Preservice EFL Teachers’ Perceptions of Their Student-teaching Experiences*

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For many preservice EFL teachers in Korea, student-teaching is regarded as the most important and challenging component of their four-year Bachelor of Education coursework (McCormack, 1996); for most of them, it is their first opportunity to actually work with secondary school students. It is also their final preparatory activity before they take the responsibilities of a practicing teacher. Therefore, it represents a significant aspect of teacher preparation programs. The purpose of this paper is to report a study on preservice EFL teachers’ experiences of their four-week-long student-teaching. Qualitative research techniques were used to analyze individual interview transcripts and reflective journal entries to understand 43 preservice EFL teachers’ perceptions of their student-teaching experiences. The findings indicate that the preservice teachers have achieved successes in relating well to students and receiving students’ positive responses to their instruction. However, difficulties in classroom management, teaching large multilevel classes, time management, and unengaged cooperating teachers were found out as their challenges. Despite the challenges, the preservice teachers learned new things; their idealistic view on teaching shifted to more pragmatic one. A great number of the preservice teachers found teaching was the profession they wanted to pursue. They also learned a lot from their cooperating teachers’ feedback. The participants’ rating for their satisfaction with student-teaching was generally pleasing. Implications for EFL teacher education are drawn from the findings.

I. INTRODUCTION

Student-teaching experiences hold great potential for providing preservice teachers with the opportunities to bridge academic coursework and the realities of classroom teaching.

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During the time of student-teaching, preservice teachers are called upon to deal with a great number of challenges such as classroom management, school policies, interpersonal relationships within school environment, organization, and lesson planning (Kuzmic, 1994; McBee, 1998; McInerney & McInerney, 1994; Moore, 2003). While engaged in student-teaching practice, preservice teachers are also awakened to their sense of self as a prospective teacher, level of motivation and satisfaction (McCormack, 1996). Therefore, successful student-teaching practice should provide opportunities for preservice teachers to assume ownership of their learning processes and suitability to their future teaching profession. In spite of the centrality of student-teaching in preservice teacher education and the fact that student-teaching is the most widely studied aspect of preservice teacher education in western countries (Borko & Mayfield, 1995), there have been relatively few studies focusing on its application to EFL teacher preparation programs. Much also remains unknown about the effectiveness of student-teaching from preservice EFL teachers’ perspectives. The purpose of this study was to gain insight into preservice EFL teachers’ success in, struggle with, and learning from their student-teaching experiences in a Korean context.

II. LITERATURE REVIEW

1. Second/ Foreign Language Teacher Education

Teacher education can be defined as the procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom. Historically, there have been two approaches to second/foreign language teacher education (Richards, 1989). One is training perspective, and the other, development perspective.

The focus of training approach is put on teaching competencies and skills in which prospective teachers need to be trained. In order to help the teachers acquire the knowledge and skills that effective teachers possess, teacher educators are expected to specify teacher behaviors which match with students’ high achievement. They also are expected to train prospective teachers to display the behaviors identified by research on effective teaching (Cohran-Smith, 2004; Smith, 1971). The training perspective has limitations. First, training reflects a limited view of teachers. The teacher is viewed as a technician. Thus, training is limited to observable and trainable aspects of teaching. Second, training is not classroom-based, but pre-selected by teacher educators. Thus, it does not reflect actual teaching processes in classrooms (Richards, 1989).

Unlike training approach, in which prospective teachers are viewed as those with
deficiencies of knowledge about subject matter or lack of competencies, development approach puts more emphasis on providing tools with which teachers can explore their values, attitudes, and practices; learning to teach was not merely the mastery of a list of competencies or teaching techniques, but more a whole person development process including knowledge, beliefs, values and experiences (Feiman-Nemser, 1983). For learning to teach to occur effectively, different kinds of learning experiences are recommended to be employed, including observation, self-reflection, self-reporting, etc (Freeman, 1989; Richards, 1989). With the appropriate tools, teachers can increase awareness and broaden perception of teaching. In other words, reflection plays a key role in a teacher's continued professional development (Seonghee Choi, 2005; Heekyoung Choi & Seon-ho Park, 2005).

It seems that the training approach has been heavily emphasized in EFL teacher education in Korea; As described in Yikyung Kim’s research (Yikyung Kim, 2003), the university faculty that is in charge of the preservice teacher education has been more concerned with their subject matters as an academic discipline. Limited attention to practical training in classroom settings is an example of such tendency found in the university personnel.

