

ESL Practicum in Indian Universities Students Face

Dr Somanchi Sai Kumar Lecturer in English, Government Degree College (Men)

Srikakulam, Srikakulam District, Andhra Pradesh.

Abstract

The purpose of this research is to illuminate the challenges faced by ESL students enrolled in practical classes in Indian University. Research participants were second-semester ESL students enrolled in practicum classes. Participants were selected using a proportionate stratified random sampling method. Twenty-five boys and 117 girls made up the student sample. In order to gather information, the researchers created a questionnaire and a semi-structured interview. There were 56 questions spread over 6 sections of the survey. Five institutions were chosen, including Dr BR Ambedkar University, Andhra University, Adikavi Nannayya University, Krishna University, and Dr BR Ambedkar Open University. According to the findings, the overall difficulty level for ESL students in practical courses in Indian University is moderate. They also demonstrated that gender, GPA, and institution had no discernible effect on respondents' mean ratings of the difficulties experienced by ESL students doing practicum courses at Indian institutions. There were significant differences in the mean scores at (0.05) between issues faced by ESL students in practicum courses at the University and problems faced by students at other University in regards to the academic supervisor.

Keywords: Academic supervisor, Cooperative teacher, Cooperative school, Practicum, Student teacher

Introduction

The English language has served as the primary medium of worldwide communication throughout the 20th and 21st centuries. Modern scholarly investigations of English language instruction cover a wide range of topics. A responsible and academically and practically qualified teacher is essential for a high-quality education to be provided in classrooms. Therefore, the role of the teacher in both historical and contemporary contexts is crucial. Teachers have a larger part in shaping students' perspectives throughout the whole educational experience and, by extension, the socialisation process. As a result, educators had a lofty position in the international community.

According to Kawaldehy and Ahmida (2010), the role of educational institutions in creating and enhancing teacher training programmes has become more important as educational systems evolve. Focusing on developing and reforming education outcomes through integrated dimensions that are aimed at preparing the teacher for the actual life is what makes this preparation specialised, professional, and scientific.

According to Yousef and Fauzi (2012), in order to give teachers a wide range of scientific expertise, it is necessary to involve them in practical training programmes. It has recently come to light in India that training future teachers is an important step in providing adequate preparation for ESL teachers in the field. Student educators need to learn what it takes to become effective educators.

The cultural contexts of British salutations, with the goal of fostering comprehension and empathy between speakers

of English as a Second Language (ESOL) and native speakers of English in Britain (Ahdi Hassan, 2020)

The overarching purpose of this research is to illuminate the challenges faced by future ESL teachers-in-training enrolled in practicum classes at Indian University. The findings of this research are expected to inform policy changes and course redesigns to better meet the needs of preservice teachers. Successfully carrying out educational tasks in classrooms is essential for assisting teachers in acquiring professional and behavioural competencies.

A Problem Statement

Practicum may be seen as the real arena that shows how well-informed and knowledgeable professors are about the many learning methodologies that ESL students study in University. Based on their review of the literature, the authors conclude that various challenges face ESL students in practical courses in Indian University. If these issues aren't looked at, they will become roadblocks for student teachers, who will then have to endure more hardship when they begin their actual teaching practicums. To this end, it is crucial that more time and energy be devoted to hands-on experience for aspiring ESL educators.

Goals of the Research

The following questions will be explored in this research:

1. Problems encountered by English as a Second Language (ESL) students enrolled in internship programmes in Indian University.
2. Finding out whether there are significant disparities in responses across gender, GPA, and school.

Importance of the Research

In India, English as a Second Language (ESL) students may take advantage of internships and practicum courses that place them in actual classrooms. To put into practise all the theoretical materials learnt and studied throughout the course of four years at University, this is the sole opportunity given to students of English as a Second language. Students struggle with several obstacles in fulfilling the criteria of practicum courses, including the limited duration of practise. The researchers believe it is crucial for Indian University administrators and Ministry of Education officials to learn about these issues and find solutions. The study's authors speculate that preservice teachers would benefit from learning about the challenges faced by their peers. In the long run, maybe hosting institutions will be better organised. This research is one of the few that the author is aware of that focuses on the challenges that Indian ESL students confront in fieldwork classes.

