

AN ANALYSIS OF TEACHING PRACTICE BY ELT TEACHER TRAINEES

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Özet

Bu çalışma eğitim fakültelerinin İngilizce bölümlerinde okuyan öğretmen adaylarının dördüncü sınıfta yaptıkları öğretmenlik stajında karşılaştıkları çeşitli sorunları incelemektedir. Üç değişik üniversitede okuyan toplam altmış adaya uygulanan kırk iki soruluk anket ve sonuçları tüm detayları ile sunulmakta ve veriler ayrıntılı biçimde gözden geçirilip eğitime etkileri açısından değerlendirilmektedir. Bilgi toplamada kullanılan anket üç ana bölümden oluşmaktadır. Birinci bölüm adayların öğretim öncesi hazırlıklarını, ikinci bölüm ise öğretim performansları ve ders araçları konusundaki görüşlerini araştırmaktadır. Son bölüm ise onların sınıf idaresine ve kişiler arası ilişkilere yaklaşımını ortaya çıkartmaya yöneliktir.

Abstract

It appears that, on the threshold of the coming millennium, interaction in ELT is growing faster than before. The means which facilitate the flow of information between all the groups involved must be developed in order to update and perfect teacher training systems in use. This paper looks into various problems teacher trainees face in their practice teaching. The data presented here were gathered through a questionnaire answered by sixty teacher trainees from three different ELT departments. The discussion mainly focuses on trainees' preparation for the teaching practice, their performance in the practice classroom, and their approach to classroom management and interpersonal relations.

Introduction

Teacher training has become one of the most significant fields in ELT due to the growing number of foreign language learners and the increasing demand for new teachers. For this reason, renewing institutional strategies for teacher training is an important process in educational management. ELT departments of educational faculties must continuously obtain and process information about the practice teaching carried out by their trainees in order to develop their performance. This paper argues various problems teacher trainees face in their practice teaching. The data discussed in this paper were collected through a questionnaire which contains three sections

Within the frame of changing attitudes in language teaching, the role of teachers has altered in terms of teacher contribution and classroom management. In classical teaching approaches, the emphasis was on the teacher and teaching through structural drills. Nevertheless, the order of importance in ELT has been totally reversed. Today the emphasis is on the learner and teaching the language material by employing interactive strategies.

Having studied English intensively in the first two years, the teacher trainees, who are the main concern of this paper, learn foreign language teaching techniques, approaches and methods in their third and fourth years at school, and carry out teaching practice in primary education schools or high schools in the last semester.

They initially practice teaching various language patterns in their own classes under teacher supervision. Trainers assess their teaching performance to see whether they have met the criterion required by the institution. After passing this course, teacher trainees are considered to be eligible for teaching practice. This may be considered as the most critical point of time in their university education since they are going to prove their teaching ability, for the first time in their training, in real classrooms with young learners.

Some Important Views

The need to train qualified teachers force experts to analyze and develop various teacher training systems. In his review of basic methods of professional training, Wallace (1991:5) emphasizes three models. These are the craft model, the applied science model, and the reflective model. In the first one, the teacher trainee imitates experts' teaching strategies and acts as they recommend, however, experts should be good models, that is, what they say and what they do should not contradict. In the second model which is highly instrumental, the trainee attempts to achieve the best results or attain agreed upon objectives through the most pragmatic means. In reflective model which is the last one, practitioners evaluate the efficient parts and shortcomings of their teaching and derive principles to be used in the future.

Managing classroom behavior is one of the basic considerations in teacher training. McPhillip (1996:1) discusses that learners' psychological problems, changes in the teaching system, strength of the instructor's personality, and attractiveness of class work are not extremely important factors which affect classroom control as some believe. In the debate of producing sensible solutions for misbehavior in the classroom,

McPhilipy (1996:19) states that, primarily, what a teacher should be is more important than what he should do. In other words, a young teacher should value teaching by enjoying students' company, being calm, confident, and analytical. If he has all the qualities above, then he can think of what to do in the classroom. He can adopt a systematic approach which includes organizational and interpersonal strategies which encourage only the good student behaviors.

