

## Factors Affecting Teaching Practice Students in Libyan Public Secondary Schools in Misurata City

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### Abstract

Quality education is one of the pillars of a progressive society and it is essential to have competent and qualified educators to produce capable and ingenious professionals. Primarily, teachers are considered catalysts in the development of the country and its citizens. On that account, they should be proficient in imparting knowledge to students. Hence, it is essential to prepare student teachers in advance to meet the demands of future teaching profession through effective teacher training. This study was conducted to gauge the teaching practice program of the Faculty of Education in Misurata city using a qualitative approach. The participants included 19 English language student teachers assigned in Libyan public secondary schools for academic year 2022-2023. The study utilized a semi-structured interview and the data gathered was analyzed thematically. The findings indicated that student teachers were optimistic towards the teaching practice program and it brought them authentic experiences necessary for actual teaching. Despite of this, there is need for the responsible authorities to look into several factors that affect student teachers including impassive students, scarcity of instructional support, and absence of supervisors. Hence, it is recommended that the schools, supervisors, and teaching practitioners should collaborate in order to deliver better learning instructions for secondary school students in Libya.

**Keywords:** teaching practice, student teachers, factors, Libyan secondary schools.

## العناصر التي تؤثر على طلاب التربية العملية في المدارس الثانوية العامة في مدينة مصراتة

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### الخلاصة

تعتبر جودة التعليم من الدعائم الضرورية للمجتمع المتقدم، حيث من الضروري والجوهري للتعليم أن يضم مؤهلين وأشخاص ذوي خبرة؛ لكي يرفعوا من مهاراته. وبشكل رئيسي يعتبر المعلم هو العنصر المحفز في العملية التعليمية كي يتمكن من تطوير المجتمع ومواطنيه؛ ولهذا الهدف يتمكن المعلم من نقل المعرفة إلى المتعلمين. ومن هنا وجب علينا تطوير طالب التربية العملية ليحقق كل متطلبات المعلم الناجح خلال هذه الفترة التدريسية. هذه الدراسة تحقق في قياس برنامج التربية العملية في كلية التربية - جامعة مصراتة مستخدمةً دراسةً نوعية من خلال مقابلات شبه منظمة. تمت الدراسة على عينة من 19 طالبةً مسجلات في مقرر التربية العملية، والتي طبقت في المدارس الثانوية في العام الدراسي 2022-2023. وتم جمع البيانات من خلال مقابلات شبه منظمة، وبعدها تم تحليل البيانات بشكل موضوعي. حيث استنتجت الدراسة أن طلبة التربية العملية يجدون لهذا البرنامج إيجابياته؛ وهم مسرورون به، كما أنه أدخلهم في حياة تعليمية حقيقية. وبالرغم من هذا إلا أن على صناع القرار في العملية التعليمية النظر في السلبيات المتمثلة في الطلبة السلبيين، وفي نقص الدعم التعليمي، وغياب الموجهين. وأوصت الدراسة أنه على المدارس والمشرفين والمتخصصين في هذا المجال التعاون لكي تتم العملية التعليمية على أكمل وجه في ليبيا.

**الكلمات المفتاحية:** التربية العملية، المعلم الطالب، عناصر، التعليم الثانوي في ليبيا.

## I. Introduction

### 1.1 Background of the Study

Teaching Practice (TP) is a teacher training program which aims to apply the principles, methods and techniques of teaching that are learned theoretically (Alvi et al., 2017). It helps teaching practitioners experience authentic classroom instruction to prepare them to cope up with the demand of the teaching profession in the future (Msangya et al., 2016). It is undisputed that the process itself enhances teacher practitioners' skills in

teaching, as well as, their knowledge of real classroom scenario as indicated in the following studies. Gebretinsae and Karvinen (2018) opined that teaching practice is crucial to most teaching practitioners in preparation for their future career. Similarly, Adak Özdemir and Yildirim (2012) pointed out that the knowledge of teaching methodology applied in real classroom situations helped student teachers procure optimism and experiences in teaching. Koross (2016) also cited that teaching practice experiences were considered favorable for student teachers and a chance to strengthen their teaching ability.