Analyzed Questions

The research aims to provide explanations for the following questions:

1. How severe are the challenges that ESL students doing practical courses at Indian colleges face?
2. Can we expect to see statistically significant variations in the averages of replies from ESL students in Indian University with respect to the difficulties they confront in their practicum courses when we control for demographic factors like gender and cumulative GPA?

The following three hypotheses were generated in response to the second inquiry:

The first null hypothesis (H01-1) is that the mean ratings of the difficulties faced by ESL students in practical courses at Indian institutions do not vary significantly by gender (0.05).

The second null hypothesis (H01-2) is that the mean scores of the challenges faced by ESL students in practicum courses at Indian institutions do not vary significantly at (0.05) owing to cumulative average.

The third null hypothesis (H01-3) states that there are no variations in the mean scores of the difficulties faced by ESL students in practicum courses at Indian University attributable to University variable.

Analysis of the Existing Literature and Its Theoretical Foundation

(Hinkel, 2005:22) Practicum training includes such elements as models of supervision, observations of teaching, rESLective teaching, and action research. Before that time, teacher training organisations' primary focus had been on providing teachers with practical classroom abilities via pre-service training courses that were often rather brief.

As long as there is a system of education in place, AL-Agha (2000) explains, teacher preparation will always be an ongoing process that requires development to keep pace with progress. Students require someone to take them by the hand and lead them through the learning process. Unlike other fields, teacher education is inextricably linked to human development, making for a regenerative, revitalising, and progressing approach to student teacher preparation.

When discussing the steps involved in preparing teachers, Chen et al. (2008) emphasised the significance of practical experience. Under the watchful eyes of faculty advisors and the cooperating school, students are given the opportunity to prepare theoretical, educational, and administrative tasks that fulfil experience and requirement requirements for teachers.

Students benefit from the opportunity to put their knowledge into practise in practicum classes. Self-rESLlection and programme evaluation by trainees can help instructors better tailor future sessions (Farrah, 2019).

Parts of a Practicum Course

(Merhi and Moustafa, 2014:10) state that there are two main parts of a University 's practical education: the theory and the practise. Both are required for student teachers to succeed in the field experience courses given at all Indian educational institutions.

The first part, the theoretical component, is designed to get students ready for the practical side of things in the cooperative learning environments. In this segment, trainees are tested through written examinations.

In the second part, students get hands-on experience in actual classrooms.

Courses of Study in Practicum

According to Barahmeh (2016), there are three distinct phases to the practicum course completion process:

1. During this phase, trainees spend time in cooperative schools, where they may learn about and get a feel for the norms and culture of schools firsthand. They see classroom procedures and extracurricular activities firsthand by sitting in with the real instructor.

2. In this phase, student teachers actively engage in classroom and community-based learning opportunities for many weeks. At this point, they should be actively involved in many school-related committees, activities, and responsibilities. They will also be responsible for conducting and writing lesson plans, as well as for doing some teaching themselves, under the guidance and supervision of the cooperating teacher. The academic advisors will meet with the students in their training programmes to provide them with an introduction, as well as suggestions, ideas, and motivation.
3. Academic supervisors will make at least two visits to student teaching sites during the training phase to evaluate progress. The supervisor provides guidance and comments, observes and checks classroom materials and strategies, and reviews lesson plans during the initial visit. The student teachers are graded and evaluated by their academic supervisor during the second visit. The portfolio is the primary tool in this procedure. A student teacher's portfolio should detail their use of visual aids, audio recordings, charts, daily logs, and planned lessons.

Practicum at Indian University

At least two relevant practical courses are required of all Indian University students. The courses are designed to familiarise students with various pedagogical practises, such as lesson preparation, classroom management, student observation, resource utilisation, blended learning, and so on. Typically, host schools have student teachers spend a few weeks there while they watch and participate in English language classrooms and get practical teaching experience. After an initial period of orientation, students will spend five hours each week at their host institutions. There shouldn't be fewer than 60 hours of required classroom time each week for students. Typically, there are two excursions to the field for guiding and evaluating student presentations. The first appointment is for advice and encouragement, while the second is for assessment. After each observation, students will either set up a time to meet with the course teacher individually to discuss how they may improve their instruction, or they will get immediate feedback.

Related Studies

Farrah (2019) conducted a study to examine how a cohort of MA students at Dr BR Ambedkar University felt about their MA TESL practicum experience during the spring semester of 2015–2016. Twelve MATESL students taking a practicum participated in the research. The information was gathered through the use of rESLective journals. Microteaching, classroom observation, lesson planning, rESLective practise, class management, and practical experience were all found to be beneficial to participants during their practicum experiences.

