

# Reflective Practice Experience of an EFL Student Teacher during Practicum

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## Abstract

This qualitative single case study focuses on the reflective practice experience of a university student teacher while doing her practicum at a secondary school in an EFL teaching context in Yemen. It addresses the steps and strategies followed by the student teacher to examine her teaching practice for professional development. The data were mainly collected from interviews with the student teacher and her supervisors during practicum. The results revealed that the student teacher made some attempts to examine her teaching practice, especially parts she faced difficulty in. Also, the findings showed a limited guidance from the supervisors to encourage the student teacher to reflect on her teaching practice. Based on the findings, it is suggested that EFL student teachers should be first trained to systematically reflect on their teaching practice during their preparation stage and then encouraged and engaged in reflective practice during practicum to enhance their reflective practice experience.

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## INTRODUCTION

Reflection has been numerously defined and interpreted by scholars; however, there is a common view among these definitions. It involves thinking about things for better understanding. The term is used in academic research to mean a form of mental processing (Moon, 2013). Pisapia (2009) regards it as the ability to form conclusions on what happened in the past or is happening now based on perceptions, experience and information to assist in guiding future actions. Thus, it is a process in which the student teacher passes through reflective phases to think of an event for better future practice.

Reflection on teaching learning process may take different shapes and passes through various levels. Al-issa and Al-bulushi (2010) state that “reflective teaching has been considered in the literature in English language teaching in particular as a substantial tool for student-teachers and teachers to use to understand the complex contexts of the English language and the social conditions that influence its teaching” (p.41). It could be viewed as a social process of negotiation or collaborative sense-making that enhances their cognitive development as they collaborate with experts and peers (Asmawi, 2008).

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Researchers such as Akbari (2007); Killen (2007); Al-issa and Al-bulushi (2010); and Taole (2012) have shown the significance of reflective teaching in student teachers' practice. For example, Akbari (2007) indicates that through reflective teaching, student teachers can recall their gained knowledge and, based on different practised situations, could make informed choices. Another significance, as illustrated by Killen (2007), is that reflection helps student-teachers to be contributors to educational knowledge in which they can "develop insight that will help them and their colleagues to better understand teaching and learning" (p. 2). Similarly, Taole (2012) points out that the student-teachers can contribute to the body of knowledge as they reflect on their teaching practice, assist one another through collaboration among them, and enable them to participate in their own teaching development.

Basically, student teachers should be trained how to effectively reflect on their teaching practice. Thus, they can integrate their performance with decision-making, understand and adapt to change in unexpected circumstances (Killen, 2007). However, if they fail to reflect upon their practices, they will not teach effectively since they do not relate on what they have already known and learned to their practical experiences (Braun & Crumpler, 2004). This study examines the experience of a student teacher's reflective practice during practicum at a secondary school in Yemen through the lens of reflective practice theory.

## LITERATURE REVIEW

### 2.1 Theoretical Background (Reflective Practice Theory)

Historically, reflection is traced back to the work of Dewey (1933) who defined it as "the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it" (p. 9). He refers to the reflective practice as an intelligent action, important to make changes in the teaching process through the reconstruction of experiences (Pedro, 2005). Based on Dewey's work, Schön (1983; 1987) developed his theory, reflective practice for practitioners to mean the way of recapturing an experience, mulling it over, then attempting to evaluate and reconstruct that experience (Loughran, 2002). Schon expands 'reflection' to consider knowledge in action which is central to the growth and development of all professions. Concerning the teaching profession, Schon (1983) emphasizes the role of the teacher's knowledge to react to different problem-solving processes. Therefore, in the interest of this study, reflection is used in an educational setting, particularly when a student-teacher reflects on teaching experience during practicum for professional development.

