

Supervised Student Teaching: an integral part of Teacher Education Programme

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Abstract : This study explores the concept of supervised student teaching and its significance in the curriculum of teacher education programmes, as a part of Master's degree, offered by different universities of Bangladesh. A small-scale survey was conducted through a questionnaire in Google form to find out about the effectiveness of supervised student teaching and how it should be included in the curriculum. The respondents of the survey were Secondary/Higher Secondary school teachers, Teacher Trainers and ELT practitioners. While differences between practicum and supervised student teaching may be highlighted, this study discusses the current practices of practicum in different universities of Bangladesh, which are inadequate and thus ineffective. A description of existing supervised student teaching programmes in the neighbouring countries of Bangladesh is discussed too. Finally, this study proposes that supervised student teaching should be introduced as an integral part of the existing Masters curriculum of all universities.

Key-words: supervised student teaching, student teacher, teacher quality

Introduction

Both leading public and private universities of Bangladesh have been offering M.A in ELT/ TESOL for more than 25 years. This English Language Teaching programme includes a practicum that involves classroom observation, micro-teaching experience along with lesson planning. This limited experience of teaching seems inadequate to prepare novice teachers to face the real classroom settings by many ELT practitioners, teacher trainers, and teachers of Secondary and Higher Secondary levels. In this respect, a full course on supervised student teaching (SST) seems to be the right choice to

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be included in ELT programmes. Although it is a very important and integral component of any teacher education programme and a compulsory course in North American universities, it is not getting the importance it deserves by the curriculum designers of Bangladesh.

Supervised Student Teaching

In order to get a clear idea about the concept, let us first find out what is meant by supervised student teaching. Generally, supervised student teaching is practiced as an internship for novice teachers. It is considered to be an important, highly valued experience and critical to the development of pre-service teachers' pedagogical skills by many educators (Richardson-Koehler, 1988). It actually requires a student teacher to undertake the practice of teaching before graduation just to be assessed in the field of actual teaching before certification.

Student Teaching vs. Practicum

Teaching Practicum is a part of a teacher education course while supervised student teaching is a full 3-4 credit course. In practicum, students observe other teachers' classes and usually teach only one demonstration class. This inadequate simulated experience is not sufficient to prepare them for real classroom teaching.

In a supervised student teaching course, students are required to take a good number of classes along with observing cooperating teachers' classes and keep a reflective journal throughout the semester which continues for one semester. These activities make them feel confident to overcome real-life classroom challenges and they are expected to become well-trained teachers after completing this course. Because of this reason, a full-time teaching internship is needed for teacher development.

While teaching practicum is a common way of developing teaching skills in Bangladesh, supervised student teaching is quite an unfamiliar approach to be integrated with a teacher education programme. To observe the format of practicum in various leading universities (both public and private) of our country, we examined the requirements for practicum of four (4) universities, namely

Department of English, University of Dhaka (DU), Institute of Modern Languages (DU) & Institute of Education and Research of DU, Jahangirnagar University, University of Information Technology and Sciences and American International University of Bangladesh.

M.A. in Applied Linguistics & ELT (though the programme name may be different) is offered by one department and two institutions of the University of Dhaka. In the English department, students are required to take only one demonstration class in the whole semester along with submitting a lesson plan and classroom observation report of an English class from any educational institution of their choice.

The Institute of Education and Research (IER) of the University of Dhaka has a course titled 'Internship' in M.A in TESOL, which requires the students to teach in an educational institution for six months under the supervision and guidance of experienced teachers/administrators of the respective institution. The learner ultimately comes up with an individual 'product' or 'internship report' on the selected area of programme or project. Each student performs his/her activities under the joint supervision of one of the teachers of the Department of Language Education (LE) and one professional of the organization.

Institute of Modern Languages (IML) of University of Dhaka, follows a rubric for teaching practicum assessment of M.A students. They observe classes and assess the lesson plans of students. Students' microteaching is also evaluated including reflection and peer feedback. Teachers also check their students' analytical skills and how they discuss their issues of practicum experience.

In Jahangirnagar University, the M.A in Applied Linguistics & ELT programme has a 4 credit course titled "Instruction in the Basic Skills" - in which students are required to take a demonstration class once in any educational institution for final assessment and evaluation, they need to submit a video recording of the class along with a lesson plan and a journal for final evaluation.

For practicum, University of Information Technology and Sciences (UITS) requires the students to take two demonstration classes in

the form of 3-4 poster presentations in a semester for the assessment.

