

## **An Evaluation of Teaching Practice Program Accomplished of English Department at Faculty of Education, by Students Misurata University During Corona Virus Epidemic**

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### **Abstract:**

Education is the key to development in all fields; however, it is impossible to get good qualities of education without having academically qualified and professional responsible teachers. The main objective of this study is to evaluate the undergraduate student teachers' program towards teaching practice program during Corona Virus Epidemic in 2020 as a tool of learning to teach. It also investigates the effect of this program on students' level of teaching. A questionnaire of thirty-five students in Fourth Year undergraduate student teachers was conducted in English Department at the Faculty of Education, Misurata University. The findings of the study indicate that the student teachers perceived teaching practice as an important tool of learning to teach the target language because it promoted the development of teaching experience and prepared them for the real-world situation. The results also revealed that teaching practice time was not sufficient and the mismatch of the teaching practice period with the local secondary school curriculum was the main challenge. Student teachers use of secondary school curriculum at English Department instead of applying it in schools made student teachers feel bored during carrying out this program. Most of the supervisors did not help their students to avoid different difficulties during carrying out the lesson tasks. The student teachers had not been trained well on the different teaching techniques used for teaching all language skills and sub-skills. Since the management and pedagogical rules and routine should be given by the school administration, the supervisors did not give their students good background about school routine and rules used in secondary schools.

**Keywords:** Teaching Practice, Corona Virus, Training, Under-graduated

## الملخص:

إن التعليم هو مفتاح التطور، لدى من المستحيل التفكير في جودته دون التفكير في وجود معلمين مؤهلين أكاديميا، وإن الهدف من هذه الدراسة هو معرفة ما إذا كان برنامج التربية العملية الذي تم تنفيذه في عام 2020 في أثناء فترة انتشار جائحة كورونا قد أفاد الطلاب وأعددهم للتدريس بالصورة الصحيحة مستقبلا ام لا.

أنجزت هذه الدراسة باستخدام الاستبيانات حيث وزعت على خمسة وثلاثين طالب في السنة الرابعة الذين قد خضعوا لهذا البرنامج التدريبي في قسم اللغة الإنجليزية بكلية التربية بجامعة مصراتة. نتائج هذه الدراسة تفيد بأن الطلاب يدركون ان التربية العملية اداة مهمة لإعدادهم كمدرسين للغة المستهدفة في الواقع لعملي. وجدت الدراسة بأن هذا البرنامج لم يكن بالمستوى المطلوب وذلك لأسباب عديدة وهذا ما سنناقشه بالتفصيل في هذه الدراسة مع ذكر ما أوصت به هذه الدراسة.

## 1.1. Introduction

Only excellent teachers can educate excellent students. English as a language of globalization, has necessitated changes in the language education policies of many countries around the globe making itself as an important subject of education system from school level. Nations are attempting to incorporate the teaching of English language in their school system so that their younger generations can keep place with the global developments seeking and exploring knowledge, and developing themselves better through the education of English and learning to respect and appreciate others' cultures, societies, and ideologies. Thus, they become open-minded, more responsible and law abiding citizens of this culturally diverse world we live in. Similarly, they have been the policies of Middle East and North African countries. According to Al-Khatib (2008), "Teaching English in particular is gaining importance at an accelerated rate in the region, not only because the language has been regarded as a valuable resource for the people's modernization drive, but because it has a great impact on all aspects of their daily life" (ibid 233-4)

Teachers play an essential role in teaching process. The primary duty of a teacher is to impart knowledge, through teaching. Teaching usually entails

following a specific curriculum and ensuring that the students understand what is being taught. Usually, the roles of teachers originate from the goals of curriculum that has been thought. Because if a teacher fails in carrying out his/her basic responsibilities to impart knowledge, they lose the most important role for them. The teacher becomes able to share information by using teaching methods and approaches. Methodologies that depend on only teacher centred will achieve less result, it should be pupil oriented and done to fit into the learning styles of all. A good teacher should be ready and able to explore other methods of teaching to achieve results irrespective of religion, belief or culture. Teaching method is very vital for a maximum result on the learner. There is nothing like specific method to achieve success in classroom setting. Every teacher has to be flexible, and needs to add and remove to achieve the best results. If anyone wants teachers to do all of these things, they must train them well before let them dealing with teaching process. Teaching practice is an integral component of any teacher training program because it provides teachers with experience in the actual teaching and learning environment. Regardless of the way it is expressed, Teaching practice uses to refer to all the learning experiences of student teachers in schools. Stones and Morris (1972) identify three major implications of teaching practice as: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies. Ideally, the entire process of the teaching practice includes class observation, preparation of the lesson plan, actual classroom teaching, discussions with the supervisors, and documentation of the teaching experience. In the other hand, various studies have also related failure in effective EFL teaching to the lack of training of EFL teachers. As it has been acknowledged, the effective English language teaching mostly depends on training of the EFL teachers. However, in many cases, EFL school teachers do not receive any effective, meaningful training in teaching. Similar study by Shehdeh (2010) has reported that the lack of authentic environment and lack of professional training are the challenges confronting teachers in most of the Arab countries. The same way as Allen (2008) pointed out, "The