Schön (1983; 1987) distinguishes between two types of reflection: reflection-in-action and reflection-on-action. This classification is basically emphasized on the context and time in which reflection takes place (Pedro, 2005). Reflection-in-action is embedded in the action itself and is perceived as a response to an unexpected event. Reflection-on-action, on the other hand, happens after a certain event has taken place, either through verbalized or non-verbalized thought. Hall (1997), in turn, lists three levels of reflection-on-action. The first is descriptive or 'random' which is concerned with describing events and providing justifications for their occurrence to seek better practice. Descriptive reflection is considered the lowest level of reflection (Strampel & Oliver, 2007) which does not always occur (Al-issa & Al-bulushi, 2010). Strampel and Oliver (2007) considered students who reach this level of reflection are at the beginning stage to understand and make meaning to the material presented to them, but "they most likely will not be able to apply their understanding to different contexts" (p.975).

The second level of reflection is deliberate (Hall, 1997), or as it is named by Strampel and Oliver (2007) as dialogic in which students can re-evaluate their experience and use their previous knowledge to analyze the situation critically (Al-issa & Al-bulushi, 2010). Thus, students in this level of reflection can search for meaning, come to an understanding, and apply new knowledge (Strampel & Oliver, 2007). They "might demonstrate this level of cognitive ability by distinguishing between various parts, breaking material into constituent parts and determining how the parts relate to each other and to an overall structure or purpose through differentiating, organizing, and attributing" (p. 975). The third level of reflection is of a more 'critical' nature (Hall, 1997) in which students can evaluate their new knowledge

and decide what they should do next (Strampel & Oliver, 2007). "They at this level reach deeper levels of learning and develop an ability to evaluate and/or judge the value of the existing ELT context from those three perspectives, which leads them to make decisions about the necessity of change in action" (Al-issa & Al-bulushi, 2010, p. 42). Although the above-mentioned levels of reflection seem to be different, they complement one another. Therefore, student teachers who are trained on these levels are expected to gradually move from one level to another.

Akbari (2007) argues that reflection-on-action is the most commonly used type of reflection and practised in universities and educational institutions as it is normally practised collectively with the help of supervisors. Despite differences and preferences, the two types are based on a problem or, as Munby and Russell (1990) call, puzzles of practice. Therefore, both can be practised by practitioners depending on their needs, suitability and applicability.

Another important distinction made in Schön's (1983; 1987) reflective practice is that between technical rationality and tacit knowledge which could be characterized as the theory-practice gap. Schön (1983) believes that reflection starts in working practice, especially in those areas where practitioners are confronted with unique and confusing situations. Schön views that they can develop tacit knowledge based on real-life experience. The world practice is where theory is practically applied, tested and evaluated. It is considered the starting point to determine areas for reflection in order to improve practice (Rodman, 2010).

Reflective practice theory by Schön (1983; 1987) is meaningful and significant to highlight and explain the reflective processes of the student-teacher in this paper. It supports the intention of the study to understand the student teacher's reflective experience during practicum. As it assumes that reflective practice takes place where the construction and reconstruction of experience take place and focuses on how a reflective teacher generates professional knowledge by appreciating features of action settings at school.

## 2.2 Related Studies

Literature reveals that reflective practice has become a very popular concept within teacher education programs. Thus, it has been embraced as an important educational paradigm and supported in teacher education and development programs (Farrell, 2016). In fact, there is a consensus among scholars that reflective practice is beneficial for teachers in general and novice teacher (student teachers in this study) in particular as they attempt to consciously stand back, examine, adjust and reconstruct what happened during their teaching practices. Several studies were conducted on ESL/EFL teacher education and addressed reflection on teaching, its importance and variant strategies for implementing it. For instance, Al-issa and Al-bulushi (2010) reported that the EFL Omani student-teachers were trained to apply different strategies for them to effectively reflect upon their teaching practices. The findings showed that the student teachers used reflection through self-evaluation, formal instruction, observation, practical experience and research during teaching practice. However, the researchers argued that there was a lack of coordination among trainees when they selected and implemented these approaches and strategies. In a different context, Taole (2012) investigated the reflective experiences of eight student-teachers who were enrolled in a language teaching program in South Africa. Findings revealed that reflective teaching is considered a challenging task since they could not see problems and acknowledge their shortcomings in their teaching practice. However, they believe that there are some ways by which they could enhance their reflective practices; such as, the use of teaching media, different teaching methods and collaboration among colleagues. Likewise, Mukeredzi and Mandrona (2013) reported the experience of a group of Bachelor of Education student teachers who participated in a four-week teaching practice in a rural South African school. The main interest of the researchers is to explain the way student teachers experience teaching practicum. The researchers used the student teachers' reflective journals and the audio-taped collaborative reflection sessions to collect data. Findings of the study revealed that the student teachers were discontented with the school which, to them, was unsupportive; whereas, classroom practice and collaborative reflections were beneficial for them.