Pre-service teachers of English as a Second language (ESL) had their perspectives on the difficulties they encounter in student teaching examined by Alamri (2018). Thirty-five Saudi female students enrolled in the Education Diploma Program (EDP) at Taibh University, Saudi Arabia, were selected as the study's sample. Pre-service English language teachers' assessments of their own teaching abilities ranged from very difficult to somewhat challenging.

Pre-service teachers often face difficulties in the field, and Moussaid and Zerhouni (2017) conducted a study to better understand these issues. The study also aimed to identify the most common issues faced by ESL learners. Sixty participants, ages 22 to 36, in an English as a Second Language (ESL) teacher preparation programme for high

schools made up the study's sample. An in-depth content analysis of written rESLlections on lessons (n=1511), mentor feedback (n=1624), and final practicum reports (n=337) revealed 23 recurring issues with teaching strategies, classroom management, and time management. Additionally, findings supported a five-stage model of trainee development (self-establishment, discrete teaching, holistic teaching, learner-focused teaching, and initiation).

A study by Koross (2016) sought to understand how practicum students' experiences shaped their views of the teaching profession. Third-year University of Eldoret student teachers who had participated in a teaching practicum made up the study's sample. As part of the research process, a quantitative questionnaire was given to a random sample of 100 preservice teachers. The research found that students' prior experiences influenced their outlook on the teaching profession and that they did face difficulties in their practicum placements.

In addition, Barahmeh (2016) looked at what makes practicum experiences so nerve-wracking for future ESL instructors. Student instructors' daily notebooks and weekly meetings with their University advisors provided the data for this analysis. All 22 education majors at Arab American University were included in the research. The study's researcher kept notebooks with comments from all twenty-two practicum students. The results demonstrated how much more successful experiences helped student teachers. There were several causes of stress identified among ESL pedagogy students.

In 2016, Ruba and Tanni conducted a research to learn more about the experiences of TESL student instructors in classrooms at An- Najah National University and Dr BR Ambedkar Open University. For the purposes of gathering information, a questionnaire was designed. There were no significant disparities in replies across gender, GPA, or institution type, as shown by the data. It also demonstrated that the practicum course was a genuine component of both institutions' curricula.

Methods and procedures

Sample of the study

Out of a total of 224 students, a stratified random sample was drawn using a proportionate method. There were 142 ESL students total, with 25 men and 117 girls in the class.

Instrumentation Questionnaire

The researchers gathered information from ESL students doing practicum classes at Indian institutions using a questionnaire divided into six categories. Some of the questionnaire questions in this research were adapted from those used in previous studies by Mutlu (2014), Koross (2016), AL-Amiri (2018), AL-Darawish (2017), AL-Salkhi (2008), and Shaheen (2009), and then administered to students enrolled in practicum classes in Indian University. When asking other practicum students about the challenges they encounter, the researchers drew on their own experiences and the replies they received to inform the development of some of the questionnaire's items. Six categories and fifty-six questions made up the survey. High degree to low degree on a 5-point Likert scale was used for the final result.

Structured Interview

For the purpose of gauging the difficulties that ESL students in practicum classes at Indian institutions face, the interview questions were developed. The interview questions were designed to encourage participants to provide

unrestricted responses. Quiet locations were used to capture the data, which was afterwards written down and submitted for examination.

Confidence in the Measures

Twelve highly competent specialists in the subject were given the questionnaire and interview. They assessed the questionnaire and interview questions for their clarity, thoroughness, and connection to the study's goals. Some alterations and enhancements were made in response to their comments, ideas, and criticisms. All items have a substantial correlation with the sum of the degrees, as shown by the Pearson Correlation Coefficients (P-Values less than 0.05).

Trustworthiness of the Questionnaire

The questionnaire's reliability coefficient was 0.91, which is an acceptable value for this kind of research.

The Correction key

We've used the following categories to categorise the replies from our participants: very low (1.8), low (1.8-2.6), medium (2.6-3.4), and high (3.4 and above) (3.4-4.2).

Results of the study

First, how severe are the difficulties that ESL students doing practical courses at Indian colleges face?

Study areas are broken down below with their respective means, std devs, and %.

Table 1 shows the averages, standard deviations, and degrees for all subject areas.

