THE ROLES OF TEACHING PRACTICE IN INITIAL TEACHER EDUCATION IN TIMOR-LESTE

Os papéis da prática docente na formação inicial de professores em Timor-Leste

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Abstract

The Initial Teacher Education (ITE) of Universidade Nacional Timor Lorosa'e plays important role to provide professional educators around the territory of Timor Leste, since it was established. This research project was conducted during a period of 2020 - 2023. The study taken several phases and methods for collecting various perspectives: Semi-structured interviews with policy makers, university teacher educators, school supervisors, student teachers and documental analysis. The result shows that teaching practice plays important role for the improvement of student teachers teaching skills and self-confidence in dealing with the students in classroom teaching. Besides that, the profiles of teacher educators are some important factor to lead the students in teaching practice. Moreover, supervision from both university and school supervisors are extremely important for the successfulness of the field teaching practice. Finally, although student teachers and supervisors are working hard in teaching practice however, there are still some challenges in teaching practice due to lack adequate facilities support teaching and learning the teaching practice.

Keywords: Initial teacher education; Role of Teaching practice; Teacher educators.

Resumo

A Formação Inicial de Professores (FIP) da Universidade Nacional Timor Lorosa'e desempenha um papel importante na formação de profissionais de educação em todo o território de Timor Leste, desde o seu estabelecimento. Este projeto de investigação foi realizada no período de 2020 a 2023. O estudo percorreu várias fases e métodos para recolher diversas perspectivas: Entrevistas semiestruturadas com decisores políticos da educação, formadores de professores universitários, supervisores escolares e estudantes e análise documental. O resultado mostra que a prática docente desempenha papel importante para o aprimoramento das habilidades dos futuros professores e da autoconfiança para lidar com os alunos em sala de aula. Além disso, o perfil dos formadores de professores é um fator importante para orientar os alunos na prática pedagógica. Além disso, a supervisão dos professores orientadores da universidade e professores cooperantes das escolas são extremamente importante para o sucesso da prática docente nas escolas. Embora, os futuros professores e supervisores estejam a trabalhar arduamente na prática docente, mas ainda existem alguns desafios na prática docente devido à falta de instalações adequadas de facilidades para apoiar os processos ensino e a aprendizagem.

Palavras-Chave: Formação Inicial de professores; Papel de pratica docente; formadores de professores

Introduction

The role of teaching practice is important for student teachers to improve their knowledge and skills in teaching. However, students experience the real teaching practice, they need to pass microteaching subject. This article is focused on the goals of teaching practice and its organization in schools. Then it is also addresses the activities developed in microteaching and field teaching practice as well as the development of professional competencies. It then looks at the challenges of supervision and the role and profile of teacher educator or supervisors. Finally, it ends with issues of evaluation in Initial Teacher Education and current challenges in teaching practice.

Research questions

- ❖ What are the goals of teaching practice?
- ❖ What are the role and profiles of supervisors in teaching practice?
- ❖ How do the teacher educator evaluate the students?
- ❖ What are the challenges of teaching practice?

Goals of the research

There are several objectives of the research: **First**, to know the goals and the key features of the teaching practice. **Second,** to know the challenges of teaching practice. **Third is** to know the profiles of the teacher educators. **Fourth**, to know how the teacher educators evaluate the students.

The research and data analysis procedures

This study is a qualitative research approach. (Maxwell 1996, 17-20) explains, there are five strengths of qualitative research: First, understanding the meaning, from the perspective of the participants in the study, of events, situations, and actions they are involved in and of the accounts they give their lives and experiences. Second, understanding the particular context has on their actions. Third, identifying unanticipated phenomena and influence, and generating new grounded theories about the latter. Fourth, understanding the process by which events and actions take place. Fifth, developing causal explanation.

In order to respond to the research questions, data collections were done according to three main phases: Phase 1- Document analysis. **(**Ramos and Naranjo 2014, 143) explain that it implies studying the school´s documents and the norms established by the educational body usually classified as official and particular. Phase 2- Semi-structured interviews to policy makers, university educators and student teachers; Phase 3 - Focus groups with student teachers and university teachers. The purpose of interview is to allow us to enter into the other person's perspectives', (Patton 2002, 341). Meanwhile the procedure of data analysis is content analysis. 'Content analysis is as a "research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use', (Krippendorff, 2004, 18).

Participants of the research

There are 27 participants of this research. The participants are from several groups and individuals: Students of group microteaching and field teaching. Then group of university and school supervisors. Moreover, directors and foreign/Guess lecturer of other country. To fulfill the ethical procedures in research so the names of the participants are not the real names but fake.