2. Value of Student-teaching in Preservice Teacher Education

Preservice teacher education is the education and training provided to students before they have undertaken teaching. Student-teaching has always been central part of preservice teacher education regardless of the approach taken. There has been much disagreement over the influence that student-teaching has on prospective teachers’ knowledge, beliefs, and practices.

On the positive side, student-teaching is considered a central component of preservice teacher education programs since student-teaching is “when theory meets practice and idealism meets reality” (Fallin & Royse, 2000, p. 19). Having the opportunity to learn about the potential students and to confront the classroom reality is crucial for prospective teachers. Student-teaching, therefore, has become an integral part of teacher preparation programs.

Student-teaching is considered the most vital element in the education of preservice teachers; through their field experiences, preservice teachers learn and reflect upon the roles and responsibilities of being a teacher (Gutierrez, 1996). Studies of language teacher education indicate that student-teaching helps preservice teachers become reflective of their teaching beliefs and aware of their weaknesses and strengths as language teachers (Freeman, 1996; Richards, Ho, & Giblin, 1996). Richards, Ho, and Giblin (1996) conclude that student-teaching provides preservice teachers with opportunities to become reflective of their teaching beliefs in their study documenting the professional development of novice teachers.
Student-teaching also has the potential to play a major role in helping novices learn to teach. Student-teaching experiences provide opportunities and support to explore new instructional strategies and to receive feedback on the lessons they teach. Studies show that student-teaching helps preservice teachers transform their prior knowledge of language teaching and learning (Freeman, 1996), develop a deeper understanding of the target language, apply professional terms to rename their teaching experiences (Richards, Ho, & Giblin, 1996).

Teachers regard student-teaching as the most beneficial component of their teacher preparation programs (Borko & Mayfield, 1995). In their study investigating the effect of preservice student-teaching on teachers’ career goals, teacher efficacy and classroom teaching, Oh, Ankers, Llamas, and Tomyoy (2005) reported that teachers who had student-teaching experience had a significantly higher level of job satisfaction than those without the student-teaching experience. They also showed that teachers who had student-teaching tended to show a higher level of confidence in their ability to change student learning in positive ways.

On the contrary, some research questions the pedagogical benefit and potential influence of student-teaching (Goodman, 1985; Numrich, 1996), although student-teaching is a long-standing educational practice of traditional teacher preparation programs. Goodman (1985) suggested that student-teaching may have little impact on prospective teachers’ development of pedagogical skills. The focus of the tasks prospective teachers conduct during student-teaching often shifts toward procedural, mechanical, and managerial concerns. Such activities may represent teaching as exhaustively routine tasks and promote the understanding of the teaching process as the transfer of specific information and knowledge. Numrich (1996) analyzed the diaries of 26 ESL student teachers and found that they considered skills such as managing classroom order, responding to individual student needs, and giving clear directions to be the most important and difficult skills to acquire.

Other researchers suggested that student-teaching may be away from the more desirable focus on teachers’ development of reflective abilities (Borko & Mayfield, 1995; Gallego, 2001). Gallego (2001) pointed out that school features such as physically separate classrooms and the typical student-teaching placement practice of assigning one preservice teacher to a single classroom with one teacher restrict opportunities for reflection. In their study investigating guided teaching relationships between student teachers and their mentor teachers, Borko and Mayfield (1995) reported that the mentor teachers played limited roles in the process of reflection and discussion on learning to teach. This lack of the guided teaching in student-teaching may have negative consequences for preservice teachers’ reflective practice; the mentor teachers have been assumed to be reflective practitioners who are able to unpack pedagogical issues with preservice teachers so enabling them to critically evaluate students’ learning and design subsequent teaching (Kwan & Lopez-Real, 2005).
III. METHOD

1. Participants

The participants in this study were forty-three English preservice teachers (13 male and 30 female) at a large private university. They were enrolled in the course of English education practicum as senior English education majors in the spring semester of 2007. They participated in this study at the conclusion of their four-week-long student-teaching experiences and the course of English education practicum.

Twenty-seven of the participants reported teaching 7th, 8th, and 9th-grade classes in nine middle schools, and the other sixteen taught high school English courses in twenty high schools. The participants worked in classes of varying levels from low to high. This variation was due to the teaching responsibilities of the teachers who mentored the participants.