The teacher training system today rewards trainees with a diploma which will enable them to teach a foreign language throughout their professional life. However, Dufeu (1994:164) argues that the process of teacher development should not end after graduation. He examines teacher training in four main sections; the knowledge of the target language, the methodology for teaching it, the principles of language acquisition, and interpersonal relations. Through this system, trainees should initially have the systematic knowledge of the target language and its cultural dimensions. Then, they have to learn how to approach the language and teach it. They must adopt a teaching view which regards language as a live system used by living people. They must recognize that they have to avoid the danger of using absolute power in the classroom. Furthermore, they should learn to be creative in the classroom in order to encourage learners to be creative. Moreover, they must help them adopt many appropriate language learning techniques. Finally, trainees should understand interpersonal dimensions of foreign language teaching through acquiring the knowledge of communication structures and types of relationship. Dufeu concludes that these areas of teacher training overlap and reinforce each other.

Teaching quality is a broad term which is not only attributable to lecturing well and tutoring. Brown and Race (1995:7) state that it includes numerous activities that must be carried out by a teacher in his everyday work such as using libraries and other information sources, setting independent study tasks, providing learners with written and face to face feedback, assessing group work, and giving references for further study.

Teaching Practice

Teaching practice which is one of the most important parts of teacher training is very demanding on the part of the trainees. As mentioned above, teacher trainees who attend ELT departments of educational faculties have to carry out practice teaching in the second semester of their fourth year at university. They visit a primary education school or a lycee on a certain day every week. Initially, they observe the teaching at this school for a few class periods. After this observation and adaptation stage, they are assigned to prepare daily lesson plans using the teaching points included in the syllabus employed by the school. Then they start teaching English using the teaching strategies they learn in the methodology courses. When they carry out teaching, the class teachers are always with them and observe their presentations. Their ELT methodology teachers also visit them to evaluate their teaching and progress. The observations of both teachers are very important for the whole process of practice teaching since they will prepare detailed reports of assessment when the teaching practice is over.

Questionnaire

The questionnaire which attempts to collect data about the teaching practice carried out by teacher trainees attending ELT departments includes 3 sections and 42 statements. Section A collects information about the trainees' preparation for teaching. Section B investigates their performance in the classroom and their opinions about teaching materials. The last section collects information about their approach to classroom management and interpersonal relations. The questionnaire was administered at Hacettepe University, Gazi University, and Middle East Technical University in the second semester of 1996-1997 teaching program, and it was answered by 60 teacher trainees who were nearly at the end of their practice teaching. The total number of the informants is 60. The number of the trainees who answered the questionnaire at each department is 20. Although the trainees are treated as a single group in the evaluation of the data, the distribution of the responses to each group can be seen in the appendix. They are given in full detail in order to display the correlation between the answers.

Data Collected

As mentioned above, The questionnaire initially collects data about trainees' mental preparation for the practice teaching. The first section investigates their psychological mood and motivation before teaching. In the second part, their teaching experience in the classroom and their approach to coursebooks are analyzed. The points examined in this part are preparing lesson plans, developing additional activities, and using teaching materials. The same section also looks into matters like starting the lesson and giving instructions, using the blackboard, giving homework, and doing self evaluation. In the last part, various aspects of classroom management and interpersonal relations are investigated. The statements in this part are about recommendations of the class teachers, probable discipline problems, communication in the class, and an alternative schedule for practice teaching. The responses can be seen in the chart and the graph included in the appendix

Review of the Data

In the first part of the questionnaire which collects information about preparation for teaching, 49 trainees out of 60 declare that their motivation to start teaching was very high and they were determined to succeed. However, 45 trainees were still anxious about their teaching performance although they were mentally prepared. Thirteen were not anxious about it. Thirty-eight believe that they were well prepared to be calm and confident when they have problems such as failure to control the class or misbehavior of students. Eleven think that they were not, and 10 were not sure about it. Thirty-two were anxious about the sort of problems only teacher trainees might have. Seventeen never wondered about them.