On the other hand, in American International University of Bangladesh (AIUB) at the undergraduate level, the students of the English department are required to observe at least 4 classes and take 4 classes in an assigned school. It is a 3-credit course in which they have to submit lesson plans, a class observation report and a reflective journal. Along with this, for the viva voce examination they have to present the whole report as a part of their thesis defense.

Background of the Study

Teachers are considered the backbone of any society. They not only teach students foundational skills for career purposes but also make efforts to teach their students how to think critically, to improve interpersonal skills, and to have a sense of social responsibility. Therefore, it is not difficult to admit that teachers' qualities should be one of the first priorities to ensure quality education. As stated by the last educational policy of Bangladesh (2010), teachers have been mentioned as the key to ensuring quality education in every educational policy. So, if teachers are provided with necessary training like supervised student teaching, they will be able to ensure the quality of education among the students in Bangladesh.

Statement of the Problem

It has been observed that even after receiving formal education for twelve years (12), the students' proficiency in English is very poor. It is likely to be a reflection of the absence of inadequate teacher training and the lack of students' proficiency in English. According to an ADB project titled "Teaching Quality Improvement in Secondary Education in Bangladesh" (Asian Development Bank, 2015), the Government of Bangladesh has acknowledged the challenge to improve the quality of secondary education. From 1999 to 2003, the rates of dropout in secondary grades (6-10) stood at 44% and 38% at higher secondary grades (11-12). Sadly, the pass rates appeared to be low at 36% for the Secondary School Certificate and 27% for

Higher Secondary Certificate. These indicators point to a serious issue with educational quality, which is brought about by poor instruction, insufficient funding, or a dearth of supportive conditions. Through the revitalization of the current, underutilized network of teacher-training colleges and institutions, the project aimed to improve teaching standards across the sector.

Rationale

The study aims to focus on finding a proper solution for novice teachers who would be ready to face the real classroom setting. This study emphasizes the importance of a 3-4 credit course for M.A. students in ELT programme titled “Supervised Student Teaching”. Through a small-scale survey, this study reemphasizes the significance of Supervised Student Teaching which may be considered as an internship for student teachers.

Literature Review

Byrd and Fogleman (2012) claimed that there is insufficient research on supervision in pre-service teacher education while there has been a good number of research on supervision for in-service teacher education. Besides, the emergence of the goals and frameworks for teacher education is still ongoing. They also commented on research in pre-service teacher education that has always been sporadic and disjointed.

On the other hand, Cuenca (2012) found that eminent teachers can achieve personal practical knowledge about the field of teaching through the space created by the student teaching experience. Therefore, Wideen, Mayer-Smith, & Moon (1998) and Wilson, Floden, & Ferrini-Mundy (2001) affirmed in their findings that attitudes among teacher candidates can shift significantly while they go through focused and well-structured field experiences.

In particular, according to several studies done by Burn, Hagger, Mutton, & Everton (2003); Caires & Almeida (2005); Shkedi & Laron (2004) and Smagorinsky, Jakubiak, & Moore, (2008), teacher candidates are provided with innumerable opportunities to improve new understandings of the aspects of teaching such as pedagogy,

content matter, students, and the social context of schools while they are introduced into classroom life. However, Grossman, Hammerness, McDonald & Ronfeldt (2008); Hammerness (2006) considered the student teaching experience more compelling in the period of the teacher education programme's vision of teaching and it is consistent with the comprehension developed in the field. Besides, Cuenca (2012) stated that there are several factors that influence coherence between a teacher education programme and a student teaching site, but the university supervisor has the biggest responsibility for assisting student teachers in integrating the concepts they have learned in the classroom because they are the programme's ambassador during the student teaching experience. In contrast, it is exceedingly difficult to implement a pedagogy that not only connects with campus-based teacher learning experiences but also takes into account the contextual realities of student teaching.

Moreover, in the views of Zimpher, deVoss, & Nott (1980), student teachers' technical skills (subject matter and pedagogical knowledge), clinical skills (practical reasoning and problem-solving), personal skills (intra and interpersonal abilities), and critical skills make up the entirety of what to look for and evaluate in teaching practice (recognition of social, ethical and moral issues). According to the study of Richardson-Koehler (1986), when some supervisors were asked what traits student teachers should possess, they mostly mentioned personal traits like adaptability, eagerness to spend time, commitment, subject matter, and competence. Other supervisors made reference to classroom management abilities including planning and small group management, as well as positive dispositions.

Research Question

1. What are the common problems teachers face while teaching?
2. What is the significance of supervised student teaching and to what extent it is important to train up student teachers?
3. Is it pivotal to make supervised student teaching compulsory and what can be done to implement it?