majority of primary school teachers have an insufficient command and training of English. To be able to teach it effectively and teachers with insufficient subject knowledge have very little confidence" (ibid 2). Alkhawaldeh (2010) has also reported that Jordanian English language school teachers lack professional training as well as training in using modern technologies inside the classrooms which has negative impact on the teaching and learning process. Al-Seghayer (2014: 21) has also reported that Saudi English language teachers have received almost none in-service teacher-training although they have been teaching English in public schools for over a decade. Salahuddin's (2013) study also reported that EFL primary teachers in Bangladesh complain of "the lack of training in English teaching and the unavailability of language skills learning tools" (ibid 50). Similar findings were reported by Noom-ura (2013) about the EFL teachers. The lack of different materials, technologies and teaching aids are also problematic aspect for many EFL school teachers. As noted by Al-Seghayer's (2014) study which found that the teachers of English complained, specifically from the absence of any teaching aids on the walls. And the learners' low proficiency level in English which remains inadequate and below expectation. Furthermore, according to Shehdeh (2010), schools in most of the Arab countries are not provided with relevant teaching resources, including wall charts, flash cards, posters, audio and visual aids, language teaching and learning software, e-learning resources, well-equipped language as well as computer laboratories and other facilities.

In addition, it is envisaged that the student teachers should conduct mini researches on the teaching process to fill a gap for their limitations. In this research, we will review the teaching practice program that was carried out this year, Spring 2020, because it was exceptional by all standards. Educated people want to know if it provided the appropriate training to prepare a new generation of good teachers, and to try to assess whether it met the appropriate criteria as successful or it was an ill-considered step and a great risk. Whether students got benefit from it in an optimal manner or did not become experienced in teaching all skills and sub-skills yet.

## 1.2. Problem of the Statement

Student teachers under training during Corona Virus Epidemic in 2020 were given limited time (about ten days of training for each student). The class time was changed from forty minutes to thirty, this made the students work under great stress. In general, student teachers were used to practise in secondary schools but the year 2020 they were shifted to teach their colleagues at Faculty of Education. They applied the program at the faculty which was not suitable for them, because the student's level is higher than the content used by the student teachers. The student teachers did not get the appropriate guidance period as before. This led to bad results because the student teachers could not carry out this program as usual. Many problems encountered them during dealing with this issue such as the shortage of time (only ten days) and other problems.

### 1.3. Purposes of the Study

- To know if the criteria for teaching practice was achieved successfully or not.

An attempt to investigate the following items:

To know if student teachers are able to teach all language skills and sub-skills in the right way or not.

- To clarify the challenges that faced the student teachers during Corona Virus Epidemic.
- This research tries to find out if the student teachers in 2020 got an appropriate guide or not
- The effect of changing the place of applying the programme from schools to the college.

### 1.4. Hypothesis of the Study

It is hypothesized that teaching practice programme in 2020 was carried out during Corona Virus Epidemic time. It was an exception done by the authority of education to help the students at the Faculty of Education accomplish this programme as one of the requirements needed for student's graduation.

### 1.5. Significance of the Study

This study gains its significance from the fact that the teaching practice program is very important in the teaching process at Faculty of Education. This program has specific rules to be used by the students of English Department under the supervision of staff members.

This study is an attempt to investigate the way of teaching practice programme accomplished during Corona Virus Epidemic.

### **1.5.1. Limitation of the Study**

This study concentrates on the views of the student teachers who were exposed to training for fifteen days during corona virus epidemic rather than the opinions of the supervisors.