In the second part of the questionnaire which investigates their teaching performance in the classroom and the appropriateness of the teaching materials, 48 trainees state that they can easily prepare practicable lesson plans and organize effective

lessons. The number of the trainees who are not sure about it is only 8. Within their lesson plans, 50 believe that they develop effective and appropriate activities, only 7 think that they have to try a little harder. According to twenty trainees, student books are suitable for communicative foreign language teaching, 25 believe that they are not, and 14 cannot decide. Forty-one can make good use of the activities in the books, whereas 6 cannot, and 12 are in between. Fifty-five state that they develop additional language teaching activities to support the coursebook. Forty-four trainees inform that the student books are supported by workbooks, teacher-books, and audio-visual materials. They state that they use these materials effectively. Only 11 do not think so, and 5 are undecided. Forty-eight say that they can easily settle down the class and attract their attention in the beginning of each lesson, only 5 say that they cannot do it, and five declare that they sometimes can do it. The aim of each lesson is explained in the classroom by 47, however 7 explain it sometimes, and 5 do not do it. Fifty-two are of the opinion that they give clear instructions about the activities, only one does not do this, and 7 are undecided. During their teaching, 53 ask many questions to students but 4 do not do this. Forty-five always consider their students' learning capacity and personal differences in the classroom when assigning tasks but 15 are undecided about it. Forty-six sometimes write their students' responses on the blackboard, and 51 sometimes let the students write on the blackboard. Moreover, 38 state that they let the students ask questions to them, 9 do not let, and 11 are undecided. Fifty-four can maintain eye contact with all the students in the classroom. The responses reveal that 52 can easily encourage their students to participate in interactive activities. The answers also show that 53 can organize pair work and group work easily, and 47 can help students be creative in class activities. The number of the trainees who sometimes deliberately make them taste success by providing them with easy and practical tasks is 46. Thirty-five mention that they use the blackboard effectively by writing clearly and making good use of all its parts, however 12 are undecided, and 12 cannot do it. According to the responses, 38 systematically give homework about the points they teach, whereas seven do it sometimes, and 14 do not do it. The number of the trainees who grade or correct their homework is 32. Fifty-two declare that they reward them by praising their good work besides correcting their mistakes. Thirty-five attempt to make their students aware of new and effective learning strategies or study skills. Forty-six believe that they always treat their students equally. Forty-three state that, after each lesson or teaching day, they always evaluate the activities they organized. Eighteen say that the classes they teach were overcrowded, whereas 37 say that they were not.

The last part of the questionnaire collects information about class management and interpersonal relations. Forty trainees state that the class management strategies recommended by the class teachers are different from the management techniques they learned in methodology courses. Sixteen say that they are not, and 4 are undecided. Fifty trainees believe that visiting the school once a week for practice teaching is not a good system for exercising classroom management and teaching. They want to go there every day for two weeks or a month and carry out intensive teaching. Only 4 are against this, and 6 are undecided. When they start teaching in the class, 32 observe that students have different reactions such as murmuring, becoming silent, shouting, or talking to each other. Twenty-three do not observe these, and 5 are undecided. However, 44

believe that they can easily create effective teacher student communication, only 2 have problems with it. The discipline problems caused by student misbehaviors are sometimes experienced by 29. Twenty-five state that they do not have such problems, and 6 are undecided. Twenty-seven sometimes shout to maintain discipline, whereas 28 do not, and 5 are in between. Failing to control the class, and student misbehaviors discourage 24 students, 26 are not discouraged, and 9 are not sure about it. Ten state that problems arise when they attempt to correct students' pronunciation mistakes. Problems do not arise according to 37. Fourteen inform that class teachers sometimes object to the lesson plans they prepare, however 40 do not think so. According to 37, class teachers make them aware of the shortcomings of their teaching, but 14 think that they do not. Twenty-one state that their class teachers sometimes complain that practice teaching interrupt their program, however 37 state that they do not have such a complaint.