Theoretical Framework

To ensure the quality of education, we must put efforts to train teachers how to teach effectively. Hence, we might adopt “the reflective model” suggested by Wallace, Bau, and J (1991). The reflective model focuses on getting novice teachers to observe or teach lessons, think back on their experiences, reflect on them on their own or with others, and then put those theories into practice. This cycle of reflective teaching aims for ongoing development of individual ideas of action (Schon, 1983). According to ELT curriculum developed by different universities in Bangladesh, curriculum developers included practicum course based on the reflective model. But in reality, it does not seem enough to prepare novice teachers to teach efficiently in a real classroom setting. Therefore, we can modify this reflective model by designing a separate course for student teachers. Implementation of this course is expected to bring a change in the perception of student teachers.

Present scenario of SST

Paulsen and Schmidt-Crawford, (2017) advocate that the pre-service teacher preparation programme, which plays a significant role in preparing new teachers, must include student teaching as a vital component. Here we have observed the present scenario of SST in some of our neighboring countries. First of all, in India, supervising student teaching is “practice teaching” as it denotes a term of apprenticeship for a student teacher who receives training in the job of teaching in a real classroom setting connected to a school while being supervised by experienced professionals (Singh, Ahmad, Pandey, & Singh, 2014). Besides, they mentioned a review done by the Education Commission of India in their study that unsupervised or inadequate supervision of student teachers is common. They should pay close attention to each and every teaching skill as well as each of its components while completing this programme in order to properly comment on student teachers' performance in a practice teaching programme. For teacher candidates, putting together a programme on the integration of teaching techniques would also be very profitable.

In Nepal, Subedi (2009) conducted a study to examine the efficiency of teaching methods in the teaching of English. His study included 100 students, 16 co-teachers, 16 principals of higher education institutions, and 16 M.Ed. (ELT) student teachers from Kathmandu University. According to this study, an exposure to the situation is a crucial component of good professional training. The student teacher has the chance to assess whether the right decision has been taken through this procedure. Additionally, student teachers monitor subject teachers in action to learn about the abilities, approaches, and successes of teachers. In addition, they discuss their own teaching experiences with lecturers and teachers, evaluate them, and use a variety of methods, techniques, and skills to make meaningful learning in their instruction.

In Pakistan, Shahid & Hussain (2011) reported that the three primary phases of student teaching practice are the orientation phase, the participative phase, and the independent teaching phase. The student teachers become acquainted with the partnering teachers during the orientation phase. Student instructors are obliged to observe several areas of the school to learn about the curriculum, division of classes, management system, and student behaviors. These exercises help collaborating teachers and student instructors to better comprehend one another's perspectives on the school environment. Student teachers start participating in a few class activities during the participatory period. They move around the classroom interacting with the pupils while briefly presenting a lesson. They also start looking at their classmates' lesson ideas. They evaluate student work and boost involvement in the teaching and learning schedule. In this phase, university supervisors observe the student teachers as they work to resolve a variety of issues with the assistance of their fellow student teachers, the cooperating teacher, and the university supervisor. Responsibilities shift from cooperating instructors to student teachers during the independent teaching phase. By enlisting the assistance of cooperating teachers in lesson planning and the accomplishment of curriculum objectives, student teachers assume the responsibility for classroom activities and behave as genuine

instructors in the classroom. During this phase, participants talk with the university supervisor about their professional growth and get feedback.

In Thailand, supervised student teaching is regularly practiced and the student teachers are also aware of how a supervisor can play a crucial role in their professional development as teachers. However, in a recent study, Imsa-ard, Wichamuk, and Chuanchom (2021) found that pre-service student teachers in early childhood and primary schools emphasized on many challenges they encountered during their practicum with regard to the different teaching strategies they used in their lessons. The results of their investigation also indicated a few areas where the teacher education programme needed to be improved.

In Sri Lanka, Wanasinghe & Nawastheen (2020) implied that the National Colleges of Education offer pre-service teacher education; student teachers are hired before teacher training for a year. Both internal and external supervisors are in charge of monitoring the teacher training programme.

In contrast, in Bangladesh, there is no presence of supervised student teaching and this has not been introduced with teaching practice in the teacher development process.