1. Teodor = Teacher educators in focus group
2. Tomas = Teacher educators in focus group
3. Liborio = Director
4. Liliana = English foreign lecturer
5. Ajina = National Education

6. Maia = University supervisor for teaching practice
7. Martina = University supervisor for teaching practice
8. Ajema = University supervisor for teaching practice

9. Frino = School supervisor for teaching practice
10. Francelino = School supervisor for teaching practice
11. Fidelis = School supervisor for field teaching practice

| 12. Florentino | = School supervisor for field teaching practice |

13. Nina	= Student focus group in field teaching
14. Nanio	= Student focus group in field teaching
15. Nito	= Student focus group in field teaching
16. Norberto	= Student focus group in field teaching
17. Noronha	= Student focus group in field teaching

18. Gino	= Student focus group in microteaching
19. Geofre	= Student focus group in microteaching
20. Geronimo	= Student focus group in microteaching
21. Georgina	= Student focus group in microteaching
22. Gilberto	= Student focus group in microteaching

23. Alina	= Student of field teaching individual
24. Atino	= Student of field teaching individual
25. Samuela	= Student of microteaching individual
26. Samuel	= Student of microteaching individual
27. Saturnina	= Student of microteaching individual

The goals of teaching practice

Microteaching and field teaching are compulsory subjects that must be taken by the student teachers. Microteaching is related to the students' preparation on how to design a good lesson plan and good teaching. While field teaching is intended for the final year student teachers to get to know better teaching methods and improve their teaching skills in real teaching practice at schools. As Carderhead and Shorrock (1997, p. 155) state, "One of the first aims of the study was to assess the conception of teaching and learning which the students held on entering their course and to assess the impact of this conception on their experience". The first teaching practice of the student teachers is carried out in microteaching class. The students are introduced or guided to design a lesson plan. The supervisor gives the students the guidelines of a lesson plan and topics for teaching. After the lesson plan, the supervisor provides a schedule for the students regarding the class teaching presentation. Some of the student teachers recognize that,

> "Microteaching is to perform a lesson plan which is preparing us to go for field teaching practice. Then, the ways in which the Micro-Teaching is organized is good for the student teachers to be independent learners because each student designs his or her own lesson plan" (Samuela).

Microteaching encourages the student teachers to be creative in their teaching, which means a teacher is trained to implement various methods in their teaching and how to engage their learners in the class teaching. It is also to build self-confidence when they face a real teaching practice:
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> "Basically Microteaching is really connected to the professional development such as how to be a good teacher, how to have good teaching approaches in the classroom, how to build rapport with the students and how to overcome the problems in the classroom" (Samuel).

Moreover, Microteaching prepares students for field teaching and guides them to design teaching materials. Besides that, microteaching provides the students with methods of how to deliver teaching in a class:

> "Micro-Teaching is preparing us as students to the Field Teaching. Then, microteaching leads us to know how to prepare a lesson plan, materials and time and classroom management. Finally, the students know how to present the teaching in the class and the supervisor gives feedback" (Gilberto).

Regarding the field teaching, the National University has established cooperation with the secondary schools throughout the territory of East Timor. UNTL, and especially the Initial Teacher Education/Faculty of Education, has a teaching program for the final year students to do the teaching practice at pre-secondary and secondary schools. The objective of having Field Teaching practice is to upgrade the students´ skills in teaching. Dada (2019, p. 96) highlights that:

> "An essential element of identification of partnership schools was the necessity that members be willing to participate in professional development programs related to mentoring and coaching, the use of formative assessment documents, providing feedback to teacher candidate, and summative evaluation of the candidate's development".

Organizing the field teaching practice

The field teaching practice is well organized because the Faculty of Education works in consultation with schools so, both faculty of education and schools can help teaching practice process to be realized each year. "As we now understand it, collaborative work in preparing Initial Teacher Education really contributes to reflexive education" (Sant' Anna cited in Miller, Monteiro, & Barreto, 2019, p. 34).

In the last several years after the East Timorese independence, the students only did their teaching practice in the capital Dili, on the reason that teacher education was not able to cover all the districts due to the limitation of budget. However, this policy has changed since the year 2018, so that the students are allowed to do their teaching practice in the districts:

> "The cooperation is going well so far because every year the university sends the students to do their teaching practice at schools around East Timor. Then, in reality, the schools in East Timor are welcoming students from university and during this time none of the schools rejects the students" (Frino).

In organizing the teaching practice at schools, there are few steps that need to be taken: First, the university or faculty personnel coordinate with schools' principals about the number of the students going to be released to schools. Second, it is needed to get the information from each school about how many students and what subject/disciplines a school needs; for example a school's head master says that there is a need to two or three students for Mathematic, two student for science and 4 students for English and Portuguese languages. Then, the faculty will send the students based on the number required from the schools. As a university supervisor stresses:

> "First, the university, especially ITE personnel, communicate/coordinate with schools for students' teaching practice. Second, if the schools respond positively, then, we send the students based on the number of the students the school need and based on the number of the students that are ready for the teaching practice at school" (Ajema).