The teaching practice program is a training intended for student teachers to gain real classroom experiences in preparation for their future teaching career (Kapri, 2017). It is described by Gebretinsae and Karvinen (2018) as a hands-on experience undertaken by aspiring teachers as a mandatory training of their course. Hence, it is an integral component of becoming a teacher. The teaching practice program is a subject requisite for all students at the Faculty of Education under Misurata University in order to be granted a bachelor degree certificate. It is compulsory for all the students in this faculty to accomplish teacher training which earns them four credits in the overall curriculum. This training should be completed within one academic year, during which, batches of student practitioners will be assigned to various public secondary schools under the guidance of teacher supervisors. The supervisor is assigned to observe classes and to assist students in terms of lesson planning, class management, actual teaching, as well as, assessment. Initially, the English department of the Faculty of Education assigns number of student teachers in one public secondary school to give classes every Wednesday in the first semester. For the second semester, the student teachers are given two consecutive weeks as an intensive training at schools. They are expected to give classes almost every day depending on the schools' timetable. The objective of this program is to expose teaching practitioners to real classroom experience.

Nevertheless, some studies showed that teaching practice is hindered by several factors. In Libya, the student teachers in College of Education at Al-Mergeb University unveiled their disappointment towards their experiences and their supervisors (Akniber, 2015), while the findings of Khmag (2017) showed that student teachers in Azzawia University were dissatisfied because they were not treated as real teachers. The study of Temitope and Oreoluwa (2017) also highlighted that teaching practice exercise was affected due to student teachers' reluctance to pursue the

teaching profession after graduation. In addition, even though the findings of Gebretinsae and Karvinen (2018) hailed that teaching practice brought positive impact, they also cited that there were several challenges confronted student teachers in the College of Education in Eritrea Institute of Technology which include insufficient time for teaching practice, shortage of teaching materials, lack of supervision and students' discipline.

Various studies in Libya were explored such as a study on concerns, experiences and perceptions of student teachers towards teaching practice using a mixed-method design (Khmag, 2017), a descriptive survey design on the perceptions of students on their teaching practice and supervisors (Akniber, 2015), a qualitative research design on problems in classroom management and coping strategies (Alsadi & Silman, 2023), and an action research study on the engagement of teacher trainees on reflective practice (Dabia, 2012). Yet, there had been few studies conducted in Libyan context to investigate the factors that affect student teachers in public secondary schools using a qualitative approach; hence, this study was prompted by such knowledge gap.

Therefore, it is the goal of this study to determine the factors that affect English specialized student teachers while undergoing their teacher training in Libyan public secondary schools. In addition, it is the interest of this study to gain access on the personal accounts of student teachers in order to enhance the teaching practice program of the English department at the Faculty of Education.

### **1.2 Statement of the Problem**

Teaching practice is envisioned to fortify the skills and abilities of student teachers in preparation for the challenges ahead. It exposes them to actual classroom environment so that they can apply their knowledge of teaching and learning pedagogy. To become a full-fledged teacher, student practitioners should undertake the inevitable challenges in teaching secondary school students as part of their teacher training. It is necessary to comprehend their experiences in order to maintain the favorable facets of it, as well as, address the problems that they may encounter. By addressing the issues affecting the student teachers in the English department at the Faculty of Education under Misurata University, it may help them prepare for the challenges ahead of their teaching profession.

### 1.3 Research Questions

1. What is the impact of teaching practice program of the Faculty of Education on the perceptions of student teachers towards teaching profession?
2. What are the factors that affect English language student teachers at the Faculty of Education during their teaching practice in Libyan public secondary schools in Misurata city?

### 1.4 Significance of the Study

This study may enlighten future student teachers about their expectations regarding teacher training at school to prepare them to become competent teachers in the future. Moreover, teacher supervisors may understand the needs of the student teachers based on the findings of this study in order to build good rapport among them that can boost teaching practitioners' motivation and self-confidence during the training. This study may also help the English department at the Faculty of Education to address student teachers' needs and concerns in terms of the actual teaching and class management in Libyan public secondary schools. Lastly, the findings of this study may guide and encourage future researchers to conduct other valuable researches about teacher training to gain more knowledge on how to prepare teaching practitioners as they face the responsibilities of a teacher in the future.