Besides, Chien (2014) analyzed the pre-service English teachers' learning and reflection in Taiwan.

Chien reported that the pre-service teachers had never experienced simulated teaching practice and oral interviews. They relied on comments of their instructors and peer and observation of classmates' presentations to evaluate their teaching practice. Additionally, Susoy (2015) studied the use of video recordings in the classroom to enhance reflection among EFL pre-service teachers. They were asked to keep a reflective journal after they had been trained how to write and what to include in it. Susoy concluded that the pre-service teachers got benefits from watching their own videos of teaching and became more aware of the classroom teaching. They criticized themselves as teachers aiming to understand their shortcomings. Ashraf, Samir and Yazdi (2016) added that EFL Iranian teachers' reflective practised four underlying factors of reflection including practical, cognitive, Meta-cognitive and affective factors. These factors significantly contributed to improving the teaching practice and positively changed the students' attitudes towards learning the language.

Studies also considered the role of supervisors in guiding the student teachers to reflect on their teaching practice. For instance, Farrell (2007) emphasized the need of giving preservice teachers the chance to articulate their expectations of practicum before they go on teaching practice and involving them in the critical reflection throughout the practicum. Also, Yang (2009) noted the importance of the supervisors as facilitators to stimulate the student teachers' critical reflection. Yang argued that the student teachers tended to be more descriptive in their reflections than critical. Perhaps it is a way to avoid offending others and damaging friendships. Most importantly, Waring (2013) asserted that the supervisors' feedback during a post observation session can promote teachers' reflection. Waring suggested the supervisor talk to foster a real understanding of the issue which might lead to reconsider a pedagogical practice or relate a difficult event in proceeding a certain behavior change. Similarly, Yuan and Lee (2014) found that encouraging the student teachers to reflect on their teaching practice during the post-observation discussion with peers can influence and lead to changes their principles, knowledge, and practices.

The findings of these studies have a common conclusion that reflection helps the teachers in general and the student teachers in particular to develop their teaching practice. However, these studies do not sufficiently inform the interest of this study because they are generally investigating the ways for conducting the reflective practice without addressing the process and the supervisors' supporting roles in enhancing the student teachers' reflective practice. Thus, the review of the literature suggests that studies on the process of reflective practice experience are scarce and ongoing. Also, to the best knowledge of the researcher, there are no studies conducted extensively so far on the Yemeni EFL context. Therefore, this study looks for a deep investigation of the reflective practice experience of an EFL student teacher while she was practising teaching at a secondary school in Yemen.

In the Yemeni context, the EFL student teachers are assigned during their last year of the university study to the nearby primary or secondary schools to complete 12 weeks of teaching practice. They generally have a good performance in their study courses; however, most of them encountered difficulties in their teaching practice (Al-Majeedi, 2003; Al-Musalami; 2011; Zuheer, 2013). One of these difficulties, as reported by Al-Jaro, Asmawi and Hasim (2016), was the insufficient training during preparation and the inadequate guidance to reflect on their teaching practice during practicum. Thus, they ignore ways to enhance their teaching practices which might affect their teaching quality. This contradicts with research which has considered the reflective practice a significant aspect of teachers' professional development to promote their teaching knowledge and practices (Farrell, 2012; Harmer, 2015; Liu, 2012). Therefore, this study is an endeavor to further investigate reflective practice experience adhered by the Yemeni EFL student teacher during her teaching practice at schools. It addresses the issue of reflective practice experience and the steps followed by one student teacher during her teaching practice. It seeks to answer the following question: How does the EFL student teacher experience reflective practice during practicum?