## **1.2 Methodology**

### **1.2.1. Research Design**

This research adopted a quantitative method to investigate the student teachers' opinions about teaching practice program during Corona Virus Epidemic and how they dealt with it. The study purposes led to the use of descriptive analysis of the data obtained from a questionnaire consisting of eight statements to know students' views about training programme and its benefit.

### **1.2.2. Participants and Setting**

This study conducted at the Department of English in Faculty of Education with participants of 35 students out of 45 who carried out the teaching practice in 2020 to investigate if they had got any benefit during this training program or not.

### **1.2.3. Data Collection**

Questionnaire is the most common tool used in almost every survey as it gives factual and straightforward information. In addition, it is considered as an economic tool for gathering information. The reason behind using this tool is to submit a large number of participants as possible. As a result, thirty-five

out of forty-five students who were dealing with teaching practice program in 2020 were submitted to the study.

## Review of Related Literature

### 2.1. Introduction

Although teaching practice is very old expertise, there are many problems that faced student teachers during dealing with it. One of them is the curriculum studied by Libyan learners. It is not prepared and developed by the Libyan teachers but by a British firm. This has many implications in the challenges faced by the Libyan English foreign language school teachers as well as by the learners as the schoolbooks are out of the local level needs and socio-cultural touch and contribute student problems faced both the teachers and learners as they are something which is imposed on them. In Libyan schools, most English language teachers are Libyan and allowed to teach in English by the authority of education. Thus, most of the English Foreign Language teachers lack particular training in teaching because of many factors. The schools have basic infrastructure but lack advanced, and much required facilities like functional language labs and other audio-visual aids to make language teaching effective, motivating and dynamic. In addition, most of Libyan schools have outsized number of students. (Pathan, Khaiyali & Marayi, 2016). Teaching practice is an important element towards becoming a dependable and effective teacher. It furnishes experiences to student teachers in the real teaching and learning environment. During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching career. Student teachers also know the value of teaching practice and they perceive it as the substantial aspect of their preparation for the teaching profession since it provides the real interface between student hood and membership of the profession (Ranjan, 2013).

### 2.2. Standards of Teaching Practice

Since there are many problems and challenges NACTE pointed out five aims that should be assessed during teaching practice. NACTE as an authority responsible for monitoring and supervising teachers' colleges give instructions and manual for conducting teaching practice. Through given guidebook approved by the ministry of education, the supervisors should guide student teachers for enough period not just for two or three classes.



According to Aglazor (2017), teaching practice is a compulsory course for all student teachers registered in a teacher preparation programme in Nigeria. It is one-semester in duration; usually lasting from the beginning to the end of the first semester of the final year of students' training.

NACTE (2015) pointed out localization of syllabus in its socio-cultural settings.

fields that student teachers should be assessed by during the teaching practice;

*Firstly, preparation of the lesson includes the availability of the scheme of work and Lesson plan. Here accuracy of the format, statement of the objectives of the lesson, Organization of the content and evaluation of the lesson are observed because they must know about these things which they studied in teaching methodology. Secondly, Presentation/conduct of the lesson which describes how the lesson is developed and Introduced. How student teachers are expressing, motivating and evaluating their Lesson. The management/control of the class and involvement of the learners towards the learning of the subject matter are observed. Thirdly, teaching resources; the available teaching resources are relevant to the lesson. Student teachers should be able to prepare and use the relevant and appropriate teaching and learning resource. Fourthly, mastery of the subject matter; student teacher is observed his/her Competence to the subject matter. Fifthly, teachers' personality; things like Appearance (neatness, appropriate dressing) and confidence, enthusiasm, emotional Stability, mannerisms) are assessed.*

Tie, (2009) and (Schultz, 2005) provide support for the perception of day-to-day challenges solving capacity Development through teaching practice. Schultz's study highlighted the need for teacher preparation to support new teacher inquiry to help teachers use problem solving concept when they face the day-to-day problems in a classroom. A study by Brouwer & Korthagen (2005) noted the role of the teaching practice in the overall development of unexperienced teachers. While both classroom theory and training experiences were found to be contributors to a beginner teacher's development, the practice in a school context was more influential than the course of the teacher education program on the development of teaching



skills. However, the nature of the training program has also been found to matter when teacher qualifications are the desired outcome. In a study by Beck et al. (2007), researchers identified the need for more focus on the practical issues related to the daily tasks of functioning in a classroom. Student teachers identified some characteristics needed to be delivered and developed in their training programs to prepare them to teach, counting: theoretical perception, practical knowledge and skills, inclusive program planning ability, information about what must be done in the first weeks of school knowledge about assessment and evaluation and awareness of how to implement effective group work. It is interesting to note that five of these six characteristics relate to implementation practices that might be expected to develop in the teaching practice.