11	M	SD	Degree
The first domain: Administration issues in the classroom	3.02	0.77	Medium
The second domain: Concerns for the collaborative educator	3.01	0.70	Medium
The third domain: Issues confronting today's schoolchildren	3.05	0.60	Medium
The fourth domain: Issues with the co-op education system	3.11	0.53	Medium
The fifth domain: Difficulties in the student-teacher relationship	3.11	0.64	Medium
The sixth domain: Procedural issues with the practicum	3.25	0.64	Medium
The total Degree of problems	3.09	0.47	Medium

According to Table 1, the overall severity of the issues is moderate. As a whole, the average is a moderate 3.09, indicating a modest degree of dispersion. Sixth-domain "Problems linked to the practicum programme" had the greatest mean score (3.25), while second-domain "Problems related to the cooperative teacher" had the lowest mean score (3.01).

Second question: Is there a statistically significant difference in the averages of replies from ESL students in Indian University with regards to the difficulties they confront in their practicum courses when broken down by gender,

cumulative average, and institution?

The following non-hypotheses have been tested in an attempt to provide an answer to this inquiry:

The first hypothesis (H01): When comparing the average scores of male and female ESL students in practicum courses in Indian University, there are no statistically significant differences at (0.05).

The table below displays the outcomes of a T-test performed on independent samples. It demonstrates how male and female ESL students in practical courses in Indian University have different mean scores of challenges they face.

Table 2. The gender variable's T-test outcomes.

Domain	Gender	N	M	SD	T	DF	Sig.
Questions about faculty advisors	Male	25	2.84	0.87	-1.270	140	0.206
	Female	117	3.06	0.75			
Concerns for the collaborative educator	Male	25	2.87	0.73	-1.058	140	0.292
	Female	117	3.03	0.69			
Issues confronting today's schoolchildren	Male	25	2.89	0.60	-1.443	140	0.151
	Female	117	3.08	0.59			
Issues with the co-op education system	Male	25	2.95	0.54	-1.723	140	0.087
	Female	117	3.15	0.53			
Difficulties in the student-teacher relationship	Male	25	3.03	0.47	-0.742	140	0.459
	Female	117	3.13	0.67			
Procedural issues with the practicum	Male	25	3.27	0.63	0.151	140	0.880
	Female	117	3.24	0.65			
Total Degree of Problems	Male	25	2.97	0.47	-1.437	140	0.153
	Female	117	3.11	0.46			

Table 1 reveals that there are no statistically significant differences between male and female students' mean scores on the challenges they face while taking ESL practicum courses at Indian institutions, as determined by the T-test for independent samples ($p > 0.05$).

The second hypothesis (H02): As shown by the cumulative average, there are no statistically significant differences in the mean scores of the challenges faced by ESL students in practicum courses at Indian University (0.05).

Means and standard deviations were computed to characterise the issues encountered by ESL students in practical courses in Indian University. Researchers utilised the analysis of variance (ANOVA) test, as shown in table (3) below, to determine whether there were statistically significant differences in the means of the test results.

Table 3. The cumulative mean variable's one-way analysis of variance

Domain	Source of Variation	Sum of Squares	Df	Mean Square	F value	Sig.
problems related to the academic supervisors	Between Groups	6.214	3	2.071	3.689	0.014*
	Within Groups	77.497	138	0.562		
	Total	83.711	141			
Problems related to the cooperative teacher	Between Groups	3.403	3	1.134	2.414	0.069
	Within Groups	64.852	138	0.470		
	Total	68.255	141			
Problems related to school students	Between Groups	2.410	3	0.803	2.313	0.079
	Within Groups	47.924	138	0.347		
	Total	50.334	141			
Problems related to the cooperative school	Between Groups	2.663	3	0.888	3.287	0.023*
	Within Groups	37.272	138	0.270		
	Total	39.936	141			
Problems related to the student-teacher	Between Groups	6.284	3	2.095	5.556	0.001*
	Within Groups	52.024	138	0.377		
	Total	58.308	141			
Problems related to the practicum program	Between Groups	1.620	3	0.540	1.321	0.270
	Within Groups	56.395	138	0.409		
	Total	58.015	141			
Total Degree of Problems	Between Groups	2.706	3	0.902	4.445	0.005*
	Within Groups	28.010	138	0.203		
	Total	30.717	141			

* Significant at 0.05 level.