Evaluation of the Data and Implications for Teacher Training

The responses to the questionnaire clearly show that the teacher trainees are well motivated and mentally well prepared although they anticipated that they might have various problems during teaching practice. Most of them realize that they are able to prepare effective lesson plans and develop practical activities. They also state that they can use the student books very well and develop supporting materials. However they say that they want to use coursebooks which are more suitable for interactive teaching than the ones they use in the practice classrooms.

Most of the learners do not have problems with class management skills. They state that they can start the lesson smoothly and conduct it successfully by creating a fully interactive atmosphere in the classroom. They can give instructions clearly, ask and answer questions easily, and use the blackboard sensibly. When they are teaching, they manage to keep their students' level and learning pace in mind. Almost all of them try to maintain eye contact with all the students in the classroom. This shows that they realize the importance of creating a good channel for communication. They state that they raise creativity in the classroom by providing students with practical tasks which will make them experience real learning.

More than half of the learners attempt to make their students aware of some new learning strategies and study skills. This is particularly important in mixed ability classes which have students with traditional foreign language learning backgrounds. Most of the trainees have the chance of giving homework about the points they teach and correcting students' work. After each teaching day, most of the trainees evaluate their own teaching activities. This is essential for modifying and developing their teaching strategies.

In the last section which collects data about class management and interpersonal relations, most of the trainees state that the class management strategies recommended by class teachers are different from the ones they learn in methodology courses. Class management is an effective part of teaching, for this reason its procedures must be reviewed by teacher trainers and trainees together. Trainees claim that visiting the secondary education schools once a week for practice teaching is a system that causes

various problems. Most of them want to have an intensive practice teaching program in order to carry out their teaching without interruptions. It is a fact that this has always been a controversial issue in educational faculties, and it seems that some reorganization is still needed. The responses reveal that the problems that are caused by student misbehaviors are solved by the trainees and a good teacher student communication is maintained. This shows that trainees try hard to carry out their teaching successfully. The trainees inform that their relations with the class teachers are rather good. More than half of the trainees say that class teachers make them aware of the short comings of their teaching. Twenty-one trainees claim that class teachers sometimes complain that practice teaching interrupts their own teaching program. Class teachers and trainees can solve problems of this sort by carefully working out the main program together in order to prepare a matching practice teaching program.

The practice teaching is organized to make trainees experience real teaching while they are still at university. It gives them the chance of gaining a better sense of what teaching is. As the name implies, it is a serious way to practice what they learn at school and detect the problems that may arise in their own future teaching.

Conclusion

The quality of teacher training is one of the most important considerations in educational faculties. The responsibility of the trainers is twofold in ELT departments since they have to teach a new language and how to teach it. Learners focus on learning the target language in the first part of their university education, however starting from the very first lesson at school, they should also have the vision which will enable them to understand the commitment teachers have to their profession.

Recently, materials about class management have a tendency to focus on the real atmosphere in the foreign language classroom with specific emphasis on the first few minutes of the lesson. If a teacher cannot create the totality of conditions and circumstances which cause participation and learning in the beginning of the lesson, he may not be able to regulate the flow of events as smoothly as he planned.

It is generally implied that teaching in the real classroom is adjusted according to the existing students in the classroom rather than strictly following the presupposed and planned procedures. This may be interpreted as meeting and planning the unexpected in the foreign language classroom. Trainees may not be very skillful in facing the unexpected, however they should learn how to be ready for it and never consider dealing with it as an unessential deviation from the lesson. Moreover, such departures may work as excellent teaching aids which come to teachers' help instantly. In other words, the class discussions arise in this way are generally inviting, attractive, and good for revealing students' learning styles and ways of participation. Passive students must also be encouraged to express their views or participate in the desired way in unplanned discussions.

In sum, in their school life, starting from their first day at school, the trainees should feel the excitement of being trained as a teacher, and evaluate all class activities from the teachers' point of view. This vision will help them understand and acquire the teaching techniques practiced in every activity in the training courses, and do their best in practice teaching.