As mentioned above, all these standards and characteristics should be known by student teachers because they should have learned in teaching methodologies one and two as theoretical side to be achieved.

### **2.3. Teaching Methodology**

Studies conducted by Zughoul (1983) have confirmed this finding with regard to Arab English foreign language learners asserting that the Arab English foreign language learners faced difficulties because of the unsuccessful teaching methodologies. The similar findings were also shared by Aktas (2005) stating that the use of the instructional method contributes to English foreign language learning difficulties among the Arab learners. This may be as a result of the overuse of grammar translation method in schools by the English foreign language school teachers. As Khan (2011: 71) has rightfully argued that most studies have noted that Arab students' challenges in learning English usually spring from reasons like the dreadful teaching methodology and difficulties with proper language atmospheres. Teaching methodology which is the result of lack of training to teachers as reported by Shehdeh.

## **Grammar Translation Method**

Omar (2010) noted that Libyan teachers did not use many methods of teaching English. But the most common method is the grammar translation method, which many linguists claim that it is not very effective because teacher's emphasis mainly on teaching grammar, vocabulary and depends on memorization. Memorization is basing mainly on teaching grammar and translating vocabulary of the foreign language into similar grammar and vocabulary in student first Language. The vital role of teachers in the class room was to focus on correcting grammar and translating vocabulary from one language into another at the expense of oral communication. The result of this method, as Hull (2018| 64) says, is that students "could talk about the language they had studied but could not talk in that language.

However, GTM is considered as a traditional method for teaching foreign languages, several schools in the world, Libya is one of them, are still using this method. As Omar (2014) stresses, "GTM is not an optimum method for teaching English because the students learn the L2 through their mother tongues not through the L2. GTM focuses on grammar and vocabulary at the expense of communication. The result is that students know grammatical rules in the L2, but they lack the ability to communicate in that language (ibid 81). A study conducted by Yousef and Omar (2019) highlighted that the dominant teaching method used in Libya is GTM, and this method affects negatively on Libyan students' English performance in communicative situations time.

### **Communicative Language Teaching**

Although communicative language teaching (CLT) is well recognised theoretically and the most effective model in English language teaching (ELT), it is still uncertain how culturally suitable it is regarding Non-Western cultures of teaching and learning, including Libyan-Arabic culture (Abukhattala, 2010). To facilitate the implementation of CLT in Libya, along with the introduction of local training programs, some university teachers of English have also been sent abroad, specially to the English-speaking West, for further training. Furthermore, some Libyan universities have signed agreements to joint academic programs with British universities to conduct graduate degrees in the area of ELT (Gewider, 2012).

According to Abukhattala (2010), the communicative approach (CA) may not meet the needs of others in non-English speaking countries, who are learning English for a different purpose and who have no hope of visiting or integrating into an English-speaking country and have no desire to adopt English culture. In other words, motivation for learning English in some contexts is not integrative and it is just pragmatic and job orientated. In regard to this issue, Ellis (1996) maintains that “The idea that Western culture has discovered a language teaching methodology with universal application, and that communicative competence shares the same priority in every society, may be just such an assumption” (ibid: 216). Various research studies e.g. (Altaieb, 2013 Orafi, 2013, Orafi and Borg, 2009) testified that instruction in EFL classrooms was still based on the traditional approach. In other words, despite the efforts devoted, many Libyan teachers and learners of English do not seem to go through any original changes in their perception of successful language education and in their classroom routines. That is, CLT has not received pervasive support and the traditional approach is still prevailing in many classrooms (Orafi and Borg 2009). Moreover, CLT based on the four skill and how to teach them in use but in Libyan classrooms where the time is very short for classes (40 minutes) and the large number of students in each class that make the teachers unable to complete the lesson as planned.