In addition to the total degree of the domains, the cumulative average of the domains "problems related to the academic supervisors," "problems related to the cooperative school," and "problems related to the student-teacher"

reveals statistically significant differences in the mean scores at (α 0.05). The cumulative average of the categories "Difficulties connected to the cooperative teacher, problems related to school pupils, and problems related to the practicum programme" shows no statistically significant differences.

The third hypothesis (H03): There are no statistically significant differences at ($\alpha < 0.05$) in the mean ratings of the challenges faced ESL students in practicum courses at Indian University owing to the University .

First, the researcher estimated means and standard deviations of the respondents' replies about the issues faced ESL students in practicum courses at Indian University owing to University variable. To make sure if the differences in the mean scores of the respondents' replies owing to University variable are statistically significant or not, the researcher employed the ANOVA test as shown in table (4) below.

Table 4. Institution was the independent variable in a one-way analysis of variance.

Domain	Source of Variation	Sum of Squares	DF	Mean Square	F value	Sig.
problems related to the academic supervisors	Between Groups	8.751	4	2.188	3.998	0.004*
	Within Groups	74.960	137	0.547		
	Total	83.711	141			
Problems related to the cooperative teacher	Between Groups	3.479	4	0.870	1.840	0.125
	Within Groups	64.776	137	0.473		
	Total	68.255	141			
Problems related to school students	Between Groups	3.111	4	0.778	2.257	0.066
	Within Groups	47.222	137	0.345		
	Total	50.334	141			
Problems related to the cooperative school	Between Groups	2.419	4	0.605	2.208	0.071
	Within Groups	37.517	137	0.274		
	Total	39.936	141			
Problems related to the student-teacher	Between Groups	1.733	4	0.433	1.049	0.384
	Within Groups	56.574	137	0.413		
	Total	58.308	141			
Problems related to the	Between Groups	0.632	4	0.158	0.377	0.824
	Within Groups	57.382	137	0.419		

practicum program	Total	58.015	141			
	Between Groups	1.863	4	0.466	2.211	0.071
Total Degree of Problems	Within Groups	28.854	137	0.211		
	Total	30.717	141			

Significant at 0.05 level.

There are statistically significant variations in the mean scores at (0.05) owing to the University variable for the domain "issues linked to the academic supervisors," as shown in table (4). The domains "Problems related to the cooperative teacher, problems related to the school students, problems related to the cooperative school, problems related to the student teacher, and problems related to the practicum programme" all have similarly low mean scores across Indian University' ESL practicum courses for ESL students.

Interview analysis

Twenty students enrolled in English as a Second Language (ESL) practicum courses at Indian institutions were interviewed for this part.

Que.1. Can you tell me how often your academic advisors come to see you?

Seventy percent of students reported receiving at least two visits from academic supervisors at their schools during the training period. Thirty percent of those polled said they've only been visited once.

Que.2. Do you feel good about the criteria used to evaluate you?

Most people who were interviewed felt their performance was not fairly evaluated. According to them, a more thorough evaluation would need a lot more time and appointments. Almost all of those who were asked about how they felt about the interview process said that the short time frame was an unfair way to be evaluated.

Que.3. Discuss the challenges you've encountered in the practicum programmes, beginning with your placement at your cooperating schools.

Many student educators felt they were handled condescendingly by the cooperative. Another common issue is that they have a difficult time getting to the host school from their homes. There is a significant chasm between what students learn at college and what they experienced in high school, which is the most popular response.

Que.4. How well do you feel the practicum experiences prepare you for teaching after you graduate?

They said that while they have taken numerous classes on the topic of how actual teaching should be performed in the field, putting the theory into practise is not always simple. The majority of them admitted that "while at University , we believed that most of the learned theoretical issues are applicable," but that "when we entered schools facing real students with all difficulties accompanying the teaching and learning process," they quickly realised that the mission was not as easy as they had first thought.

Que.5. Have any ideas on how the practical courses may be enhanced? What would you want to see different if the programmes were restarted?

Supervisors should check that student instructors can teach, manage their classrooms, and come up with lesson plans that include hands-on activities, according to several of them. Microteaching, they said, was the only way they could

build their confidence and meet the challenges of their practical education. They also said that schools should provide their students with the technical tools they need to put into practise what they have learned in college.

Que.6. In your opinion, what traits should the University advisor have?