2. Data Collection

Data were collected from the following two different sources: (1) small group interviews, and (2) reflective journal entries. The author conducted individual interviews with seventeen small groups of the participants in the author’s office at the conclusion of the student-teaching experiences. Each group consisted of 2-3 preservice teachers. All of the interviews occurred during the first week following the completion of four-week-long student-teaching practice. Each interview was audiotaped and transcribed for analysis. The interviews followed a semistructured format: They proceeded in a conversational fashion but were guided by a set of questions. The questions were informed by the review of previous studies and designed to encourage participants to explain their student-teaching experiences (see the appendix).

As a part of their university coursework across all majors including English Education major, all participants wrote daily reflections in the journals provided and by the university during the time of their student-teaching. At the conclusion of student-teaching, participants were required to return the reflective journals to the university. The journals were designed to encourage participants to reflect on and discuss their successes and challenges throughout their student-teaching. The participants were asked to think about what they learned and how the experience affected their teaching.

3. Data Analysis

The author identified several recurrent ideas among the interview transcripts and
reflective journal entries. Then, the ideas were compared and contrasted to form more general themes. Having identified the themes, the author went back through the data to identify specific excerpts that supported each general theme. The excerpts provided in the ‘Results and Discussion’ section were quoted from interview transcripts or reflective journal entries. All of the names are pseudonyms.

IV. RESULTS AND DISCUSSION

1. Successes

Participants discussed two factors that created successes during the period of their student teaching. They reported achieving success in relating well to students and receiving students’ positive responses to their instruction.

More than sixty percent of the participants found their successes in the relation to students. The successes in this category included building close rapport with students and encouraging students who had not been participating in class prior to the preservice teacher’s arrival.

Participants seemed to be adept at developing close rapport with their students, which contributed to creating positive learning environments and eliciting students’ active participation. However, this does not mean that it was an easy task; participants had to spend time and efforts on setting up an atmosphere where students were going to work but they’re also going to have fun. Some representative participant comments are presented to support the legitimacy of this interpretation as follows:

I made great efforts to have opportunities to talk with my students, trying to put myself in their shoes. I talked to them about my experiences in middle school... and it worked pretty well. Another thing is, I had several students who texted me and asked what to do in order to improve their poor English. (Junghoon)

I did my student-teaching at a high school in a small city, so the 10th graders that I was teaching had little information on college life and dream, just like when I was at their age. I wanted to tell them as much as I had experienced and help them to broaden their perspectives. Thanks to the cooperating teacher who gave me many chances to talk to the students, I had an individual interview with each of them. By the time when all the interview sessions were over, the students really appreciated me for the interviews. (Mia)
Participants also seemed to be successful in reaching students who had not been engaged in class or not doing well by connecting to the students personally and individually. The following two participant quotes describe how they achieved such successes.

There were some boys in my class whom teachers have considered problematic students. I spent quite a time with them, so I could understand and guide them. I am happy about this. (Chanyoung)

I think my experience might be unique. My cooperating teacher asked me to undertake an individualized instruction program in which ten students with very low level of English were to be taught for an hour everyday. Frankly speaking, I was reluctant to do it but I had no choice but to do it. The program started at 7:30 in the morning, one hour before the school began, but the students were never absent. I came to a realization that I should not do this job cursorily. ... At the end of the program, the students wrote me a letter saying that the program was both entertaining and educational and that they felt a need to keep studying English. ... (Minhee)

Thirty-five percent of the participants reported their successes in receiving students’ positive responses to their instruction. The positive responses were discussed mostly in relation to the participants’ use of a variety of games, songs, multimedia programs, etc. By contrast, a small number of participants (three participants) achieved their instructional successes in teaching English through English (TETE) during an entire period of class. Seoyun’s and Hyejin’s quotes in the following present some aspects of instructional successes.

When I was supposed to teach about ‘present progressive,’ I used a PowerPoint program incorporating many images from TV shows and soap operas. The students found the class intriguing... Even some teachers wanted to use the program. ... I think I was good at connecting the materials that students were interested in to grammar, which was considered the most challenging and difficult component in EFL learning. (Seoyun)

I was very proud of myself when students told me that my class was really interesting. I was also happy to see the students responding to me during my class. ... (Hyejin)
2. Challenges

In contrast to the participants’ successes, the participants also noted a few challenges for their student-teaching. These challenges included classroom management, teaching large multilevel classes, time management, and unengaged cooperating teachers.