## II. Review of Related Literature

### 2.1 Student Teachers' Perceptions of Teaching Practice

Teaching practice is an essential training for potential teachers for the next generation. It is necessary to acknowledge how student teachers perceived teaching practice in the preparation for their teaching career. Studies conducted in Eritrea (Gebretinsae & Karvinen, 2018) and Nigeria (Temitope & Oreoluwa, 2017) have stipulated that teaching practitioners viewed teaching practice as advantageous. Similarly, Matoti and Odora (2013) conducted quantitative-descriptive research in South Africa in which student teachers' signified optimism towards their teaching practice experience that increased their self-confidence. Likewise, Koross (2016) found that 67% of the 100 student teachers at the University of Eldoret, Kenya who took part in the survey strongly agreed that their teaching experience taught them how to effectively organize, prepare and deliver their lessons.

Nonetheless, there are also studies that show unpleasant experiences of student teachers regarding their teaching practice. The study of Khmag

(2017) which utilized a mixed-method design stipulated that student teachers in the English department at the School of Education in Azzawia University in Libya struggled to connect the theoretical concepts they learn with practical application in the classroom. Furthermore, Ok (2005) explored the differences of 250 student teachers' experiences and expectations in the English Language Teaching Department of several Faculties of Education in Malta. The result showed that male student teachers were more positive about their teaching experiences than female student teachers, and there was a disparity between what student teachers envision teaching to be and their experiences in the real classroom situation.

## 2.2 Aspects of Teaching Practice

### 2.2.1 Students' Discipline

One of the most essential factors to achieve the objectives of the teaching practice is students' discipline (Klasnić et al., 2018). Positive discipline fosters self-control and it inculcates respect among students towards other people and learn to adhere to social norms (Matangi, 2014). However, when teachers fail to maintain discipline in the class, it affects other students as Alsadi and Silman (2023) affirmed that an unruly behavior of one student in the class may prompt other students to mimic such behavior. This may lead to further struggle on the part of student to impose discipline which can undermine their authority in the class.

Various studies have insinuated that maintaining discipline poses a major problem for student teachers during their teaching practice. For instance, Akniber (2015) implied that majority of schools had little to no enforcement of discipline. This can potentially affect the classroom instruction as signified in the results of the study of Khmag (2017) wherein the respondents were challenged to maintain order in the classroom because of students' lack of discipline. Koross (2016) expressed similar result in which students had little regard for student teachers who had also minimal authority over ill-disciplined students. Even though student teachers are usually briefed about potential discipline issues they may encounter before the start of the training, they still find themselves confounded when dealing with them. The findings of Kiggundu and Nayimuli (2009) reiterated the situation in which student teachers were overwhelmed about the negative behavior of the students and realized that teaching is more challenging than they thought. Similar concern was experienced by student teachers in South African schools where there were very little consequences in school for

students' misconduct resulting to difficulty on imposing class discipline (Gebretinsae & Karvinen, 2018).

Other factors that may contribute to the frustration of the student teachers is the behavior of the school staff towards them. An unwelcoming school environment may add to their anxiety. Several findings showed that students teachers were isolated and not treated as real teachers (Khmag, 2017), they felt unwanted (Yalin Uçar, 2012), as well as intimidated (Kiggundu & Nayimuli, 2009). In Heeralal and Bayaga's (2011) study, student teachers disclosed that their teacher supervisors failed to collaborate with them and did not offer the needed assistance. These issues do have an impact on teaching and class environment.

### 2.2.2 Lesson Plan Preparation

In order to attain a productive learning atmosphere, thoughtful consideration is necessary including the planning of the lesson (Papa-Gusho & Biçaku-Çekrezi, 2015). Lesson plan, as defined by Raval (2013), is a blue print or a strategy for delivering a part of the curriculum within a specific period. Farhang et al. (2023) explained that lesson planning is an integral part of teaching and learning process that is prepared in advance to carry out the lesson effectively. Koross (2016) propounded that through teaching practice, student teachers gained knowledge to organize and create well-thought-out lesson plans, as well as, how to deliver them effectively. Similarly, Alanazi (2019) enunciated that student teachers' creative abilities were tapped while they prepare their lesson plans. These concepts echo the integral purpose of lesson plan for the student teachers at the Faculty of Education in Misurata University. They prepare their lesson plans beforehand since it stipulates the objectives of the lesson to be accomplished. Additionally, it serves as a guideline for them whether to remediate the class or to move forward to the next lesson.