Supervisors at University were generally agreed upon as needing to improve in a number of ways, including by being more tolerant, cooperative, informed, flexible, unbiased, and patient.

Que.7. Please share your thoughts on the ideal characteristics of collaborating educators.

Teachers that are willing to work together for the greater good should be more gregarious, patient, cooperative, and adaptable. More opportunities for trainees to experience teaching are also needed.

Que.8. What are the required professional abilities of preservice teachers upon completion of their practicum experiences?

They were unanimous in their belief that trainee teachers needed to have acquired a wide range of skills by the end of the practical phase of their education. They need to have the skills necessary to run a classroom, including the ability to create lesson plans and cope with large groups of students. Teachers are also tasked with developing an in-depth knowledge of student behaviours and using techniques and tactics for instruction that are tailored to each individual student's aptitudes, interests, and requirements.

Que.9. Do you have anything further to say about this?

Some students offered no comments; others mentioned they would want to lessen the quantity of reports needed by the practical education file (the portfolio) (the portfolio). They promised that these reports are a waste of time and the emphasis should be on the practical side not on creating reports. Certain of them urged head teachers to offer them more opportunity to experience instructing others assured the fact that some cooperative instructors do not do their best to adequately educate the trainees.

Discussions, conclusions and recommendations

The findings revealed that the overall difficulty level of the issues encountered by ESL students during practicum courses at Indian University is medium. What this means is that the majority of students have very similar opinions on the difficulty of the challenges they face during their practicum courses. However, this isn't the case for all items in all fields. In the domain of cooperative schools, for instance, the means (3.58 and 3.42) and standard deviations (1.26 and 3.42) for two items—"The limited number of cooperative schools lead to having many student teachers in the same school" and "Large classes in the cooperative' school affect negatively the student teacher's ability to manage the classroom well"—respectively indicate a high degree (1.12). According to their findings, hosting schools have significant influence over the practical education curriculum. Because of the scarcity of schools, many University require their students to attend specific schools even if they are located in an unreasonable distance from home. This could add complications that would otherwise prevent the process from succeeding. One of the major issues that students face is the size of their classes. Student teachers may be hampered by overcrowded classrooms, according to the study's authors. All trainees are inexperienced educators without adequate knowledge of lesson preparation, effective teaching practises, classroom management, etc.

Means for two items in the student-teacher domain, (The student-teacher finds it difficult to coordinate between the practicum course and other courses in the same semester) and (The student-teacher is afraid of supervisors'

evaluation), were above 3.60 and 3.41, respectively. According to the study authors, it is time for colleges to restrict students from registering for too many classes during their practicum semester. Due to their heavy course loads, students are unable to schedule their classes so that they have a reasonable amount of time to devote to each subject. It's strange that student teachers worry about their supervisor's evaluation when they should be concentrating on the big picture and planning how to benefit from each step of their practical training. However, some of these worries are warranted, as some supervisors evaluate students holistically based on his impression alone, without any criteria. Some of the respondents' comments about how some supervisors don't give them clear instructions and don't care about the challenges the students experience just served to reinforce these worries. Even though the cooperative teacher's authority over the class as a whole was moderate, several students complained that the instructors treated their trainees with superiority and disdain. Additionally, they said that the cooperating teacher lacked the required abilities and gave the student-teacher unrelated tasks. The issue becomes more dire as a result of the increased distance between student instructors and cooperating teachers. A practicum programme built on such a shaky foundation is certain to fail. As such, it's important for instructors to treat their students with respect and encourage them to work together as a team.

For the domain of the practicum, the three items with the highest means were: (a) there is a lack of microteaching practise at University before student teachers begin their practicum at schools; (b) there is a gap between what has been learned at University and the real environment at schools; and (c) the distribution of student teachers to schools does not take time into account the students' place of residence. Note that the interviewees' claims on these three issues are corroborated by the students' replies. Consistency between the questionnaire and the interview scores provides further evidence that the findings of this research are reliable. Students' reactions to these resources highlighted the divide between theory and practise. Additionally, they complained that the long commutes between their homes and schools were a major issue. Likewise, they stress the need for schools to use microteaching. According to the study's author, microteaching has the potential to bridge the gap between classroom theory and University coursework. Colleges and colleges should provide students with real classroom experience before they enter the profession.