Another objective of the meeting between both parties is to make sure that the teaching practice is well implemented. A consultation between both parties is always going on until the end of teaching practice, which is to guarantee the students are actively doing their daily teaching. Then, both university and school supervisors always check the students' lesson plans and teaching materials before teaching. One secondary school supervisor states that

> "The supervisor of the school and faculty of education are cooperating to make sure that the field teaching practice is going well and the students come on time and complete their lesson plan before teaching" (Frino).

> Also, a teacher educator informs that,

 "There is a good cooperation. For example if a student does not come to school regularly, the school personnel or the school principal will contact us about the absence of the student teacher. Then, the school will always inform us of the students´ activities related to their teaching" (Maia).

Thus, first, the students need to know the school supervisors and school environment. Second, the student teachers are usually taken to the class to be introduced to the secondary school students. This approach allows student teachers to become familiar with the schools' environment and school students. A school supervisor explains that

"I introduce student teachers to the classes to familiarize themselves with the new environment" (Francelino).

As Schwebel et al. (1992, p. 33) states, "These students are going to be in a classroom on a daily basis and it is a big step forward, but the students still need assistance in teaching. The students' supervisors will become the most important persons in this first stage of students' professional career. The supervisors can assist the students in developing teaching competences and then, with a letter of reference they can support the student teachers in securing their first position".

In relation to school grade, the university and schools have an agreement regarding it. Based on the experiences that have been going on over the last several years, the third year of pre-secondary and secondary schools classes are not given to the student teachers to teach because these students need to focus on their final study. In other words, the school students need to be prepared for the final national exams. The school supervisors state that,

"The secondary school students that are offered to the student teachers to teach are normally tenth and eleventh grades students, because the twelfth students are preparing for their final test" (Francelino).

Some of the student teachers share their experiences in their field teaching practice:
"Based on my experience when I did my teaching practice in 2012, I was given the first grade of pre-secondary students only" (Nina). Then, "We have a good lesson in Microteaching, so that it is easy for us to teach in schools" (Nanio).

In order to realize the teaching practice smoothly, a good cooperation between the schools and university is extremely important. Besides that, another factor to determine the successfulness of teaching practice is that both school and university supervisors are always available for the student teachers to consult. As Dada (2019, p. 101) states, "Time must be available for collaboration between the mentor and the teacher candidate. Faculty may need to follow up to ensure the arrangements are clear to mentors and students".

Microteaching and field teaching activities

There are many activities for the student teachers in microteaching and field teaching classes. The student teachers design their own lesson plans and teaching activities with the classmates. After the preparation of the lesson plans then, the student teachers start to do their teaching as the teacher educators and classmates evaluate them. While in field teaching, the activities are similar to microteaching. The difference is that in microteaching the students teach their own colleagues, meanwhile, in the field teaching, the student teachers teach pre-secondary and secondary students in the schools.

The activities in microteaching class are: first, the students get the lessons and schools' handbooks from supervisors. Second, the supervisors guide the students to do syllabus and lesson plans. Third, after the students finish the syllabus and lesson plans, they are scheduled to teach. Normally, because there are so many students in microteaching program, the time for teaching practice is only 25-30 minutes per presentation:

> "In microteaching class we started to make our own lesson plan based on the topics given and started to teach our colleagues in the class before going to the real teaching in the field. It is also to train ourselves to face the students in the class" (Gino).

Concerning the independent learning system, the student teachers are free to choose which topics they are going to teach based on the schools' handbooks that were previously delivered to them. After choosing the topic, the students start to design their lesson plans and teaching. In teaching, the practitioners are evaluated by given feedbacks related to the teaching performance. A student teacher states that,

"I tried to be a teacher for my colleagues in the class and my topic was about grammar "Degree of Comparison". I chose this topic because it is related to our experience since the "Degree of Comparison" is a bit difficult for the new English learners. In this case, the method that I need to implement must be easy and in a simple way so that the students can easily understand the lesson. Besides that, the supervisor also suggests the student teachers to prepare the lesson plan that came up with teaching material or teaching helps." (Geofre).

In relation to the teaching methods, student teachers need to apply the teaching approaches that they obtained in teacher education. If the students choose to teach English grammar, then they should apply the methods of teaching. Then, if they choose teaching reading, they have to apply the teaching reading methods, and so on. One of the student teachers participating in the study revealed that

"My topic for teaching at microteaching class at that moment was "Reading". When I presented the reading materials and the methods used, I read first for the student and then they read after me. This enables the students to become familiar with the pronunciation and reading. Then, in the reading I explained to the students the difficult vocabulary." (Geronimo).

