagogical knowledge related courses, and keeping a continuous contact between schools and the university.

Recommendations

The current study aims to explore EFL student teachers' perceptions of teaching practice at schools in Yemen. The findings reveal that the participants gave positive perceptions of their teaching practice, supervision, and host schools. Nevertheless, the findings disclose some negative perceptions of the participants especially on the kind of feedback and support provided by their cooperating teachers and the university supervisors, and the appropriateness of the school environment. Therefore, it is highly recommended that cooperating teachers and university

supervisors should involve their supervisees in continuous discussion and provide them with feedback on their teaching practices.

More importantly, the student teachers have offered some significant suggestions based on their experience. Therefore, these suggestions should be taken into consideration by EFL teaching education programme administers and Ministry of Education officers for further professional development of teaching practice in Yemen. These could contribute to plan and perform professional preparation and training of the EFL student teachers and improve their teaching competencies.

It should be noted here that the present study is limited to a specific context in Yemen. However, it might provide some insights, useful suggestions, and valuable information for educators, programme directors, and decision makers in the Yemeni contexts in general or perhaps in similar contexts of the Arab or Asian countries. For the purpose of comparing and contrasting the findings, it would be possible and valuable to conduct similar studies at other universities in Yemen and other EFL similar learning and teaching contexts, particularly neighbouring Arab countries. Future studies are recommended to investigate similar issues of EFL teacher education programmes at other universities in Yemen and similar educational contexts. It may also be beneficial to study and implement the Learn and Serve Models (student observation and limited monitored teaching opportunities tied to educational courses throughout all 8 semesters of the undergraduate program) that is commonly used in North American schools. In addition, the Professional Development School Model (PDS) has been proven to be extremely effective for improving university/Pre-K to Grade 12 partnerships and the pre-service/practicum student experience overall.

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