However, Alanazi (2019) underscored that although lesson plan was prepared well, student teachers who were perplexed during the class did not obtain the goals of the lesson and eventually lose their confidence. In addition, student teachers in Heeralal and Bayaga's (2011) study were wary about writing a lesson plan because it is laborious and time-consuming. They proved that lesson plans can be a burden to accomplish considering the time and effort that student teachers devote in this task.

### 2.2.3 Teaching Methods Used

There are different teaching methods and approaches used in English language teaching including the Communicative Language Teaching (CLT),

Direct Method (DM), Grammar-Translation Method (GTM), Competency-Based Language Teaching, Audiolingual, among others (Richards & Rodgers, 2001). In Libya, the secondary school educational curriculum adheres to the utilization of CLT in teaching English (Altaieb, 2013). However, Hussein (2018) disclosed that most Libyan secondary school teachers used conventional method of teaching including lectures while heavily dependent on their native language, including translation, when teaching English to students. Aside from Libya, teachers in Nairobi also utilized lecture method and minimal class activities without integrating the four language skills (Mutsotso & Nabukonde, 2019).

When it comes to incorporating the mother tongue in teaching English, EFL teachers cannot evade utilizing it in the class. Littlewood and Yu (2011) claimed that there is a potential scheme in balancing the use of the target language and the mother tongue. For example, the study conducted by Mahmutoğlu and Kicir (2013) in Turkey stated that both students and teachers approved to incorporate the native language in EFL classrooms, even though their usage frequency may differ. They also concluded that students wanted teachers to use the Turkish language in order to comprehend the lesson.

These studies show that the use of the native language in delivering the lessons in the classrooms affects the kind of teaching method the teachers intend to employ. Although it is acceptable to use it as part of the instruction, discretion should be practiced. Nevertheless, these studies do not specifically address the apprehensions encountered by student teachers in teaching their students using their mother tongue. Therefore, the present study wants to give light regarding this matter.

#### **2.2.4 Resources to Facilitate Teaching and Learning**

Satisfaction regarding the over-all school environment is important for students as primary stakeholders in education (Neti et al., 2019). In today's era, technology significantly expand students' horizon and awareness as they access to information easily. It also enhances their creativity and productivity. Katsioloudis (2010) acknowledged that audio-visual aids as well as technological equipment can enrich classroom instruction and motivate students to learn.

Nevertheless, many institutions do not invest in schools' resources. In the Libyan context, Akniber (2015) and Pathan et al. (2016) pointed out that Libyan secondary schools lack sufficient resources that are necessary to support teaching and learning process. Other studies conducted also disclosed



that instructional materials in schools were scarce to teach effectively (Koross, 2016; Kiggundu & Nayimuli, 2009; Gebretinsae & Karvinen, 2018), and school infrastructures were inadequate to address large number of students (Yalin Uçar, 2012). In fact, Matoti and Odora (2013) emphasized that student teachers demonstrated weakness when utilizing teaching aids and employing diverse assessment methods. They also found out that, although charts and posters were utilized in some classes, student teachers were not able incorporate technology in their classes because schools simply did not have them.

It can be understood from the above-mentioned studies that instructional materials such as audio, visual, and technological equipment are vital components in teaching English to students. They enhance to classroom instruction by engaging students to collaborate with fellow classmates. Additionally, adequate school resources support teachers in delivering effective lessons that help students develop language skills and understanding. However, they do not specifically state the effect of the absence of these resources to the ability of the student teachers to carry out their lessons. This is the gap in which the current study wants to answer.

### **2.2.5 Supervision and Assessment**

Supervision is indispensable in teaching practice program. It encourages constant communication between the student teachers and the supervisors. Supervisors can help resolve issues related to classroom management, students' engagement, and teaching itself. For these reasons, student teachers seek assistance and moral support from their teacher supervisors. Matoti and Odora's (2013) study in South Africa showed comparable findings about supervisors' support and their eagerness to assist. They confirmed that student teachers were contented on how they assessed them in their lesson.