Meanwhile, in the field teaching practice, there are some activities that need to be done by the student teachers. The student teachers are not doing merely teaching but also they also need do some other activities like school administrative work and joining extracurricular activities. In regard to the lesson plan, the student teachers have to design the lesson plan for teaching according to the schools´ curriculum. Some student teachers informs that,

"We did our lesson plans for teaching based on the curriculum of secondary schools." (Francisco). Besides that, there are also some extra activities that we need to be involved in such as doing administrative work" (Alina).

In the teaching process, the student teachers were given power to act as real teachers. Getting the power means they have the right to teach independently in the class and to evaluate the secondary school students. One university supervisor and one student teacher explain that,

"The students act as real teachers in the school, however, they are students. The students are given more authority to teach, to evaluate and to give marks to the students. However, before

the students want to design the lesson plans, they need to consult both supervisors of secondary school and university". (Maia).

"The supervisors in my schools trusted us to handle the class alone". (Georgina).

Furthermore, the school administration system is important for the student teachers. Becoming teachers are not only about doing and preparing lesson plans for teaching but they also need to know or understand about school administration. Another important thing that the student teachers need to do during the field teaching is helping the secondary school teachers in teaching. Helping here means, if a schoolteacher has another activity to do or a teacher has any problem that causes him or her not able to coming to the class teaching, then student teachers will take over the teaching. As one student teacher states,

"Sometimes we took over the lesson of teacher of the secondary school when the teacher has some problem and cannot attend the class" (Nolberto).

This situation may entail challenges for student teachers and also greater responsibilities. As Little (1995, 179) states, "Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of teaching process, and exploring the freedom that this confers".

The roles and profiles of supervisors in teaching practice

The roles and profiles of supervisors are important factors for the development of students' knowledge and skills in teaching. Becoming a supervisor means leading students in theory and practice of teaching. In order to fulfill both aspects, teacher educators need to have high skills and experience of teaching. In this case, the profile of the supervisors in Teachers Education implies having two or three years in teaching, so that all teacher educators are eligible to be students' supervisors. Moreover, in order for the schoolteachers to become supervisors they must have experience for example in English he or she must degree holder in English teaching. Barr (1931, p. x- xi), suggests that,

"Supervisors must have the ability to analyze teaching situation and to locate the probable causes for poor work with a certain degree of expertness; they must have the ability to use an

array of data-gathering devices peculiar to the field of supervision itself; they must possess certain constructive skills for the development of new means, methods, and materials of instruction; they must know how teachers learn to teach; and they must be able to evaluate. In short, they must possess training in both the science of instructing pupils and the science of instructing teachers. Both are included in the science of supervision".

There are some views of student teachers and supervisors about the role of supervisors in microteaching. The role of the supervisors is to guide the student teachers to design lesson plans and to give feedback regarding students' teaching practice. Besides that, the supervisors also provide the students with motivation and encouragement. Dada (2019, p. 101) states that "Selection of mentor teachers with the principal or designee who assist with evaluation of teachers can assist in the identification of mentors with sufficient desire and ability to give feedback and nurture new teachers". A participant also states that,

> "The supervisor in microteaching supervises the student teachers of how to design and present the materials in teaching their colleagues in the class. Besides that the supervisor also looks at body language, mastery of subject, classroom management, pronunciation and teaching methods. The supervisor encourages them to have self-confidence in standing in front of the students in the class" (Saturnina).

Another role of supervisors is making sure that the student teacher is focused in their teaching. Focusing in teaching means the students are required to prepare the topics, which should not be too general, for example, 'teaching speaking in Portuguese or English languages'. A student needs to design a lesson plan only focusing on 'Speaking skills':

> "The supervisor guided and corrected my class intervention or teaching. The problem that we have to anticipate is for example if I teach "Reading" then I have to focus on reading only. I cannot teach writing or something else" (Gino).

Flores (2011, p. 464) stresses that, "The role of the senior teacher is to: support the design of an individual plan of work and to monitor its implementation in the scientific, pedagogical and didactic areas; support the teacher in the probationary year in preparing and planning teaching as well as in reflecting on pedagogical practice, helping him or her to improve it; evaluate the individual work of the teacher in the probationary year; write a report on the activities developed, including data drawn from

observation participate in the evaluation of the new teacher". Thus, the profile of a supervisor in field teaching practice is really important for the guidance of student teachers' professional development. A supervisor needs to have good competence in the area of the study, moral values, being supportive, motivating students, and being friendly. Creating a motivation condition is important for the students. Dornyei (2001, p. 31) categorizes three motivational conditions: First, appropriate teacher behaviors and a good relationship with the students; second, a pleasant supportive classroom atmosphere; third, a cohesive learner group with appropriate group norms. According to one of the participants,

> "A supervisor should be a guide and motivator for the student teachers who are doing their teaching practice. Then, a supervisor must have a very good experience in teaching practice so that he or she can lead his/her prospective teacher to do their teaching practice efficiently as everyone expects. A supervisor should be diligent and willing to go to the school to accompanying students in teaching practice so they can discover their weaknesses and strengths" (Ajina).