Classroom management was a top-rated problematic issue, as often found in previous research (Goodman, 1985); thirty-five percent of the participants discussed this factor as a major challenge for their student-teaching. Classroom management difficulties included establishing discipline within the classroom and having a unique status of student-teacher. The participants discussed the challenge of establishing discipline in relation to their struggle with how to impose discipline. They also found it difficult to establish their own tolerances. The following two quotes reflect the participants’ specific concern about establishing discipline.

... As the students’ noise level was growing, I kept saying “Be quiet.” I found it difficult to determine how to encourage the students to change their behavior. (Youngmi)

I was shocked to see some students walking around and throwing erasers to their classmates while their teacher was teaching. ... They were rude and they just said whatever they wanted to say. ... Realizing that I should not be nice to them, I was frowning and screaming to them all the time. Although I usually have a smile on my face, I tried not to smile at them. ... I was extremely strict. (Soojeong)

Seven participants noted that their students saw them as different from the ‘real’ teacher, discussing their unique status of being student teachers. Four of the participants seemed to be uncomfortable doing any kind of discipline while three participants felt that their unique status was an obstacle to classroom management. The following excerpt provided by Hyejin shows how her status of being a student teacher influences the effectiveness of classroom management.

The students were a little bit resistant when I was establishing discipline, such as telling them to be quiet, which was contrasted to when their teacher did. They might feel more comfortable with me, I think. But they kept getting chatty or noisy. ... I, myself, felt like this was because I was younger than the cooperating teacher and I was a student-teacher. .. (Hyejin)
Teaching large multilevel classes was another prominent challenge for the participants; about thirty-three percent of the participants found it difficult to teach a class of forty-something students with differential academic abilities. This challenge included TETE. Eighty-four percent of the participants discussed that most of their students had difficulties in understanding their lecture delivered even in Korean; fifteen of them felt that it was too early to implement the policy of TETE. The challenge of teaching large multilevel classes seemed to have three participants cast a doubt on the value of their learning on communicative language teaching, including TETE. The following excerpt shows the challenge in this category.

... I taught twelve class hours only in English. (After observing my classes), my cooperating teacher commented that since many students couldn’t understand well it would be better to use both Korean and English. (Moonkyu)

For me, the most challenging thing was students’ large gap in their academic ability. A few advanced students did well. But most students had difficulties in understanding even when I taught them in Korean. ... About one-third of my 9th grade students couldn’t read a reading passage in their textbook without writing in the pronunciation of each English word in Korean. (Youngmin)

Related to this challenge is the participants’ changed belief on EFL teaching methods. More than ninety percent of the participants were strong advocates of communicative language teaching methods and student-centeredness prior to their field-training experiences. However, about forty percent of the participants admitted the benefits of traditional teaching methods. This phenomenon was mostly found in the participants who worked in high schools and whose cooperating teachers were using a traditional method. Another reason for the favorable attitude toward traditional methods was the participants’ difficulties in classroom management when they were confronted with an uproar among their students which was resulted from using a communicative language teaching method.

Another problematic issue for the participants was time management. Fourteen percent of the participants felt overwhelmed by either the negotiation of classroom time or the amount of time they had to spend on lesson planning. Four participants reported difficulty in allotting appropriate instructional time among language tasks and covering the amount of material expected by their cooperating teachers. Youngmi’s experience presented in the following excerpt shows difficulty in estimating instructional time required for certain activity.
I think I was pretty good at interacting with students in class. ... I tried to give all the students a chance to speak up. But this was problematic in terms of time management. It was hard to cover the amount of material that I was supposed to cover. ... I usually felt rushed to cover the material. (Youngmi)

Two other participants discussed their struggling with lesson planning. Joon reported his struggle as follows:

.. I was overburdened to develop lesson plans and classroom activities, so I worked hard on the planning. Sometimes I stayed at school till 10:00 P.M. It was exhausting. ... Thanks to all of my efforts and time, I was successful at doing my instruction. (Joon)

The task of time management is often difficult for even practicing teachers. It is not unique to the participants (Abrams, Pedulla, & Madaus, 2003). Considering that the participants had little experiences of negotiating classroom time and teaching a one-hour-long class prior to their student-teaching, the issue of time management is expected to some extent.

Finally, while more than eighty percent of the participants reported positive experiences with their cooperating teachers, twelve percent of the participants cited their cooperating teachers’ characteristics and behaviors were not desirable. One participant said that her cooperating teacher was so busy with his responsibilities of student support services that she couldn’t get any feedback on her planning and instruction from him. The following quote provided by Hyeyeon shows another cooperating teacher’s unengaged attitude.