## **METHODOLOGY**

This study adopts a qualitative research design using a single case study approach. A qualitative research is "an umbrella term for a rich array of research practices and products. It is used to explore,

describe, or explain social phenomenon to build a depth understanding of social life” (Leavy 2014, p. 2). It is a way for understanding and exploring the meaning that a person or a group of people ascribe to a social or human problem (Creswell, 2007). Therefore, the qualitative design is the most appropriate in achieving the aim of the study. Within this qualitative approach, the case study design is used to provide an in-depth description of the process reflective practice experience during practicum. A case study is a deep exploration and analysis of single unit or bounded system in which the case is separated out for research in terms of time, place, or some physical boundaries (Creswell, 2005). Also, a case study is more suitable when the researchers focus on a programme, event, or activity involving individuals and “they may be more interested in describing activities of the group instead of identifying shared patterns of behaviour exhibited by the group” (Creswell, 2005, p. 439). It is beneficial especially in the first stages as it presents a thorough description of the experience of the participants to identify categories and themes to describe the case and introduce contemporary issues for future studies (Gravetter & Forzano, 2003). Therefore, a qualitative case study design is suitable to be employed in this study because it comes up with a rich description and explanation of the reflective practice experience.

### **3.1 The Participants and Research Instrument**

Nada (a pseudonym), the case in this study, is a student teacher at the Department of English, Faculty of Education, at a governmental university in Yemen. Nada was in the last year and doing her teaching practice at Al-Nama (pseudonym) secondary schools for girls. She was given two first secondary school groups to teach English language subject with five classes per week for each group. She was supervised by four supervisors to assist and evaluate her teaching performance during practicum. Nada’s supervisors were two school supervisors and two university supervisors. The first school supervisor was the cooperating teacher who was the principal teacher and taught the English subject in the school. The other school supervisor was the school headmaster. Additionally, two university supervisors were assigned as advisors and evaluators. One was affiliated with the English Department and called ‘academic’, and the other was a lecturer at the Department of Educational and Psychological Sciences at the faculty. Therefore, the four supervisors were selected as participants in this study.

Data were collected through semi-structured ‘one-on-one interviews’ (Creswell, 2012) and conducted during the second semester of the academic year 2016-2017. The interview guidelines were developed for the purpose of the study. They included a list of questions to obtain information about the process that the student teacher had followed to experience reflective practice. Similarly, some questions were asked to the supervisors to only investigate their supporting roles in enhancing the student teacher’s reflective practice. All the developed interviews were then subjected to a few pilot interviews with some other student teachers and supervisors. The respondents’ feedback provided a useful reference for modifying the interviews questions.

### **3.2 Data Collection**

During the study, Nada was interviewed three times; at the beginning, middle and end of her teaching practice at the secondary school to examine her reflective practice experience. The data collection stage was carried out during three months from April to June 2017. Triangulation was also established through interviews with her supervisors. After the interviews were conducted, they were transcribed, and each interview transcript was labelled as Nada interview transcript (NIT1, 2, 3). Then they were saved as a rich text format and loaded to the Computer-Aided Qualitative Data Analysis Software (CAQDAS), Atlas ti 7 for analysis.

### **3.3 Data Analysis**

For the purpose of data analysis of this study, Braun and Clarke’s (2006) six phase thematic analysis was chosen: 1) familiarizing with data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report. These phases were used as a guide to

provide a straightforward step-by-step way to conducting a thematic analysis.

It is worth noting that all the developed codes and emerged themes with their related excerpts were marked and numbered automatically by the software to easily retrieve them when needed. Thus, each of the following excerpts is given two numbers where the first number is the number of the file in the software, and the second number is the number of the quotation in the software.

## FINDINGS

Four themes were mainly identified from the analysis of Nada interview transcripts. The supervisors' interview transcripts were used a supplementary data to support the findings. The following sub-sections describe how Nada experienced reflection on her teaching practice that aimed to answer the study question. Identifying each theme made it easier to capture related excerpts as evidence. Therefore, the gathered data excerpts for each theme were utilized and organized into a coherent and detailed analysis. Figure 1 below shows a visual representation that is referred in the thematic analysis as a 'thematic map' Braun and Clarke (2006).