As Rudney and Guillaume (2003, p. 49) explain, "a supervisor has responsibility for his or her student teachers in ways deemed appropriate by the profession and gives feedback frequent, honest, and caring". In relation to the competence, a supervisor also needs to have high level of education in teaching pedagogy or at least having more experience in teaching. At the university level, all of the educators are regarded sufficient in supervising the students in their field teaching practice. A university supervisor declares that,

> "When we send the students to the schools we also need to supervise them, for example all the permanent lecturers in the department are supervisors of student teachers doing the field teaching practice" (Martina).

In this context, Schwebel et al. (1992, p. 33) asks, "Who are the people who serve as supervisors? All the college supervisors have had experience as teachers, some for many years. Having themselves been student teachers, they understand the difficulties of being an inexperienced teacher. They know the problems as well as the benefits of working with cooperating teacher."

The role of supervisors in field teaching practice is really important to guide and encourage students. The role of supervisors is to guide, to monitor, and to encourage the students in the field teaching. There are supervisors from university and from secondary school to supervise the students.

Rudney and Guillaume (2003, p. 49) add that, "a supervisor has responsibility to remain open and consider other viewpoints and methods for meeting the students´ needs and the needs of his or her student teachers". The role of supervisor is much more important than the role of teaching practice in initial teacher education in order to have a good teaching learning activity, because without a supervisor's advices the teaching learning process is not running well as expected by both sides, teachers and students. This is because the new teacher needs more and more techniques or methods in order to teach the students in a proper way. So, a supervisor plays a key role in the professional development of the student teachers. The motivation and encouragement are essential for the student teachers. They need mentors that have more experience to guide them, to observe and evaluate them. Wright (1987) in Wajnrypb (1992, p. 32) states that: "Whatever the basis of the motivation of the learner, its level (high/low) has an impact on expected learner role. Highly motivated learners are more likely to synchronize their roles willingly with the teacher´s role; and are more likely to co-operate with the teacher in the various processes involve in classroom learning". Some participants reveal that:

> "The role of supervisor from university and school is important to advise or motivate students' practice in many ways related to the teaching and learning process in the field" (Alina).

Furthermore, in terms of guidance, the supervisors play an important role in leading the student teachers in the right way in the teaching process. Teaching is changing the learners from knowing nothing or little to knowing things. Teaching is changing someone´s behavior from bad behavior to good behavior that can be accepted by the whole community. Then, teaching can change community´s life. Teaching needs a person that is well educated and well prepared. In regard to teaching preparation, the participants explain that,

> "Before we do our teaching practice firstly we have to prepare our lesson plan, then we have to give the lesson plan to our supervisors, so he or she gives us feedback and guide us on what we are going to teach, how to teach well, what is the good method to apply in teaching" (Nanio).

> "The role of the supervisors is to guide and help the students in teaching if they find some difficulties" (Martina).

As Richards and Charles (1996, p. 79) explain, in ITE, students "are generally encouraged to develop lesson plan for every lesson that they teach. The lesson plan is intended to help the teacher organize the lesson efficiently and effectively, and usually includes a description of the aims or objectives of the lesson, the activities students will carry out, the time needed for each activity, teaching aids to be used, teaching strategies to be used, grouping arrangement employed for each activity, possible problem might be encountered, and alternative possibilities". Similarly, one student teacher and one supervisor highlight that:

> "During teaching practice, the school supervisors usually checked our lesson plan and when we are teaching because it is very important to make sure that we have the right methods and approaches in our teaching in the classroom" (Alina).

> "We give students feedback related to the strengths and weaknesses in their teaching and the students are usually ready to change their weaknesses and they are usually committed people" (Maia).

During the teaching practice, the university supervisors are scheduled to visit the schools often. Depending on the conditions, if the student teachers perform well in their teaching, for example in one of the schools, the supervisors will let them be independent to teach in this school. In the schools, university supervisors cooperate with the school supervisors to observe together student teachers' performance in class teaching. A compulsory number of a supervisor needs to visit or handle is normally 4 to 12 students:

> "Normally in a school, there is a school supervisor that is selected to guide the students. Then, for university, a supervisor can handle 10 to 12 students in three or four schools" (Maia).

Close to the end or after the teaching practice, the students are guided to write reports on the sixth month's teaching practice. The reports include the activities of teaching and learning in the class and extracurricular activities in schools. It also includes all the lesson plans that they did during the teaching. In this regard, Lamb and Reinders (2008, p. 119) state that, "The student-teachers´ reports can serve as sources of information we can use to develop a more learner-centered curriculum for teacher training. By encouraging student teachers to talk about their subjective views of learning and learners' autonomy, the teacher trainer is able to collect a wide variety of such subjective views". In relation to this, a university supervisor explains that:

"On the top of the teaching practice, we ask the students to do a written report regarding what they have done during the six months in the teaching practice. In the process of writing the report, we also guide the students of how to write it based on the structure that has been set up by the faculty" (Maia).