On the downside, some studies revealed student teachers' dissatisfaction towards their supervisors. The findings of Phillips and Chetty (2018) indicated that student teachers believed that they gained minimal knowledge from their supervisors, at the same time, they lacked the qualities of an exemplary teacher. Komba and Kira (2013) also discussed that ineffectiveness of supervision was due to several reasons such as limited number of lectures as well as supervisors' visits, less discussions of the lessons, and financial shortages. In addition, the study of Koross (2016) stated that inconsistency in supervision and a harsh approach from the supervisors were experienced by student teachers.

Since supervision is mainly related to the preparation of student teachers to become competent teachers in the future, supervisors should provide proper guidance, support and honest feedback regarding the teaching-learning processes that transpire in the classroom. Moreover, supervisors should be aware that student teachers usually have a high opinion and expectations towards them. However, there is lack of independent studies that show the impact of supervisor's absenteeism in the moral and confidence of the student teachers in which this study wants to accentuate.

### **III. Methodology**

#### **3.1 Research Methodology**

This study utilized qualitative design in order to have a thorough understanding of the issues faced by student teachers in their teaching practice. Qualitative design, according to Creswell (2014), follows the naturalist paradigm in which research should be conducted in a natural setting and that the meanings derived from research are specific to that setting and its condition.

#### **3.2 Participants and Setting**

The participants of this study were 19 student teachers of the English department at the Faculty of Education under Misurata University. They were chosen through purposive sampling among the students who had their teaching practice in several selected public secondary schools in Misurata city for the academic year 2022 - 2023.

#### **3.3 Data-Gathering Instrument**

A semi-structured interview was conducted to gather student teachers' responses using an iterative process until it reached its saturation point; that is, no new insights were extracted from the participants' responses. There were two main interview questions including the perspectives of the respondents towards the teaching profession after teaching practice, and their classroom experiences regarding the different aspects of teaching practice. These include pre-determined set of open questions about the various facets of practice teaching. It allowed the respondents to explore the factors that affect them.

#### **3.4 Data Gathering Procedure**

The semi-structured interview was conducted right after the recently concluded teaching practice program of student teachers for the academic year 2022-2023. Initially, the participants were informed about the aim of this study. They were invited to spend 15 to 20 minutes of their time to

answer the questions raised according to the interview questions. Moreover, they were allowed to choose the time and place for their convenience and availability. Participants' permission was also sought to audio record their answers. After a month of data collection, the responses were transcribed and analyzed thematically. A pseudonym was assigned for each individual respondent to conceal their personal identity to maintain confidentiality.

### 3.5 Ethical Considerations

The data gathered for this study were considered confidential and the participants were assured of the anonymity of their identities. Their consent was also sought to audio record their responses and they were guaranteed that the data will be used solely for the purpose of this research. Moreover, they were assured that their responses would not affect their academic marks whatsoever.

## IV. Findings and Discussion

### 4.1 Impact of Practice Teaching on Student Teachers

The participants of the current study expressed that they benefited from their experiences after completing their teaching practice training. Fourteen out of the 19 participants expressed their satisfaction regarding their training. They also stated that they were able to gain more knowledge on how to manage their class and developed their self-confidence. Although many student teachers said that the length of the teaching practice program provided enough training to prepare them as beginning teachers; seven student teachers felt that the time frame of the aforementioned program, that is, every Wednesday of the week during the first semester and a two-week intensive training before the beginning of the second semester, was scanty to develop their teaching skills. A student teacher (Shaima) pointed out that, *the teaching practice experience was very positive. It encouraged and helped me to become independent and to learn more. But I think we need more time for teaching practice.* Furthermore, another respondent (Ghaida) said that:

*Yes, it was a wonderful and new experience for me. I benefited from it. Yet there was no ample time to enable to practice. I only gave three classes for the last two weeks of teaching practice. So, I needed more time.*

When asked about their attitude towards teaching profession after completing the teacher training program, many of them expressed their desire to pursue a teaching job. As quoted by the following respondents:

*It will be according to the students and the school, but I want to teach secondary and preparatory level rather than the primary.* (Lutfia)

*I still want to be a teacher because I love to teach students. It is better to be a teacher in Libya.* (Lamar)

*I want to be a teacher even after teaching practice.* (Nora)

Generally, the impact of this teacher training program is advantageous as perceived by the English specialized student teachers in the Libyan public secondary schools. This finding is congruent with the study of Khmag (2017) which showed that student teachers viewed teaching practice as a momentous part of their learning development and integral in their teacher education program. Nonetheless, Temitope and Oreoluwa (2017) highlighted that teaching practice exercise was affected due to student teachers' reluctance to pursue the teaching profession after graduation. Furthermore, student teachers of this study consider teaching practice as 'make or break' phase wherein they realize whether they want to pursue a teaching job or not in the future.

The prescribed number of days set by the teaching practice program of the Faculty of Education is assumed to be sufficient enough to embark into the role of a real teacher at school which is also confirmed by more than half of the respondents of this study. However, seven respondents disagreed, stating that the duration of the program was not enough to prepare them to become teachers. Komba and Kira (2013) echoed similar result stating that student teachers in Tanzania have an eight-week time period for teaching practice, yet complained that it was not adequate to develop the essential skills for efficacious teaching. Unlike the above-mentioned time frame, Kenyan universities, especially the University of Eldoret, teaching practice is done for 13-14 weeks (Koross, 2016) similar to Erasmus University Rotterdam which had an intensive 13-week teaching practice (Gebretinsae & Karvinen, 2018).

#### 4.2 Aspects of Teaching Practice

***Students' Discipline.*** The challenges that student teachers experienced which affected their capability to discipline. Out of 19 participants, 16 of them expressed concerns about unruly students. When they asked their students the reasons of the said behavior, they expressed that they could not comprehend when the student teachers used English as the sole medium of instruction to explain the concepts of the lesson. They also added that they did not consider them as real teachers who could give marks unlike their main English teachers. A respondent (Rahaf) conveyed:

*Disciplining students was not easy because the number of students in the class was very large. When I explained in English, they just looked at me*

*because they didn't understand. In addition, they were very noisy. They considered me as a student who could not give marks, so they took me for granted.*

Similarly, two respondents expressed the same concern:

*Students were difficult to discipline because there were many of them in the class. They didn't want to understand or even try to learn from me because they thought I'm not a teacher yet. There were also some naughty students at the back. Some of them were intelligent, but they just didn't want to participate. (Zahara)*

*I found it so difficult to control the students because they made noise while I was explaining the lesson and even after the discussion. The same thing when I conducted an activity, they created a lot of noise. I asked some of the students the reason for this and they told me that I am not a teacher yet but a student. (Lutfia)*

Student teachers' experiences convey issues related to the enforcement of discipline in the class. According to them, this is partly caused by overwhelming number of students in the class, and the lack of respect of students towards them. This finding is parallel to the study of Akniber (2015) which attributed these problems to some schools which had taken minimal to no action at all to enforce rules against disruptive behavior. As consequences, students showed insubordination (Kiggundu & Nayimuli, 2009), lack of enthusiasm (Heeralal & Bayaga, 2011), and negligence towards student teachers in the class (Koross, 2016).

**Lesson Plan Preparation.** More than half of the student teachers or 12 of them to be specific mentioned that writing a lesson plan was easy with the help of the teacher's book well as the supervisor's assistance. According to them, lesson plan helped them to arrange their ideas and manage the class time properly. Despite the fact that they expressed that writing a lesson plan was easy, they also emphasize that it was laborious to apply all the steps all together during the class itself. One of the student teachers (Salsabel) explained:

*For my lesson plan, I followed the steps given by my supervisor. But I still had some difficulty when I couldn't finish the plan within the time frame, and I had to write a new lesson plan with the same topic. But writing a lesson plan itself was easy.*

Additionally, a respondent (Zahara) affirmed that *lesson planning was easy because I followed the teacher's book. I gave my classes every day and I*

*prepared the lesson plan. Reading took time, but grammar was easy. Even so, 40 min was not enough to finish the lessons.*