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Appendix

QUESTIONNAIRE-

The statements are about the practice teaching carried out by teacher trainees who attend ELT departments of educational faculties. The trainees have responded to the statements as they applied to their practice teaching. The abbreviations used to display the responses are as follows:

- H: Hacettepe University, ELT Department
- G: Gazi University, ELT Department
- M: Middle East Technical University, ELT Department
- T: total
- GT: grand total
- a-strongly agree*
- b-agree*
- c-undecided*
- d-disagree*
- e-strongly disagree*

Section - A INFORMATION ABOUT PREPARATION FOR TEACHING

1-My motivation to start teaching practice was very high, and I was determined to succeed.

a-	G-6	H-4	M-6	T-16	26.6%	GT-49	73.6%
b-	G-8	H-13	M-12	T-33	55%		
c-	G-5	H-1	M-1	T-7	11.6%		
d-	G-1	H-2	M-1	T-4	6.6%	GT-4	6.6%
e-							

2-I was anxious about my teaching performance although I was mentally prepared.

a-	G-2	H-1	M-6	T-9	15%	GT-45	75%
b-	G-13	H-12	M-11	T-36	60%		
c-		H-2		T-2	3.3%		
d-	G-4	H-3	M-3	T-10	16.6%	GT-13	21.6%
e-	G-1	H-2		T-3	5%		

3-I was well prepared to be calm and confident in case of trouble (failure to control the class or misbehavior of students) in the classroom.

a-	G-5	H-3	M-5	T-13	21.6%	GT-39	64.9%
b-	G-7	H-9	M-10	T-26	43.3%		
c-	G-2	H-3	M-5	T-10	16.6%		
d-	G-5	H-5		T-10	16.6%	GT-11	18.2%
e-	G-1			T-1	1.6%		

4-I was anxious about the sort of class management problems trainees might have in the classroom.

a-	G-1		M-2	T-3	5%	GT-32	53.3%
b-	G-10	H-11	M-8	T-29	48.3%		
c-	G-5	H-3	M-2	T-10	16.6%		
d-	G-3	H-5	M-8	T-16	26.6	GT-17	28.2%
e-	G-1			T-1	1.6%		

Section - B INFORMATION ABOUT TEACHING PERFORMANCE IN THE CLASSROOM AND TEACHING MATERIALS

5-I can prepare practicable lesson plans easily and organize effective lessons.

a-	G-6	H-5	M-3	T-14	23.3%	GT-48	79.9%
b-	G-12	H-10	M-12	T-34	56.6%		
c-	G-1	H-3	M-4	T-8	13.3%		
d-	G-1		M-1	T-2	3.3%	GT-2	3.3%
e-							

6-Within my lesson plan, I develop effective and appropriate activities.

a-	G-3	H-2	M-7	T-12	20%	GT-50	83.3%
b-	G-13	H-14	M-11	T-38	63.3%		
c-	G-4	H-1	M-2	T-7	11.6%		
d-		H-1		T-1	1.6%	GT-1	1.6%
e-							

7-Student books are suitable for communicative foreign language teaching.

a-	G-3	H-1	M-4	T-8	13.3%	Gt-25	41.6%
b-	G-5	H-4	M-8	T-17	28.3%		
c-	G-5	H-3	M-6	T-14	23.3%		
d-	G-5	H-10	M-2	T-17	28.3%	Gt-20	33.3%
e-	G-2	H-1		T-3	5%		

8-I can make good use of the activities in student books.

a-	G-4	H-3	M-3	T-10	16.6%	Gt-41	68.2%
b-	G-10	H-9	M-12	T-31	51.6%		
c-	G-3	H-5	M-4	T-12	20%		
d-	G-2	H-2	M-1	T-5	8.3%	Gt-6	9.9%
e-	G-1			T-1	1.6%		

9-I develop additional language teaching activities to support the textbook.

a-	G-9	H-8	M-7	T-24	40%	GT-56	93.3%
b-	G-8	H-12	M12	T-32	53.3%		
c-	G-1		M-1	T-2	3.3%		
d-	G-2			T-2	3.3%	GT-2	3.3%
e-							