My cooperating teacher didn’t like me to try something new in class. She seemed to think that I was just a student teacher, staying at the school for a short period of time. ... She asked me to teach in the same way she had taught. (Hyeyeon)

It should be noted, however, that the challenge in this category was discussed by a small number of the participants. More importantly, the challenge of unresponsive and unengaged cooperating teachers sharply contrasts with other cooperating teachers’ support which about eighty participants felt were helpful and beneficial. In the next section, the cooperating teachers’ support will be described in more detail along with other things that the participants learned from their student-teaching.
3. Learning

The participants reported that they had learned new things as a result from their student-teaching. Most of the participants discussed the shift of their idealistic perspective on teaching EFL to more pragmatic one (McCormack, 1996). This shift is expected in the sense that student-teaching bridges academic coursework and the realities of classroom teaching. From a different perspective, however, it may reflect how difficult achieving what teaching EFL should be in actual classrooms, which the author found somewhat disappointing. The following two comments describe how the participants’ perspectives shifted.

I thought that English teachers should teach English only in English in order for their students to be proficient. I also thought that students were good at English, because they had been learning English since they were young. ... During my student-teaching, I found that only a few students were good, and it seems to me that TETE is not realistic. (Hyewon)

I taught thirty-four class hours in Korean without any interaction with students. The school did not want me to teach only in English. ... 11th graders were busy preparing for the Scholastic Aptitude Test and taking a trial exam every month. … (Hyunse)

More than eighty percent of the participants declared that teaching was the profession they wanted to pursue. The participants’ professional aspiration seems to be the most positive result from student-teaching, considering many critical concerns about on-going collapse of public education and downfall of teacher’s authority and privileges. One participant reported that his student-teaching experience was more influential in motivating him to be a teacher than any other learning he had gained in college. Youngjoo’s and Aram’s excerpts in the following describe this professional aspiration.

Before starting student-teaching, I saw it burdensome. I wondered how I could get involved in school community and interact with a large number of students. .... After four weeks, I realized that this is what I want to do. I really enjoyed teaching and getting along with the students. (Youngjoo)

I never wanted to be a teacher, because I chose my college based on my test scores. ... I have been preparing to get a job other than teaching so far. ... During the period of student-teaching, I realized that I wanted to be a teacher. (Aram)
Another learning that about fifty percent of the participants gained is related to cooperating teachers’ support. As discussed in the previous section, some cooperating teachers did not meet participants’ desire for receiving critical feedback and advice. By contrast, many participants felt their cooperating teachers’ support was great. The teachers’ ideas and suggestions helped the participants to use their content knowledge in more effective way and thereby feel confident in teaching. The following quote substantiates this interpretation.

My cooperating teacher always gave me feedback after I finished teaching.... She told me that I had a problem with eye contact and gestures. I had to pay close attention to her feedback whenever I designed lesson planning and taught in classrooms. Thanks to her help and encouragement, I got better. (Minchang)

... My cooperating teacher is an experienced teacher. She provided many constructive suggestions on my teaching. For example, she told me that when you were teaching this, the students might feel like that, so you’d better teach this in a different way. ... During recess right after my class was over, she gave me feedback in detail, which was really helpful. (Moonhee)

So far, the participants’ successes, challenges, and learning during their student-teaching have been explored. In the next section, the participants’ level of satisfaction with their student-teaching experiences will be discussed.

4. Level of Satisfaction

The overall satisfaction with the student-teaching process for the participants was pleasing, with the average score of 4.26 on a five-point Likert scale. Twelve (28%) students were highly satisfied, while forty-two students (70%) students fell into the satisfied category. This result supports the finding from previous research that student-teaching is a vital element in teacher education preparation programs (Gutierrez, 1996).

Compared to the high rating on overall satisfaction, the average score for the level of satisfaction with the cooperating teachers’ support was much lower, which was 3.67. It should be noted, however, that the participants’ responses spread across all the categories. For example, there were ten participants (23%) who fell into the highly satisfied category. This result seems to be indicative of the difficulties in obtaining an ideal preservice teacher-cooperating teacher match (Pungur, 2007). It is interesting that some participants
(14%) still gave their overall experience a high rating even when they were barely satisfied with the cooperating teachers’ support, though. This may be due to the fact that they received enjoyment and satisfaction from their own successes and learning.