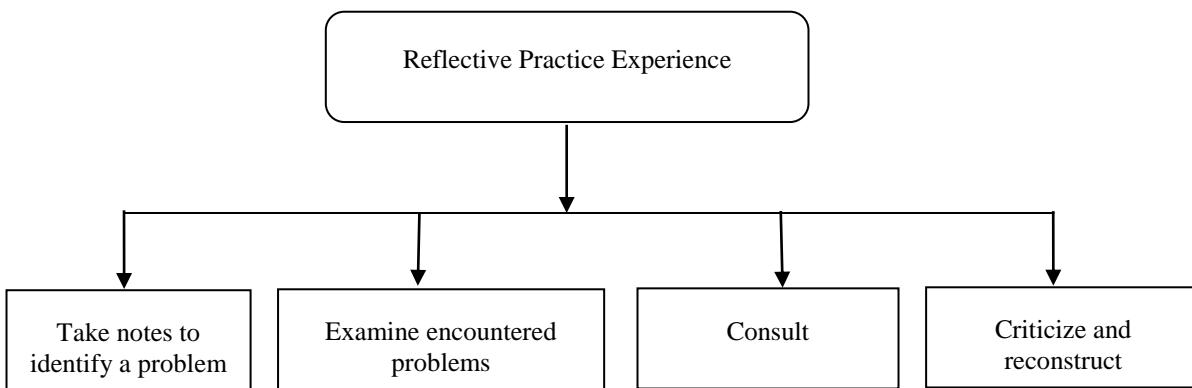


Figure 1. Reflective Practice Experience Thematic Map.

### 4.1 Take Notes to Identify a Problem

The teaching practice experience at the secondary school provided Nada with a chance to reflect on her teaching practices for professional development. She attempted to examine some of the encountered teaching problems through negotiation with her peers and teachers at the secondary school. She shared her teaching experience and the difficulties and recorded some notes during the discussion session which were beneficial for her next classes. The following excerpts record her initial attempt to reflect.

*Sometimes when I feel that the lesson is quite difficult, or the students don't understand a certain part of the lesson, I take notes. It is an indicator that something went wrong with my class and I have to examine. I first have to understand my difficulty, then ask what other teachers are doing in such situations. When I sit with some teachers during the break, we discuss and share our teaching experience. I can ask them about their experience in dealing with such problems I faced, and everyone can suggest some solutions (NIT1 – 4:36).*

Recording some notes on teaching practice helps Nada to avoid the encountered problem or apply an alternative teaching method if the applied one was ineffective. She recognized that teaching the same lesson with another group was a good test for her to identify the weak and strong points of her previous lesson. Thus, she could improve her way of teaching through examining these weak points. She said:

*As I teach two groups, when I teach the lesson for the first time, I do it in a good way. But when I teach the same lesson with the other group, I do it better because I know what my weak and strong points are. After that, when I come back home, I tried to record my weak points seeking to find out what are the causes and solutions. And this usually happens when I did not prepare well for the lesson (NIT2 – 9:57).*

Actually, Nada was only asked by her academic university supervisor to keep notes about her teaching practices. This was reported by Nada academic university supervisor when asked if he requested the student teacher to keep notes, a diary, journal, or portfolio about her teaching practice experience. He answered:

*I advise her to try to take notes, try to update herself with the new knowledge, so this might help her improve her teaching performance. I ask her to take a copy of my notes paper. This paper contains a lot of remarks and advice and some comments on her teaching performance. The mistakes that she might have committed, I highlighted them on a piece of paper, then I meet her, and I discuss that with her and give her a chance to keep a copy of these remarks with her so that she can refer to it any time and try to rectify herself in future (AUSIT – 12:8).*

However, the other three supervisors did not guide Nada to keep notes about her teaching practice which might be attributed to the limited number of classroom observations they had carried out during her teaching practice.