Overall, the role and profile of supervisors are important for the successfulness of beginning teachers. Modiba and Stewart (2019, p. 156) state that "Supervisors have to be subject specialists because the classroom expertise of students is not properly evaluated, which suggested the need for a better relationship between pre-set an in-set teacher education programs in terms of subject and pedagogical knowledge, curriculum and assessment".

The components of evaluation

There are several approaches to evaluate teaching and learning activities. The evaluation methods are participatory ones – formative dimension - and mid and final exam evaluations - summative dimension. These systems of evaluation are divided into two: for normal student teachers and the student teachers who program teaching practice. The participatory evaluation is about the students 'class participation. The guest lecture states that,

"I use formative and summative evaluation. I evaluate each lesson after I have taught it and question whether something could have been done differently. I give the students small evaluations at the end of the lesson to make sure they have understood the content. I ask them to do homework, which I mark and enter into the register. This becomes part of their final mark. I will also give a midterm and an end of term examination (summative) at the end of the teaching period" (Liliana).

Based on the UNTL academic regulation, a student should attend the class up to 75% minimum. If a student has less than 75% of the class attendance, he or she has failed or has no right to sit for exam. Under this condition, most of the teachers have attendance list of the students. Another participant adds that

"Normally, like students' participation, this is one criteria which must be 75%. Then the students do the task and the tests. There are two tests; mid-term and final term tests. So, both curricula

are still doing the same mid-term and final tests" (Teordor).

Every semester each subject has minimum 16 meetings. After the first eight meetings, the mid-test is conducted and followed by the second eight meetings and the final exam. The result of the exams are announced on boards or checked at the department. The scored systems are coding with A, B, C, D and E:

"First, attend the class regularly if he or she does not attend the class 3 times will fail. The students should follow the middle and final tests. For the middle test he or she gets 60 up to 100. 60 to 74 are a C score. 75-84 is a B score, and 85 to 100 he or she gets an A score. These are the evaluation that we use to measure the student or marking the students" (Tomas).

The method of giving the exam or evaluation is given through analytical question, multiple choices, and true and false options. The Head of English Department reveals that,

"The evaluation methods that I use normally is a type of test such multiple choices, true or false or sometimes we ask the students to papers. After that they submit and make the presentation. Normally if the students do not come for 4 times, according to the academic regulation, they fail. The copies that I already prepare or sometimes I prepare the questions and just ask the paper from the administration office and ask the students to write the answer to the questions. Sometimes I prepare the materials and get copy (maybe one or two pages) and ask the students their money and copy it, and I distribute to the class to do the test" (Liborio).

There are various processes to be carried out in microteaching class and field teaching practice. In microteaching, a supervisor evaluates students' attendance list, teaching performance, and lesson plan. Students´ performance and class attendance should be minimum 75 %. If it is less than this percentage of class attendance, the students will fail. While in the field teaching practice, the evaluation comes from schools´ and university´ supervisors. In the microteaching, the applied methods, body language, classroom management, etc are normally evaluated. One of the student teachers reveals that,

"It is very hard for me to teach in class based on lesson plan or time allocation. When I was going to teach I have to have enough preparation because students asked me some questions

and I need to answer them. As a teacher you have to master the lesson you are going to teach. It is also important to make the students active in the classroom, do the exercise, and understand what I teach about" (Saturnina).

The evaluation of the supervisor comprises many aspects. He/she looks at the lesson plan of the students, especially the objective of the lesson and its topic. Then, he/she analyses the introduction of the lesson to the students in the class or brainstorming. Another aspect regards student teachers' quality of writing on the black board. As a teacher, the quality of writing is really important to make students understand. Classroom management relates to the engagement of the students in the class teaching that is crucial for the success of teaching and learning in the class. The student teachers report that:

"The supervisor gave us feedback on our teaching before or after our teaching practice in the class about the approaches that need to be changed or improved" (Gino).

