

UNIVERSITI TEKNOLOGI MARA

**POST-PRACTICUM CONCERNS AMONG TESL
TRAINEE TEACHERS: A CASE STUDY**

MUHAMMAD LUTHFI BIN MOHAINI

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA (UiTM). It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

Name of Candidate : Muhammad Luthfi bin Mohaini
Student ID : 2012472126
Program : Master of Education in Teaching English as a Second
Language
Thesis Title : Post-Practicum Concerns among TESL Trainee Teachers:
A Case Study

Candidate's Signature:

Date


13th February 2015

ABSTRACT

This study investigated the concerns and experiences of trainee teachers regarding teaching practicum. This paper also intended to draw the stakeholders' (university supervisors, school mentors and the faculty) attention to the underlying reasons given by TESL trainee teachers about their concerns regarding teaching practicum in order to integrate areas of concern into future management and development of teacher education program. A total of 15 trainee teachers were purposely selected where they had to maintain a reflective journal throughout their practicum to document their teaching concerns and confidence to teach. This study was qualitative in nature where case study was conducted to get in depth data. Their reflective journals were analyzed based on Wellington's (2000) Constant Comparative Method. Next, structured interview questions were constructed in relation to the themes found and sent via email to the respondents' supervisors to gain insights and verification on the themes of concern. The findings showed that thirteen derived concerns were identified and placed into four main themes: (a) classroom management and discipline (b) classroom teaching; (c) student learning and (d) personal adjustments. The most highlighted concern was classroom management and discipline where every respondent had problems controlling the students almost every day. The implications underlined in the study were towards being aware of the teaching practicum concerns and providing better experiences in teaching practicum. It is hoped that, the information highlighted in this study can help the stakeholders (university supervisors, school mentors and the faculty) to determine future actions needed in teacher education programs to better prepare teacher candidates.

ABSTRAK

Kajian ini dijalankan bagi mengkaji isu-isu yang berkaitan dengan latihan praktikal di kalangan guru pelatih. Kajian ini juga dijalankan bagi menarik perhatian pihak yang terlibat (penyelia universiti, mentor dan fakulti) terhadap isu yang diberikan oleh guru pelatih TESL sepanjang latihan praktikal supaya perhatian dapat diberikan di masa hadapan dan menyumbang kepada perkembangan program pendidikan. Sejumlah 15 guru pelatih telah dipilih secara persampelan bertujuan telah merekodkan jurnal reflektif sepanjang latihan praktikal. Kajian ini bersifat kualitatif dan kajian kes telah dijalankan untuk mendapatkan data yang mendalam. Jurnal-jurnal reflektif telah dianalisis menggunakan kaedah perbandingan berterusan dari Wellington (2000). Seterusnya, soalan-soalan temuduga telah dirangka berdasarkan tema-tema yang telah ditemui daripada jurnal-jurnal reflektif tersebut dan ianya dihantar menerusi email kepada para penyelia guru pelatih yang terpilih untuk mendapatkan kesahihan ke atas tema-tema yang telah ditemui. Dapatan menunjukkan tiga belas isu telah ditemui dan dikategorikan kepada empat tema utama: (a) pengurusan bilik darjah dan disiplin, (b) pengajaran di bilik darjah, (c) pembelajaran pelajar dan (d) pelarasan peribadi. Isu yang paling diketengahkan adalah pengurusan bilik darjah dan disiplin dimana setiap responden menghadapi masalah terhadap isu tersebut hampir setiap hari sepanjang latihan praktikal. Implikasi-implikasi kajian ini akan kepekaan terhadap isu-isu berkaitan latihan praktikum supaya guru pelatih di masa hadapan dapat pengalaman yang lebih bermanfaat sepanjang latihan praktikal. Penyelidik turut berharap supaya kajian ini dapat membantu pihak yang terlibat (penyelia universiti, mentor dan fakulti) bagi mengenal pasti tindakan yang diperlukan dalam program persediaan guru untuk mempersiapkan calon-calon guru yang lebih berkualiti.

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