Furthermore, the results indicated that there were no significant disparities between the sexes in the mean scores of the challenges faced by ESL students in practicum courses at Indian institutions across all study areas. The researchers say this is because men and women experience similar daily realities. They both attend University in India, though not in the same city (West Bank). They shared a similar upbringing and had been exposed to almost the same educational materials. They also gain experience in law-abiding classrooms by teaching in Indian schools. When comparing the cumulative averages of the problems faced by ESL students in practicum courses at Indian University, there are statistically significant differences at (0.05). (problems related to the academic supervisors, problems related to the cooperative school, problems related to the student-teacher). These three collaborators were identified by the researchers as being crucial to the success of the practicum. However, when examining the problems faced by ESL students in practicum courses at Indian University, the results showed that there are no statistically significant differences in mean scores due to the cumulative average according to (Problems related to the cooperative teacher, problems related to school students, problems related to the practicum programme), so the

hypothesis H02 was accepted in this respect. In terms of issues with professors, students with a higher cumulative average (80-89) have a much better average score than those with a lower grade point average (GPA) (60-69). The cumulative average group had significantly lower mean scores than the GPA group (80-89) on problems associated with cooperative schools and student-teacher relationships (90 or more).

Results showed that there are statistically significant differences at (0.05) between University and problem related to academic supervisors (H03) for ESL students taking practicum courses at Indian University. Conversely, the results showed that the mean scores of the challenges faced by ESL students in practicum courses at Indian University did not differ significantly by University according to challenges related to the cooperative teacher, challenges related to the school students, challenges related to the cooperative school, challenges related to the student teacher, and challenges related to the practicum programme. Therefore, H03 was confirmed to be true for these fields. For questions concerning faculty advisors, Adikavi Nannayya University students gave a significantly higher average rating than their counterparts at Andhra University .

Results of the Interview Analysis.

In response to questions one, two, and three, it was clear that students felt that quick assessments based on only one or two visits were inadequate. As suggested by the survey response, (The academic supervisor does not provide developmental feedback on the student teacher's performance during the training process), this is the case. The researchers say that the academic supervisor's time constraints are to blame for the lack of constructive criticism.

Some interviewees' responses to Question No. 9 were consistent with the item (The cooperative teacher deals with the student trainee with pride and arrogance) from the domain of cooperative teaching. Some students' resentment toward their cooperative teachers stems from the students' own sense of superiority. The answer on the questionnaire reading, "The cooperative instructor does not enable the student teacher to teach more than one class everyday," corresponded with the wishes of several of the students who filled out the survey.

Several interviewees, particularly in response to question 4, expressed agreement with the item (Pupils don't interact actively in the classes), which relates to the school environment and the students' lack of engagement.

The interviewee's response that schools should have the necessary technological devices to allow student teachers to apply in practise what they have learned in University was consistent with the item (The cooperative school doesn't prepare a special training programme for the student teachers that takes into consideration their circumstances and training needs) about the cooperative school's domain.

The majority of the respondent's ratings on issues in the student-teacher area were also high. The majority of students who responded focused on the challenges they confront in the hosting schools and throughout the program's execution. They were ineffective in a variety of areas, including handling huge classes, maintaining order in the classroom, handling the peculiar behaviour of adolescents, involving and engaging pupils, and so on.

In question 6, most student-teachers agreed that they should have been given a good opportunity to practise teaching via microteaching in the University before going to school and starting the training programme, confirming the item (Lack of microteaching practise at University before student teachers initiate their practicum at schools) as a problem in the domain of the practicum programme. Microteaching, they said, was the only way they could build their confidence and meet the challenges of their practical education. Student instructors are assigned to schools

without considering students' home locations, which is in line with the views of some students who said their schools shouldn't be too distant from where they live. Many interviewees' comments reflected this finding; we saw firsthand how inexperienced instructors were taken aback by the disparity between what they had studied in school and what they encountered in the field.

Recommendations

The researcher suggests the following based on the findings of the study:

1. Additional courses on practical education and more assigned trips would provide trainees additional opportunities to use English in real-world settings and improve their language skills.
2. Improving student-teacher collaboration with host institutions.
3. In order for students to get the most out of the training course, school administrators should encourage cooperative teachers to provide additional assistance and support, and make adjustments to the practicum's content. More hands-on exercises, such as microteaching, should be included into these lessons.
4. Additional research on issues that trainees in other areas at other Indian University may experience is possible.

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