Another dimension relates to the materials/handouts: a handout in teaching is to make students in the class more focused and to avoid the traditional teaching methods. It makes students more independent in class within the European Credit Transfer System (ECTS) system as it is based on student-centered method. The teacher plays the role as a supervisor and guide in the class teaching. However, the clarity of the explanation is necessary to lead students´ understanding and after the explanation should be followed by the questions and answers. Another thing is that the teacher asks questions: this method is to obtain students' attention or concentration in the class teaching. Finally, after teaching, the students are asked to present their understanding about the exercises in the class or coming in front of the class. Then, the teacher evaluates students´ work. In general, teaching methods of the student teachers are evaluated. In regard to the evaluation of teaching practice at schools, there are various components to evaluate student teachers. The general components are lesson plan, teaching methods, classroom management, language ability, and mastery of lesson. As one secondary school supervisors explains,

After a lesson plan is finished, a student teacher proceeds to teaching. In teaching, the student is going to be evaluated in various aspects such as the ability in delivering the teaching materials that were prepared, managing class, mastery of the lesson, body language, quality of writing and so on. If the students are still not able to fulfill some of these criteria, they are given the chance to do it again. As a university and school supervisor state,

"In microteaching and field teaching, if the students are not doing well, I will ask them to do it again; especially in language ability they need to improve in speaking and writing. Then, the students have to master the topic they teach. Besides that, I also look at the students´ classroom management" (Martina Fidelis).

In relation to teaching evaluation, often the supervisors from university visit the students at schools to see how the student teachers handle the class, and, at the same time, evaluate their work. The evaluation is really important to see the strengths and the weaknesses of the students´ approaches to teaching. If the observation or evaluation reveals some weaknesses or errors committed by the students, then, the supervisors will inform them after the class:

"The errors made will be the focus of a reflection to the prospective teachers for further self-introspection. I have learnt many positive things that need to be improved and need to be changed such as my strengths and weaknesses" (Atino).

The benefit of the evaluation is to help the student teachers to improve their abilities in teaching. In this regard, Blanche and Merino (1989, p. 313) state that, "Students need to know what their abilities are, how much progress they are making, and what they can do (cannot yet) with the skills they have acquired. Without such knowledge it would not be easy for them to learn efficiently". One participant also states

"Evaluating of teaching and learning is a key part for enhancing students' learning, because without evaluation we have no way to determine if teaching is effective or not" (Francelino).

After the evaluation, both school and university supervisors give the final result. The final result of evaluation will be a collection of scores from schools and university supervisors. In giving the scores both supervisors are free to determine the scores without influencing each other:

"The supervisors of the schools and university will give a final score to the prospective teacher to complete his or her teaching pedagogy. The minimum score given to the students is C. The score C is sufficient. Then, score B is good or very good and A score is excellent. D scores only one mark and E score is totally failed" (Noronha).

Here are some evaluation procedures formats:

Evaluation format for microteaching

<div style="text-align:center">PP1 Evaluation</div>

Name: Jesuina da costa Ximenes   NRE: 21.c.01.096   Class: B//

Topic: Rural and urban area

No.	Items for marking	Grade	80.
Part one – Lesson Plan			
1	The organisation of lesson plan	...../10	
2	The content of lesson plan	...../20	
Total part one		...../30	
Part two - Teaching performance			
1	Introduction (Lead-in)	...../5	
2	Handout and teaching materials	...../5	
3	Interaction between teacher and students and vice versa	...../10	
4	Master of topic (clear explanation, questions and answers, correction/feedback)	...../15	
5	Language use (target language-pronunciation, grammar, vocabulary, spelling)	...../20	
6	Body language	...../5	
7	Classroom management	...../5	
8	End of lesson	...../5	
Total part two		...../70	
Total Score		...../100	
Feedback			

Evaluation format for field teaching practice

MINISTÉRIO DA EDUCAÇÃO, JUVENTUDE E DESPORTO
DIREÇÃO DA EDUCAÇÃO MUNICIPIO DE ....*RAEOA*....
ENSINO BÁSICO^SECUNDÁRIO ....*TECNICO VOCASIONAL*....

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COMPONENTE DE AVALIAÇÃO DA PRÁTICA PEDAGÓGICA II

Nome do estudante : *Dalia Oki da Silva / 20.0.04.019*
Professor cooperante : *Candido Colo*
Escola : *ESTV-TiL Mahata*

N.º	Componentes de avaliação	Intervalo de avaliação (0 – 10)	Observação
01	Como inicia e termina a aula	9	
02	Domínio os conteúdos que ensina na sala de aula	8,5	
03	A linguagem utilizada na sala de aula	8,5	
04	Habilidade de fazer comunicação com o estudante	8,5	
05	Dá oportunidade aos alunos de fazem pergunta	8,5	
06	Como responde à pergunta dos alunos	8,5	
07	Qualidade escrito no quadro	9	
08	Utilização instrumento didáticos	9	
09	Aproximação individual aos alunos	9	
10	Objetivos de aprendizagem atingidos	9	
11	Competência de fazer avaliação	9	
12	Dá motivação aos alunos durante e depois de aula	8,5	
	Soma numérica	105 (8,75)	

Pontuação de avaliação

Intervalo	Resultado
8,5 - 10	Aprovado
7,0 – 8,4	Aprovado
5,5 – 6,9	aprovado
4,0 – 5,4	Recurso
0,0 – 3,9	Reprovado

Segunda 18 / 12 /2023.
O Professor cooperante
(Candido Colo Li.Ed)

Visto pelo
O/A Diretor/a da escola,
(Adriano ... Lic.Eng.Civ)

Challenges in teaching practice

There are some challenges encountered by educators and learners in the teaching practice. Some of them relate to the conditions of the new country like East Timor such as limited resources and facilities to support the teaching and learning process. Besides that, often-beginning teachers have less self-confidence when they teach for the first time. Moreover, some student teachers do their teaching practice; however, at the same time, they also work in companies, government and NGOs, so they find it difficult to manage their time.