## **4.2 Examine Encountered Problems**

As stated by Schön (1987) reflection begins when a practitioner recognizes the educational dilemma or the emotional discomfort that exists in response to his professional experiences. Nada examined the encountered problems by first describing them and providing a justification for the occurrences to seek for better practice. She, at the beginning of her practice, reflected after the classroom teaching by writing some notes to be evaluated later at home. She said:

*I write what I have faced at the end of the class to remember it at home. I try to find solutions for that problem by referring back and reading up some related material in which I can find something useful. I usually refer to some handouts for the university courses especially Practicum course (theoretical) in which there is a list of teaching problems with solutions. That was, to some extent, helpful for me to overcome some problems. If I cannot find any solution, I consult my cooperating teacher and the school headmistress in the next day (NIT2 – 9:61).*

Later at the end of her practicum, Nada was able to reflect ‘on her action’ if the same or similar problems occurred. This was because Nada had developed her pedagogical knowledge and constructed a good background of such problems which helped her to make a quick decision in dealing with that problem. That was clear in the following response from the third interview:

*Sometimes, I reflect during the class and sometimes after the class. It depends on the problem or the difficulty of teaching. Sometimes I can easily handle the situation in the class especially when I deal with a same or similar problem I faced before. But some other times, if I noticed that I cannot handle it immediately and I need enough time to think and find appropriate solutions (NIT3 – 13:78).*

## **4.3 Consult**

It was interesting to note that Nada used more than one means and consulted more than one expert to get solutions for her encountered problems. She consulted her supervisors especially her cooperating teacher as she had taught the same subject for many years. The cooperating teacher, in turn, confirmed that Nada had consulted her for most of the difficulties she faced during her teaching practice. She

acknowledged that:

*She came to me claiming that she could not teach well the huge number of students (around 70 students) in one class. I tried to guide her in an appropriate way to deal with such situation. For example, she should raise her voice during teaching. Her voice should be clear and audible to attract the students' attention. She was advised also to divide the class into groups to easily manage the students' behaviour. Moreover, she was annoyed by the students' handwriting and correcting their home works. They were very messy and confused. Furthermore, the student teacher faced a problem with the students' level. They were unable to read in English. I advised her to include participation and reading in the class from the final evaluation of the subject. This would make most of the students participate to avoid losing marks (CTIT – 5:3).*

Similarly, the educational university supervisor stated that Nada had faced many problems during practice. Thus, she consulted him to get some solutions for these problems. He uttered:

*Many problems occurred during practice and the student teacher came to me asking for solutions to these problems. I usually offer help and instructions to guide her. This means that the student teacher examines her teaching practice and does self-assessment, but it is in an indirect and non-obligatory way (EUSIT – 8:43).*

Nada also preferred to learn from others' experience especially her peers; student-teachers at the same secondary school or other schools. She observed some of her peers' classes and provided them with some comments and they did the same for her. She also read up her peers' notes which they had taken on their teaching practices to see how they dealt with their encountered problems. She said:

*I took my friend's notes. She wrote some notes on her teaching, and I had a look at her notes. After that, I asked her if she had the same problem and how she dealt. We discussed them together. But, generally, she focused on her performance and how to get improved, but all my problems were related to my students and how to teach them (NIT3 – 13:73).*

Nada also listened to her mother's advice and suggestions. Her mother is a retired science teacher, and she was a good reference for Nada to refer to when she faced a teaching difficulty. Nada stated:

*I take my mother's advice because she is a teacher. She is a teacher of science subjects, but I have consulted her when I deal with some teaching problems. She has a long experience in teaching, and she is retired now. By the way, I got to benefit from her in planning my lessons as we have not enough practice on writing plans during our study at the university (NIT3 – 13:69).*

Additionally, Nada preferred to use the internet and online chatting to get instant feedback from different people who faced similar teaching problems. She admitted the ineffectiveness of some of the offered solutions as they are not applicable to her teaching context. Nada said:

*I refer all the time to the internet to get some solutions for my encountered problems. I search for some websites that talk about that problem and the solutions. It was not effective all the time, but I got some advice and suggestions from people who share their ideas about the same situations (NIT3 – 13:69).*

#### **4.4 Criticize and Reconstruct**

Nada also incorporated the knowledge of the learners into her reflection. She matched the solutions and suggestions received from the consultation stage with the level of her students and selected which was suitable and applicable. She stated:

*I usually consult my cooperative teacher, and she gave me some ideas and solutions. If I didn't agree with her, I tried to go to another teacher. I linked between my students' level and that opinion. If it is suitable for them or not. If it is not suitable for them, I didn't apply. Because I think, if I applied something which is above their levels, it will not be effective,*