Methodology

For this research, the secondary (School) and higher secondary level (College) teachers of Bangladesh would be a good sampling source for gaining the most reliable and relevant data. It is significant to know the perspectives on the significance of supervised student teaching from the prospective teachers working in the secondary and higher secondary levels. Moreover, it is crucial to get insights about SST from some teacher trainers who have been teaching for many years so that we can come to realize that supervised student teaching is an indispensable part of teacher development/education. Therefore, a comprehensive survey based on a questionnaire format to gather data about supervised student teaching was designed. The survey was administered through a

Google Form, consisting of eleven multiple-choice and one open-ended questions. This survey focuses on quantitative data to analyze the demand from teachers who emphasized the need for SST. In contrast, the last open-ended question values the importance of a qualitative approach for research validation. The survey compiled the participation of a total of sixteen individuals, consisting of five esteemed educators from secondary and higher secondary institutions, four proficient teacher trainers, and seven English Language Teaching (ELT) practitioners.

Findings

Of all the participants who responded to the questionnaire, 43.8% have 3-5 years of teaching experience, 12.5% have 6-10 years of teaching experience, 18.8% & 25% of the participants have 10-20 years and more than 20 years of teaching experience respectively.

Question number 4 was about the problems faced by experienced and novice teachers at secondary/ higher secondary level of education in Bangladesh in teaching English. Out of 16, seven participants admitted that because of lack of classroom management skills and absence of knowledge about learners' psychology, they faced problems in conducting classes. In addition, five participants expressed their views that lack of knowledge about pedagogy and lack of confidence in implementing new ideas were obstacles to taking classes. Furthermore, four participants mentioned that lack of guidance (from administration/authority, etc.) and of conducive teaching-learning situation, were challenges for novice teachers. Lack of adequate preparation on the part of the teacher and lack of student motivation and participation were also mentioned as challenges for them.

While 87.5% of the participants confirmed that they were familiar with the concept of SST, only four participants among them had the opportunity to do it as students. If given a chance, 14 participants out of 16 expressed their eagerness to receive the opportunity of SST. It means that this lack of opportunity for being supervised can cause hindrance in their development process of being effective teachers.

In this survey, 81.3% of the participants think that SST should be an obligatory part of a teacher education course. 100% of the participants agreed that the experience of SST would prepare the student teachers to manage the classroom situation better.

Moreover, 68.8% of the participants admitted that SST should be a requirement for teacher recruitment. However, 31.3% of the participants were not sure whether it should be a requirement for teacher recruitment.

The last question which was open-ended inquired about the benefits of SST or similar type of programme for student teachers and how it can be implemented during their course of

training/study. In reply, participants wrote about different benefits of SST and gave some solutions. For example, all of them mentioned that SST improves the quality of teaching and develops professional/leadership skills and expertise. It also allows student teachers to gain practical experience of classroom teaching along with giving them confidence to try out the methods and techniques learnt from their theory classes. In addition, it provides student teachers with a more guided and organized practice-teaching experience and it enables them to reflect on their own teaching experiences and observe the classes of other teachers. Some participants think that it might help teachers to understand students' psychology and facilitates the novice teachers to face the real classroom setting where they can implement their learned ideas and apply theory into practice. Furthermore, it really helps to develop a good relationship between students and teacher and enables a student teacher to be efficient in classroom management. It provides the student teachers with real life classroom experience which enables them to easily identify their shortcomings to figure out different learning styles and understand the personalities of students better. As it gives more exposure to the classroom context, it will enrich the teaching style of an instructor. Finally, the majority of the participants think that internship should be a separate course where student teachers will teach throughout one full semester.

The responses to this open-ended question convey that supervised student teaching would allow student teachers to reflect on their

professional development as a teacher. In other words, supervised student teaching will help the student teachers to be reflective if it is rigorously imposed in the ELT curriculum.

Suggestions

Based on the present scenario of absence of SST in Bangladesh, implementing SST in any teacher education programme is highly recommended.

The author of this paper is proposing to introduce supervised student teaching as a full course in an MA (ELT) programme. It is noticeable that teacher recruitment process at different levels in Bangladesh to be inadequate. Because the examinations the candidates need to take for registration as teachers only check their general knowledge while it should not only be checking their knowledge of pedagogy but also observing their demonstration of the ability to use techniques, methods and teaching skills which are essential for effective teaching. The point to be noted that students who choose to do masters in ELT opt for different kinds of career after they complete the graduation, such as teaching in schools, Bangladesh Civil Service (both cadre and non-cadre), while the toppers get offers to teach at different universities. Hence, the author proposes to include an additional / new course of 3-4 credits of supervised student teaching through which students get a teaching certificate which will qualify him/her to be a registered teacher of secondary to higher secondary level in Bangladesh.

Here is a proposal about marks distribution for this course to be included in Masters programme of English Language Teaching degree.