10-Student books are supported by workbooks, teacher books, audio-visual materials, and I use them effectively.

a-	G-2	H-2	M-4	T-8	13.3%	GT-44	73.3%
b-	G-13	H-10	M-13	T-36	60%		
c-	G-2	H-2	M-1	T-5	8.3%		
d-	G-2	H-6	M-2	T-10	16.6%	GT-11	18.2%
e-	G-1			T-1	1.6%		

11-I can easily settle the class down and attract attention in the beginning of each lesson

a-	G-6	H-5	M-5	T-16	26.6%	GT-48	79.9%
b-	G-11	H-11	M-10	T-32	53.3%		
c-	G-1	H-1	M-4	T-6	10%		
d-	G-2	H-2	M-1	T-5	8.3%	GT-5	8.3%
e-							

12-In the classroom, I explain the aim of each lesson clearly before I start teaching.

a-	G-10	H-13	M-4	T-27	45%	GT-48	80%
b-	G-7	H-7	M-7	T-21	35%		
c-	G-2		M-5	T-7	11.6%		
d-	G-1		M-4	T-5	8.3%	GT-5	8.3%
e-							

13-I can give brief, clear instructions about the activities.

a-	G-7	H-11	M-6	T-24	40%	GT-52	86.6%
b-	G-9	H-7	M-12	T-28	46.6%		
c-	G-3	H-2	M-2	T-7	11.6%		
d-	G-1			T-1	1.6%	GT-1	1.6%
e-							

14-While I am teaching, I ask many questions to students.

a-	G-10	H-3	M-5	T-18	30%	GT-53	88.3%
b-	G-8	H-12	M-15	T-35	58.3%		
c-		H-3		T-3	5%		
d-	G-2	H-2		T-4	6.6%	GT-4	6.6%
e-							

15-I always consider their learning capacity and personal differences when I assign tasks.

a-	G-5	H-5	M-5	T-15	25%	GT-45	75%
b-	G-9	H-13	M-8	T-30	50%		
c-	G-6	H-2	M-7	T-15	25%		
d-						GT-0	0%
e-							

16-I sometimes write their responses on the blackboard.

a-	G-3	H-2	M-4	T-9	15%	GT-46	76.6%
b-	G-11	H-13	M-13	T-37	61.6%		
c-	G-3	H-2	M-1	T-6	10%		
d-	G-3	H-2	M-2	T-7	11.6%	GT-7	11.6%
e-							

17-I sometimes let students write on the blackboard.

a-	G-2	H-8	M-7	T-17	28.3%	GT-51	84.9%
b-	G-14	H-9	M-11	T-34	56.6%		
c-	G-1	H-1	M-1	T-3	5%		
d-	G-3	H-2	M-1	T-6	10%	GT-6	10%
e-							

18-Students ask many questions to me.

a-	G-6	H-2	M-4	T-12	20%	GT-38	63.3%
b-	G-8	H-10	M-8	T-26	43.3%		
c-	G-3	H-3	M-5	T-11	18.3%		
d-	G-3	H-3	M-3	T-9	15%	GT-9	15%
e-							

19-I can maintain eye contact with all the students in the classroom.

a-	G-7	H-14	M-11	T-32	53.3%	GT-54	89.9%
b-	G-7	H-6	M-9	T-22	36.6%		
c-	G-3			T-3	5%		
d-	G-3			T-3	5%	GT-3	5%
e-							

20-I can easily encourage students to participate in interactive activities.

a-	G-5	H-7	M-6	T-18	30%	GT-52	86.6%
b-	G-11	H-11	M-12	T-34	56.6%		
c-	G-1	H-2	M-2	T-5	8.3%		
d-	G-3			T-3	5%	GT-3	5%
e-							

21-I can organize pair work and group work.

a-	G-10	H-7	M-7	T-24	40%	GT-53	88.3%
b-	G-9	H-12	M-8	T-29	48.3%		
c-	G-1		M-5	T-6	10%		
d-		H-1		T-1	1.6%	GT-1	1.6%
e-							