#### **2.4. Supervisors’ Roles and Practices**

University staff members and cooperating teachers in their roles as supervisors in teaching practice program within school play crucial role for developing their student teachers’ teaching skills in English foreign language. According to Whitford and Metcalf (1999), supervisors are expected to provide their student teachers with a model of advice, instruction, a source of support, criticism and evaluation. The follows are the common supervisors’ roles during teaching practice; supervisors are estimated to:

1. Work with the cooperating teacher in planning the student teacher’s schedule
2. Check the student teacher’s lesson plans for presentations
3. Guide the student teacher in lesson planning, observation and classroom management

4. Demonstrate for the student teacher different methods of procedures for teaching
5. Observe the student teacher for at least two full lessons during the semester
6. Give written and oral feedback to the student teachers about their teaching performance
7. Help the student teacher put theory into practice
8. Hold weekly conferences with the student teachers to discuss their experience at the cooperating school
9. Serve as a resource consultant for the student teachers
10. Share with the student teacher ideas, discoveries and innovations in education
11. Fill an observation evaluation form for each lesson presentation of the student teacher
12. Decide on the final grade of the student teacher in collaboration with the cooperating teacher (cf Koch,2008).

Supervisor and school management share the same task in the teaching practice program. Similarly, the cooperative supervisors observe the student teachers and give them feedback after their lesson presentations.

## 2.5. Qualifications of student teachers

The most common difficulty reported by the Libyan secondary and preparatory school teachers was the time, it was not enough for giving the whole lesson activities as presented in the textbook. So, their goals were changed from teaching the syllabus to a kind of covering the syllabus. Jekiyenfa (2012) considers teaching practice as part of the parcel of internship in specific period of time during student teachers training time where they sent to schools in order to acquire the skills and knowledge during theoretical training. Though teachers used different strategies like visual aids, activities, puzzles and drawings while teaching process to motivate their student's participation, there are some challenges such as the limited time as reported by Alkhawaldeh (2010), Al-Seghayer (2014); Yu (2004), the qualification of the school teachers needs to be reviewed as soon as possible. Teachers must accomplish one year teaching training program in teaching training at colleges/institutes after holding B.A. and before joining the teaching process. The current teachers need to be given an actual

program to give student teachers chance to visit different schools and practice teaching in real life situation which is not found in Libya. They should be given training in teaching various language skills and sub-skills effectively, using modern educational strategies, technologies and teaching aids inside the classrooms, and to deal productively with the textbooks provided. Educational teaching aids and technologies must be available by the authorities for the school teach.

### Data Analysis

This chapter discusses the data collected from the questionnaire which concerned with this study.

1- I accomplished teaching methodology one and two before dealing with teaching practice program.

Yes	No
28%	72%

Table 1

From this table we can see that the majority of the students (72%) did not accomplish teaching methodology II. The students lose the background of how to teach skills and a lot of useful topics that may help them during their training. In the other hand, (28%) of them passed teaching methodology II, so they had good background about teaching process rather than the others.

2- I felt bored during teaching practice lessons because the students whom I taught were my colleagues.

Often	Sometimes	Rarely	Never
23%	54%	6%	17%

Table 2

In the table above many students sometimes felt bored (54%) whereas (23%) of the students often felt bored. So, most of the student teachers were not interested because their students were their colleagues. Since the student's level is higher than the curriculum used for carrying out teaching practice, most of the student teachers cannot imagine that they were in a real class. In the next side, only (17%) of the them did not feel bored.

3- The supervisor gave me a lot of instructions and information during the first part of teaching practice.

A lot	Little	Nothing
51%	29%	20%

Table 3

According to the table above it is clear that (51%) of the students agreed that their supervisors gave them a lot of helpful information and advice. In the other side, (20%) of the students said their supervisors did not give anything. (49%) of them hadn't been got a any advice. Since the students didn't get too much guidance, they had lack of information about improving their skills or ability. Most of them thought that they were perfect because their supervisors did not comment on their performance.

4- I gave enough classes during the first part of teaching practice which helped me to develop my skills.

Enough	Not enough
43%	57%

Table 4

Large number of the students (57%) said that they did not give enough classes in the first part, so, they were not ready to be evaluated while (43%) of the students gave enough class. In this shows that students were not satisfied with this training program. As a result they did not have enough guidance or enough class. They did not teach all language skills because of many problems.

5- I was able to teach all the skills and sub skills during carry out this program.

All of them	Some of them	Few
17%	66%	17%

Table 5

Based on the above table, most of the students (66%) taught many skills and sub-skills during the time of teaching practice. You will not get water from empty bottles. If they had not been trained well, they would not have had a good idea of teaching the four language skills. This table shows that (17%) of the students taught all the skills and who taught few of them.