*and the problem will remain. Also, I have to think if this suggestion could be applied in our context or not (NIT3 – 13:72).*

Equally important, Nada admitted the importance of her reflective practices in understanding the encountered teaching problems which might influence her teaching practices. Therefore, she tried to overcome them within the available context. Nada was able to evaluate most of the teaching problems she faced, but some of these could not be solved. However, the reflective practice would enable her to think of these in future. This was highlighted in the following excerpt:

*I was able to evaluate the problem, but I couldn't solve that problem as I wish. I usually think of the level of the students and if the solution is appropriate for the level of the students, I can apply and if not, I just leave it. Therefore, not all the encountered problems were reconstructed, but I tried my best to overcome them. That will help not only the present time but for the future and for my children while teaching them (NIT3 – 13:78).*

## **DISCUSSION**

With reference to Schön's (1983; 1987) reflective practice theory, the student teacher, to a substantial extent, was able to follow steps to reflect on her teaching practice for professional development. She attempted to reflect on her teaching practices although she was not systematically do that as part of her final evaluation. First, she examined the encountered teaching problems by identifying, describing them and justifying their occurrence to seek for better practice. Second, she consulted her supervisors and peers whom would provide her with some suggestions and solutions for teaching problems. Third, she examined and criticized these suggestions through considering their suitability for her students' level and applicability for the teaching context before applying them next classes. Fourth, she admitted the importance of her attempt to reflect on teaching practice to better understand the teaching context and the problems encountered. Although she was unable to overcome all her teaching problems, it was a good experience for her to think of her professional development in the future.

The findings of the study revealed that the student teacher was able to independently reflect on her teaching practice when she examined her encountered problems, consulted her cooperating supervisor and peers for solutions and suggestions for better teaching practice. This result is congruent with the findings by Al-issa and Al-bulushi (2010) and Taole (2012) that self-reflection is a good strategy to enhance beginning teachers' reflective practices. It was also indicated in the findings that the student teacher had tried to describe the encountered teaching problems and justify their occurrence to seek for better understanding of her teaching practice. This result is allied to Yang (2009) who argued that the student teachers tended to be more descriptive than critical while reflecting on their teaching practice. This also indicated that they need more time to explore, examine the different choices they made about their teaching practice and reflect on their theories.

More importantly, the study findings reported the insufficient supervisory support to encourage and guide the student teacher to reflect which might limit her reflective practice and consequently affect her teaching practice. This result supports previous research studies (Waring, 2013; Yuan and Lee, 2014) that emphasized the role of supervisors to foster the student teachers' real understanding of their teaching practices, influence and lead to changes in their principles, theory and practice. In fact, encouraging and engaging the student teachers in reflective practice would enhance their reflective ability and assist them to gain new insight of their practice (Farrell, 2016).

## **CONCLUSION**

This study focuses on the reflective practice experience of an EFL student teacher's reflective practice during practicum at a secondary school in Yemen. It is an effort to follow the steps that the student teacher had followed to reflect on her teaching practice during practicum. It appeared that the student teacher had shown some ways to examine some of the encountered teaching problems. However, she might need more time to reflect on her pedagogical knowledge and be able to transform it during

practice. It was found that one challenge faced the student teacher is the limited supervisory support to guide her reflect on her teaching practice. Therefore, the current study highly recommends that the teacher education programs should consider the reflective practice and engage the student teachers to reflect on their practices to promote their professional development.

In conclusion, it is worth noting here that this study has some limitations. Thus, it is acknowledged that the study findings are limited to the study context and cannot be generalized to other contexts. This case study only concentrates on one student teacher engaged in EFL teaching practice, and therefore it is difficult to generalize, as it is also the case for most single case studies. Thus, a future study is suggested to examine more cases' reflective practice experience. Another limitation is the study context which is EFL teaching context in Yemen. Therefore, similar studies are recommended to be carried on other cases in similar EFL contexts and compare results. Despite these limitations, this study would provide some insights for similar educational contexts, useful suggestions and valuable information for educators, program directors and decision makers.

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