There are some obstacles that student teachers normally face in microteaching class such as the lack of materials for teaching aid that support their teaching practice. Both educators and students should arrange their own teaching materials. Other difficulties emerge such as the students do not only find difficulties in getting references or teaching aid but also find difficulties in time management. When the students do their teaching practice in the class, they normally run out of the time:

"**The main difficulties that we face is time management in teaching, sometimes we speak so quickly, so that we finish the class early and not based on time allocation in the lesson plan. So in the future, we will try to speak slowly and finish the class on my time allocation" (Saturnina).

In this regard, Cullingford (1995, p. 17) asserts that, "The proper organization of time depends on a great deal of planning, and on clearly set out routines in the classroom. The most important principle of organization is the authority of the teacher, the sharing of an agreed set of procedures that the teacher insists upon". In the field teaching practice the ITE students in the schools find some obstacles. What normally the student teachers face is the new environment, limitation of teaching facilities, lack of references, daily presence at schools and sometimes spend their own money. In the new environment when beginning teachers do their teaching for the first time or face the real students, they find difficulties in how to start talking, how to manage the class and how to manage time. The secondary school supervisors explain the obstacles the students encounter in their teaching:

"The students are unfamiliar with the environment so it affects classroom management in the first month of teaching. In this case, sometimes the students do not pay full attention to the prospective teachers so there are difficulties in controlling the class" (Florentino).

All educators and learners recognize the many obstacles they face in teaching practice. The limited resources at the school make the student teachers find it difficult to manage their teaching, for example, the student teachers need to copy materials to deliver to students in the class. The prospective teachers need to spend some money to operate the Internet since it is not free in East Timor. Another problematic aspect is classroom management since in secondary school there are lots of problematic students in the class, so it is difficult for student teachers to deal with them. Under this condition, the supervision from the part of the school supervisors needs to be helpful:

> "The main difficulty that we face is noise in the class and it makes it difficult to start the lesson and to handle them" (Alina).

> "The negative aspect is the students spend most of the time at school because of the school's regulation. Then, most of the students are working at NGOs, institutions and government; as a consequence, some students are facing difficulties". (Nina).

Other challenges are the different systems of lesson plans that student teachers receive at the university and the lesson plans from some secondary schools. In reality, the lesson plan designed in the university is the one that is updated, so sometimes the secondary schools are not adapting it. Vieira, Flores, Silva, and Almeida (2019, p. 51), assert that, "As for pedagogical renewal, some university supervisors point out mismatches between university and school cultures, which may reduce the transformative power of inquiry". As a university supervisor recognizes,

> "The students get confused because the lesson plan that they got from the university is sometimes different from the one the secondary school supervisor gave to them. In this case, the students need to only adjust themselves with the school system". (Martina).

Another challenge regards the student teachers that are released to the various secondary schools. The secondary schools in East Timor consist of vocational schools/technique schools and normal secondary schools. For example, some of the student teachers, if they do their teaching practice in Mechanic Secondary School; certainly, the school manuals´ language is in technique:

> "The difficulties that we face are language because what we learn from the university is language for education. However, when at the school, we have face language for technicians". (Nito).

Finally, some student teachers find difficulties in the distance from the schools and where they live. Besides that, the road to the school in the remote area is bad because the government has insufficient budget to fix the road. So students and teachers spend more time to get at schools:

> "The obstacle that I face is the long distance from my home to the school. Then, the road to the school was so bad and I had to spend one-hour driving. In this case, sometime I was late to my class teaching". (Noronha).

Conclusion

Without teaching practice, the student teachers could not improve their knowledge and skills in teaching. Teaching practice enhances the professional development of the student teachers' self-confidence in applying various kinds of teaching methods in class. Then, a guidance from both school and university supervisors are very important factors to determine the successfulness of the students' teaching practice. Moreover, by evaluation or feedback from supervisors, student teachers can lead the student teachers to be like real professional teachers. Furthermore, even though, the student teachers and teacher educators are working hard to achieve the goals of teaching practice however, there are still some obstacles related to the students' condition and lack of adequate facilities. Lacking of facilities can bring unsatisfied result both educators and students.

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