6- The allocated time for carrying out teaching practice program was:

Enough	Not enough
26%	74%

Table 6

The above table introduces that the majority of the students (74%) agreed that the allocated time for teaching practice program was not enough at all. They think that two weeks for training is not enough. They thought that they hadn't been not given a good chance for training and improving their ability in limited time, whereas (26%) of the students said that the time was enough. May be, those who accomplished teaching methodology II know how to deal with this exceptional program.

7- The atmosphere was not comfortable during carrying out the lesson because of Corona Virus Epidemic.

Yes	No
51%	49%

Table 7

According to this table, (49%) of the students felt satisfied during that time, it was normal time and they did not have problems with using masks in their classes, only (51%) who were not comfortable with using protective procedures.

8- Have you been given any information about the main principles and routine used in primary and secondary schools.

Yes	No
26%	74%

Table 8

This table shows that (74%) of the students had not been given any information about the main principles and routine used in primary and secondary schools from (school routine). This problem will get them in different challenges when they are in the real-life situation (teachers in schools without having any background about their routine).

## 4.1 Findings



It can be concluded that the most common challenge for students is the time given to this program. According to students' opinions the allocated time for carrying out this program was not enough at all. Explaining the lesson to their colleagues is not a good idea because this let the student teachers felt bored while explaining the lesson. Less than two weeks of training is not enough time to make professional teachers. The supervisors did not get enough time to visit their students in such short period.

- 1- As a general main factor, the majority of the students (72%) did not accomplish the course of teaching methodology II which led to lack of dealing with teaching practice in a good way.
- 2- The students felt bored during giving classes because of main factors.
- 3- Many supervisors did not give their students enough instructions and advice during the first part of teaching practice, this led to negative effect on student's performance during the evaluation part.
- 4- As a lack of not accomplishing teaching methodology II, most of the students did not get chance to teach all the skills and sub-skills, so, the student teachers may encounter some problems in schools that when they become teachers of English.
- 5- The majority of the students agreed that the allocated time for carrying out teaching practice program was not enough at all. The limited time had impact on student's performance because most of them did not get chance to teach all the skills other language elements.
- 6- There is a convergence between the student teachers that Corona Virus Epidemic had bad impact on teaching practice program.
- 7- Since this program had been carried out at the faculty, it is clear that the majority of the student teachers had not been given any information about the daily routine used in the schools which in turn lead them face many challenges when they want to cooperate with other teachers in the authentic situation.

## 4.2 Conclusion

This research is an attempt to evaluate the teaching practice program of student teachers in 2020. It was exceptional program because it has been

done during the Corona Virus Epidemic. Since schools have stopped, they decided to apply this program at the college instead of schools. Like any professional preparation, teaching practice is an important stage during the preparation of student teachers toward their professional career (Kasanda, 1995).

The researcher has revealed that student teachers had lack of knowledge about some important issues as a result of not accomplishing teaching methodology II this in turn led to negative results in this program. The student teachers had felt bored while they were carrying out the required program in front of their colleagues. This led the students felt as if they were giving presentations not explaining lessons. Student teachers had suffered from shortage of the allocated time for teaching practice. The time of classes was changed from forty minutes to thirty. Student teachers complained that their supervisors had not given them useful information and recommendations. The students did not get chance to teach all the skills and sub-skills. The students of the faculty had not been given enough structures about school routine and the main principles used in prep and secondary schools.

### 4.3 General Recommendations

Unfortunately, this training program was not a good chance to let the student teachers get experience for teaching process. The students had not been exposed to well structured program because of this exception. Teaching Practice Program in the academic year 2020 was imposed by the University of Misrata as an exception because of Corona Virus Epidemic. Based on the findings of this study the following recommendations are suggested.

- 1- The assigned time for carrying out teaching practice program during Corona Virus Epidemic was not sufficient, it is better to increase the allocated time for teaching practice to be more than one month at least.
- 2- Class time for each lesson should not be less than forty minutes.
- 3- There must be specific rules to encourage the supervisors give good guidance and advice to help students develop and improve their techniques in teaching process.

- 4- Student teachers should have been passed teaching methodology I before dealing with teaching practice.
- 5- The supervisors should guide the student teachers in selecting the topics to teach all the skills and sub-skills.
- 6- Student teachers should be supplied with the rules and applications used in prep. And secondary schools.

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