22-I can help them be creative in the activities.

a-	G-3	H-5	M-3	T-11	18.3%	GT-47	78.3%
b-	G-13	H-14	M-9	T-36	60%		
c-	G-3	H-1	M-8	T-12	20%		
d-	G-1			T-1	1.6%	GT-1	1.6%
e-							

23-I sometimes make them taste success by providing them with easy and practical tasks.

a-	G-7	H-5	M-5	T-17	28.3%	GT-46	76.6%
b-	G-8	H-11	M-10	T-29	48.3%		
c-	G-2	H-3	M-4	T-9	15%		
d-	G-3		M-1	T-4	6.6%	GT-4	6.6%
e-							

24-I use the blackboard effectively by writing clearly and making good use of all parts of it.

a-	G-6	H-6	M-4	T-16	26.6%	GT-35	58.2
b-	G-7	H-7	M-5	T-19	31.6%		
c-	G-4	H-5	M-3	T-12	20%		
d-	G-3	H-1	M-8	T-12	20%	GT-12	20%
e-							

25-I systematically give them homework about the points I teach.

a-	G-2	H-1	M-2	T-5	8.3%	GT-38	63.3%
b-	G-7	H-13	M-13	T-33	55%		
c-	G-2	H-3	M-2	T-7	11.6%		
d-	G-8	H-3	M-3	T-14	23.3%	GT-14	23.3
e-							

26-I grade/correct their homework.

a-	G-3	H-2	M-2	T-7	11.6%	GT-32	53.2%
b-	G-5	H-12	M-8	T-25	41.6%		
c-	G-3	H-4	M-7	T-14	23.3%		
d-	G-8	H-2	M-3	T-13	21.6%	GT-13	21.6%
e-							

27-I reward them by praising their good work besides correcting their mistakes.

a-	G-8	H-4	M-11	T-23	38.3%	GT-52	86.3%
b-	G-8	H-13	M-8	T-29	48.3%		
c-	G-1	H-2		T-3	5%		
d-	G-3	M-1		T-4	6.6%	GT-4	6.6%
e-							

28-I make the students aware of the new and effective learner strategies/study skills.

a-	G-2	H-2	M-3	T-7	11.6%	GT-35	58.2%
b-	G-9	H-9	M-10	T-28	46.6%		
c-	G-5	H-9	M-6	T-20	33.3%		
d-	G-3		M-1	T-4	6.6%	GT-4	6.6%
e-							

29-I always treat the students equally.

a-	G-9	H-8	M-9	T-26	43.3%	GT-46	76.6%
b-	G-4	H-7	M-9	T-20	33.3%		
c-	G-4	H-3	M-2	T-9	15%		
d-	G-3	H-2		T-5	8.3%	GT-5	8.3%
e-							

30-After each lesson or teaching day, I always evaluate the activities I conducted.

a-	G-5		M-2	T-7	11.6%	GT-43	71.6%
b-	G-10	H-13	M-13	T-36	60%		
c-		H-5	M-5	T-10	16.6%		
d-	G-3	H-1		T-4	6.6%	GT-4	6.6%
e-							

31-The classes I teach are overcrowded.

a-	G-4	H-4		T-8	13.3%	GT-18	29.9%
b-	G-4	H-6		T-10	16.6%		
c-	G-1			T-1	1.6%		
d-	G-8	H-5	M-8	T-21	35%	GT-37	61.6%
e-		H-4	M-12	T-16	26.6%		

Section - C INFORMATION ABOUT CLASS MANAGEMENT AND INTERPERSONAL RELATIONS

32-The class management strategies recommended by the class teacher are different from the management techniques I learned in methodology courses.

a-	G-8	H-8	M-4	T-20	33.3%	GT-40	66.6%
b-	G-6	H-10	M-4	T-20	33.3%		
c-	G-1		M-3	T-4	6.6%		
d-	G-5	H-2	M-6	T-13	21.6%	GT-16	26.6%
e-			M-3	T-3	5%		