The average scores for the level of satisfaction with the participants’ ability to teach and to manage classroom were 3.77 and 3.53 respectively. This result is expected to some extent; the participants reported difficulty in teaching large multilevel class and classroom management, which was presented in the Challenges section. On the other side of interpretation, however, the result may reflect the participants’ lack of confidence in their own abilities. The following table presents the participants’ rating of their satisfaction with the student-teaching.

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<tr>
<th>TABLE 1</th>
<th>Satisfaction Ratings (n=43)</th>
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<tr>
<td></td>
<td>Very satisfied (%)</td>
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<tr>
<td>Overall</td>
<td>12 (28%)</td>
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<tr>
<td>Cooperating teacher’s support</td>
<td>10 (23%)</td>
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<tr>
<td>Teaching ability</td>
<td>6 (14%)</td>
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<tr>
<td>Classroom Management</td>
<td>5 (12%)</td>
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</table>

V. CONCLUSION AND IMPLICATIONS

Student-teaching has been considered a necessary and useful component in preservice teacher education programs. However, it is often considered in terms of the amount of time spent in a classroom (Ziechner, 1981-82). In other words, the value of student-teaching is determined largely by the quantity of the experiences. In order to better understand the quality and value of student-teaching in teacher education, there should be descriptions of a variety of individual student-teaching programs. Stemming from such a need, this study reported on preservice EFL teachers’ perceptions of their four-week-long student teaching experiences. The findings indicate that while preservice teachers felt difficulties in classroom management, teaching large multilevel classes, time management, and some unengaged cooperating teachers they achieved successes in relating well to students and receiving students’ positive responses to their instruction. Their learning from the field experiences included the shift in their educational perspective, their professional
aspirations, and cooperating teachers’ support. Overall, the preservice teachers’ rating for their satisfaction with the student-teaching was generally pleasing.

Since this study employed a qualitative research method to collect data from a small number of participants, the findings are hard to generalize. Yet, the three recurring themes that emerged with the participants provide some implications to consider in the design and modification of teacher preparation programs.

First, the focus of the preservice’ student-teaching is mainly on time and classroom management, rather than on teaching and instructional decision making guided by their learning in university. Classroom management is a significant issue (Kagan, 1992); sound classroom management constitutes a prerequisite for successful teaching. Underdeveloped classroom management skills often hinder the smooth delivery of a well-designed lesson plan, as shown in several participants’ excerpts. Thus, it is necessary for teacher preparation programs to pay close attention to the procedural concern of classroom management that preservice teachers’ voice and to provide training on successful classroom management approaches and strategies. One way to help preservice acquire teachers’ classroom management skills is to collect specific cases which require effective classroom management skills from inservice teachers’ experiences and use them in preservice teachers’ simulated micro teaching. Time management is another significant issue. Although it is a concern for most preservice teachers, it may be particularly important for EFL teachers who plan to use communicative activities with their students. Thus, training preservice teachers to develop effective, specific strategies for time management should also be a component of teacher preparation programs.

Second, there should be better communication and close tie between teacher preparation programs and cooperating teachers. Many of inservice English teachers are not enthusiastic about mentoring preservice teachers; setting aside time for guiding preservice teachers is another work for them. However, real classroom teaching is the best way through which the skills of effective classroom management can be developed and preservice teachers’ realization of the mismatch between classroom reality and theoretically sound pedagogy can be adjusted. Thus, establishing partnership with the local schools and keeping constant communication with inservice teachers, not just for the four-week-training period but throughout the entire school year, is essential. Furthermore, teacher preparation programs should provide support to cooperating teachers. The support may begin with offering specific guidelines on how to mentor student teachers based on previous research on mentors’ roles (Hopper, 2001; Kwan & Lopez-Real, 2005), which are needed for establishing a planned and systematic mentoring.
REFERENCES


**APPENDIX**

- What grade(s) did you teach?
- How many class hours did you teach?
- What kind of success did you have during your student-teaching?
- What was challenging about your student-teaching experience?
- What did you learn from your student-teaching?
- How much are you satisfied with your overall student-teaching?

(very satisfied) 5------4------3------2------1 (very dissatisfied)
• How much are you satisfied with your cooperating teacher's support?
  (very satisfied) 5-----4------3-----2-----1 (very dissatisfied)
• How much are you satisfied with your teaching ability?
  (very satisfied) 5-----4------3-----2-----1 (very dissatisfied)
• How much are you satisfied with your ability to manage classroom?
  (very satisfied) 5-----4------3-----2-----1 (very dissatisfied)

Applicable levels: tertiary education
Key words: teacher education, preservice teachers, field-training

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