Another student teacher (Kawther) stated, *I made a well-written lesson plan at home. However, when I gave the lesson, I couldn't follow the plan because of the crowded classroom. Time (40 min) wasn't enough at all.*

The participants of this study find lesson planning simple, yet challenging when implemented in a 40-minute class. On the positive side, teaching practice helped student teachers gained knowledge to organize and plan lessons meticulously, as well as effectively teach them (Koross, 2016). On the negative side, Alanazi (2019) pointed out that majority of the student teachers in College of Education and Arts Northern Border University in Saudi Arabia also found lesson planning as arduous and demanding. In addition, the study of Lika (2017) in Albania found out that lesson plans failed to address students' diverse learning needs.

**Teaching Method Used.** According to the findings of the current study, eight student teachers opted to use a combination of several methods namely, Communicative Language Teaching (CLT) and Direct Method (DM). Meanwhile, five of them remarked that it was unavoidable to use the Grammar-Translation Method (GTM) since the level of the students were low and they resorted to translate the concepts in Arabic rather than using the English language to explain them. Yet, six of them named techniques rather than methods of teaching. They also expressed a sense of frustration when their students were accustomed to the use of Arabic as a mode of instruction in teaching English.

One of the respondents (Shada) explained, *I used CLT but the class focused more on grammar, not speaking. Few students could speak English. Students asked me to speak Arabic to be able to understand. They did not like me to speak English all the time.* Another respondent (Rahaf) elaborated her answer:

*I used PPP as a technique. I also wanted to use CLT in my class, but my students couldn't understand anything. My supervisor wanted me to speak in English. I didn't know what to do, so I translated the lesson in Arabic and my students understood better. Their teachers also used Arabic, that is why, they were used to it. It's difficult for me to use another method, so I used GTM.*

A student teacher (Nora) also responded, *I used Direct Method and Grammar-Translation Method because I found these methods useful in some cases. I also used pair work and group sharing as activities.*

Student teachers have different opinions on what teaching method is best to use in their classes. Apparently, most of them prefer to use the Communicative Language Teaching (CLT) and Direct Method (DM) than other teaching methods. The study of Altaieb (2013) in Libyan school showed that the secondary school educational curriculum adheres to the utilization of CLT in teaching English. However, some of them prefer to use the Grammar Translation Method (GTM) especially in dealing students with poor English proficiency. There are numerous studies conducted in Libya that affirm this finding. Hussien (2018) stated that Libyan teachers utilized GTM due to poor language proficiency of the students. This phenomenon is not only confined in Libya but also in Nepal, wherein students felt the need to depend on their mother tongue in order to understand (Khatai, 2011).

***Resources to Facilitate Teaching and Learning.*** From the 19 participants, 17 of them favored the use of several instructional materials in presenting their lessons such as flashcards, pictures, posters, recording and speakers. Only two student teachers did not employ recordings and speakers because the main teachers of the classes did not bother to teach listening skill to their students and rather evaded it. In addition, when asked if they employed technology in their class, almost all of them responded that there were no available laboratories and data shows in the schools. The responses of the following student teachers were the following:

*I used the whiteboard, flashcard, recorder for listening, the course book and work book. There was no laboratory or data show. The school didn't have modern equipment.* (Rahaf)

*I used whiteboard, flashcards, pictures, course book, and also a recorder. There was no laboratory or data show.* (Sarah)

*I used pictures and bodily actions. I didn't use a recorder because the main teacher didn't take listening classes, so I did not take it also.* (Shaima)

*I used stickers, drawings and speakers. Data show was not available.* (Eman)

All of the participants expressed that they utilized simple audio and visual materials to assist students' weaknesses rather than technological equipment because there were no computers, data show and speech laboratory. The current study resonates the result of Akniber (2015) which stated that Libyan secondary schools have insufficient resources to support teaching and learning process. This also echoes Altaieb's (2013) results that the implementation of the CLT as the method of teaching used in Libyan secondary schools was hindered by the various factors including lack of

facilities. Correspondingly, Gebretinsae & Karvinen (2018) stressed that inadequate instructional aids in schools affected educational instruction.