33-In terms of class management and English teaching, visiting the school once a week for practice teaching is not a good system. I should go there everyday for two weeks or a month and carry out intensive practice teaching.

a-	G-13	H-7	M-9	T-29	48.3%	GT-50	83.3%
b-	G-1	H-12	M-8	T-21	35%		
c-	G-2	H-1	M-3	T-6	10%		
d-	G-2			T-2	3.3%	GT-4	6.6%
e-	G-2			T-2	3.3%		

34-I observed that, when I start teaching in the class, students have different reactions. (murmuring, becoming silent, shouting, talking to each other, etc.)

a-	G-5	H-5	M-4	T-14	23.3%	GT-32	53.3%
b-	G-7	H-6,	M-5	T-18	30%		
c-	H-3		M-2	T-5	8.3%		
d-	G-5	H-3	M-7	T-15	25%	GT-23	38.3%
e-	G-3	H-3	M-2	T-8	13.3		

35-I can easily create good teacher student communication.

a-	G-6	H-5	M-4	T-15	25%	GT-44	73.3%
b-	G-9	H-9	M-11	T-29	48.3%		
c-	G-4	H-5	M-5	T-14	23.3%		
d-	G-1	H-1		T-2	3.3%	GT-2	3.3%
e-							

36-I sometimes have discipline problems caused by student misbehaviors.

a-	G-1	H-1	M-1	T-3	5%	GT-29	48.3%
b-	G-5	H-12	M-9	T-26	43.3%		
c-	G-4		M-2	T-6	10%		
d-	G-7	H-6	M-6	T-19	31.6%	GT-25	41.6%
e-	G-3	H-1	M-2	T-6	10%		

37-I sometimes shout to maintain discipline.

a-		H-2	M-1	T-3	5%	GT-27	45%
b-	G-11	H-8	M-5	T-24	40%		
c-	G-1	H-3	M-1	T-5	8.3%		
d-	G-5	H-5	M-8	T-18	30%	GT-28	46.6%
e-	G-3	H-2	M-5	T-10	16.6%		

38-Failing to control the class and students' misbehaviors discourage me.

a-	G-4	H-1	M-1	T-6	10%	GT-24	40%
b-	G-2	H-7	M-9	T-18	30%		
c-	G-6	H-1	M-2	T-9	15%		
d-	G-3	H-9	M-7	T-19	31.6%	GT-26	43.2%
e-	G-4	H-2	M-1	T-7	11.6%		

39-Problems arise when I attempt to correct students' pronunciation mistakes.

a-		H-3		T-3	5%	GT-10	16.6%
b-	G-2	H-4	M-1	T-7	11.6%		
c-	G-3	H-4	M-5	T-12	20%		
d-	G-10	H-8	M-11	T-29	48.3%	GT-37	61.6%
e-	G-4	H-1	M-3	T-8	13.3%		

40-The class teacher sometimes objects to the lesson plans I prepare.

a-		H-1	M-1	T-2	3.3%	GT-13	21.6%
b-	G-5	H-3	M-3	T-11	18.3%		
c-	G-2	H-3		T-5	8.3%		
d-	G-7	H-4	M-10	T-21	35%	GT-40	66.6%
e-	G-5	H-8	M-6	T-19	31.6%		

41-The class teacher makes me aware of the shortcomings of my teaching.

a-	G-4	H-1	M-5	T-10	16.6%	GT-37	61.6%
b-	G-6	H-9	M-12	T-27	45%		
c-	G-5	H-4		T-9	15%		
d-	G-2	H-2	M-2	T-6	10%	GT-14	23.3%
e-	G-3	H-4	M-1	T-8	13.3%		

42-The class teacher sometimes complains that practice teaching interrupts his/her program.

a-	G-6	H-4	M-1	T-11	18.3%	GT-22	34.9%
b-	G-5	H-3	M-2	T-10	16.6%		
c-			M-2	T-2	3.3%		
d-	G-5	H-6	M-5	T-16	26.6%	GT-37	61.6%
e-	G-4	H-7	M-10	T-21	35%		