**Supervision and Assessment.** With regard to the supervisors' support and feedback, 16 student teachers expressed that they were mostly positive. They perceived that their individual supervisor provided them with necessary assistance and subservient pieces of advice after the class. As pointed out by a student teacher (Nada), *my supervisor gave me positive and negative feedback. She helped me improve my level, so I didn't feel bad about the negative feedback.* Another respondent (Ghaida) replied that, *my supervisor advised and helped me. She commented about language usage and some pronunciation errors. She focused on the lesson plan and how to write it. She also paid attention on how I control the class.*

Nevertheless, three participants commented that their supervisors observed classes for several minutes only in the entire 40-minute class. They added that their individual supervisor attended merely a fraction of the prescribed number of classes for the whole semester. As conveyed by a respondent (Shaima):

*My supervisor didn't help me a lot because there was no communication between us. Actually, I depended on myself a lot of times and I was crying because I didn't have any idea on how to deal with the lessons. She came only to give me a 5-min feedback.*

Additionally, another respondent (Kawther) commented that, *the support of my supervisor was not okay. She came five times during the first semester to advise us, but in the second semester, she attended only three out of 10 classes. She wasn't there to help me.*

To reiterate the findings of this study, almost all of the student teachers hail the supervisors' support and feedback which likewise reverberated by several studies. For instance, Gebretinsae and Karvinen (2018) recounted that student teachers showed gratitude for their supervisors' coaching, guidance and supervision. Nonetheless, the problems of four student teachers in this current study about their frustrations towards their supervisors who rarely attend their classes cannot be ignored. They relate that their supervisors are not mindful of the necessity to attend the entire class time, rather they only spend few minutes during their visit and leave. Komba and Kira's (2013) result reflects the finding of this study, in which, student teachers in Tanzania stipulated that ineffective supervision stemmed from scarcity of lectures and insufficient supervisors' visits.



### 4.3 Implications of the Study

The findings of this study have several implications with regards to the teaching practice of English specialized student teachers in public secondary schools. Initially, the scarcity of instructional facilities and unavailability of technological equipment may hamper student teachers' ability to implement varied class activities that are necessary to develop student' language skills. As a result, this may restrict the learning experiences of the students. Additionally, insufficient class time implies that the objectives of the lesson may not be fully achieved and student teachers may hasten their lessons to comply with the 40-min time frame which could result to poor comprehension of the students. This could worsen the language skills of the students and they eventually demand student teachers to elucidate lessons in their native tongue in order to understand better. Furthermore, the utilization of traditional teaching method which is still an observable practice among the majority of teacher trainees could lead to the deterioration of students' English proficiency. As the class becomes teacher-centered, students become passive and less motivated to participate in the class. Finally, the lack of discipline among students may have a great impact on the teaching-learning process because it can interrupt classes as well as students' attention. Hence, these issues need to be addressed since they could hamper the ability of the student teachers to teach effectively and to achieve the required teaching-learning outcomes.

### V. Conclusion and Recommendations

It should be emphasized that a successful teaching practice program is associated with its quality outcomes. The involvement and experiences of the student teachers can have an impact on the effectiveness of the program. It is apparent that the attitude of the student teachers towards teaching profession has been strengthened after undergoing teaching practice. It fosters favorable experiences in terms of lesson planning and supervisors' assessment. Nevertheless, findings show that there are serious concerns about the indifferent attitude of students towards the English language instruction and the teacher trainees, inadequate technical support in teaching, and concerns about supervisors' attendance.

Thus, the Faculty of Education should have a rigorous implementation of Teaching Practice Program in Libyan public secondary schools in order to improve the level of student practitioners in terms of teaching performance and classroom discipline. In addition, it is necessary for the supervisors to carry out their responsibilities properly in assisting

teaching practitioners to create a conducive learning environment. Public secondary schools should find means to minimize the number of students in each class to enforce discipline better. Moreover, the schools should ensure that the necessary instructional and technological materials are available to help develop students' language skills and to achieve quality education. Finally, it is also recommended that the Teaching Practice department of the Faculty of Education should not only focus on training student teachers how to teach in the secondary schools, but also in the primary schools because many of them will also become primary school teachers in the future. It is important to acknowledge that the present study had certain limitations. Given the number of student teachers who participated, additional number of participants may reflect different results.

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