The author advocates that there will be a separate course of 3-4 credits dedicated to supervised student teaching and internship of pre-service teaching programme. The following steps can be implemented:

1. In the final semester of M.A, there will be weekly seminars with the university supervisor. In the seminars, novice teachers will share their experiences with peers and supervisors. Supervisors

will discuss different issues and respond to the queries of student teachers. Besides, student teachers will share the responses they received from their respective classes. If a response is positive, other teachers will be interested in using the technique in their respective classes and if any negative response is mentioned, other teachers will omit or modify similar techniques before using it in their class. Additionally, student teachers will show the recorded video of their classes at weekly seminars to receive feedback from the teacher and peers alike.

2. The total teaching internship will be divided into two modules. The first one is taking at least 5 simulation classes at the department and 5 classes in assigned schools/colleges as a teacher. The second module is observing the classroom of other teachers as well as getting feedback from the supervisor for the simulation classes.
3. At the end of the last semester, student teachers will submit the observation report, lesson plans and reflective journal to the Supervisor.
4. The whole student teaching programme will be supervised by university supervisors and as per their feedback given in weekly seminars, student teachers will modify their teaching technique or style, if needed. Thus, they will get effective teacher training from their respective supervisors.

In this course there will be no final written examination. Marks distribution will be such: out of 100 marks, attendance will carry 10 marks, student teachers will take simulation classes in the university bearing 30 marks including lesson plan (10) and they will take demonstration classes (20) in the selected education institution, e.g., Udayan Higher Secondary School, Engineering University School and College, University Laboratory School & College, Nilkhet High School. After completion of 10 simulation classes, they will have to submit a reflective journal (20) and observation report (20). Besides, supervisors' evaluation of their classes will be included bearing 20 marks.

By successful completion of this course, both student teachers and cooperating teachers will be benefited. For example, student teachers will get a letter of recommendation or recognition from the assigned schools and an intern teaching certificate along with the degree. The cooperating teachers will get a letter of appreciation, crest and free access to workshops/seminars/conferences held by the department of English for a fixed period of time.

Proposed Course Outline

As per the mentioned above, here is an outline showing the proposed course:

1. 3/4 credit course
2. Weekly seminar
3. 5 stimulation classes in the department
4. 5 classes assigned in any school & college
5. Classroom observation of cooperating teachers
6. Getting feedback from supervisors
7. Submitting the observation report, lesson plan and reflective journal to the supervisor

Anticipated difficulties of SST and Solutions

Beginning a new semester with teaching internship is not that easy to carry out. There are some anticipated difficulties that might be resolved by concerned authorities.

1. It would be hard to find suitable schools which will be willing to accommodate the student teachers. The chair of the department may request the neighbouring schools (within or near the university campus) to give opportunities to the student teachers for their internship.
2. The attitude of cooperating teachers might not be positive towards student teachers. They could be non-cooperative who

would dislike the idea of intrusion of student teachers in their respective classrooms. Therefore, the department may offer them a letter of appreciation, crest, and free access to the workshop/seminar/conference held by the Department of English for a fixed period.

3. It can be speculated that student teachers may be biased towards the students who would grow fondness for them which may create a negative impact on the co-operating teachers. This issue might be solved over the discussion in the weekly seminar.
4. Another issue pointed out by some critics who are concerned that student teachers merely mimic the actions of the teachers with whom they are collaborating and may not understand the theoretical and general concepts that would enable them to instruct in a variety of classroom settings as reported by Richardson-Koehler (1988). Hence, student teachers would be assessed by their innovative teaching strategies which supervisors will thoroughly monitor and give evaluation report in the end.

Conclusion

To ensure the quality of teaching of novice teachers, a separate course on supervised student teaching should be incorporated in the existing teacher education programme. As the demand is rising, a significant number of educational institutions are being established in different parts of the country that require a good number of well-trained teachers. Hence, supervised student teaching should be a prerequisite for novice teachers who want to build their career in the field of teaching. Besides, supervised student teaching will be effective and beneficial for novice teachers after the completion of their MA degree when they face real classrooms. This pre-service training will not only give novice teachers the experience but it will also give them confidence. If the inclusion of supervised student teaching in teacher education programmes in Bangladesh is successful, then the standard of education will improve significantly.

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APPENDIX

A Survey on the "Effectiveness of Supervised Student Teaching"

Please fill out the form
Thank you in advance.

* Required

1. 1. Are you a *

Mark only one oval.

- Secondary/ Higher Secondary Teacher
 Teacher trainer
 ELT practitioner

2. 2a. Type of your institution *

3. 2b. Your current job title/ designation *

4. 3a. How long have you been doing your present job? *

Mark only one oval.

- 3 - 5 years
 6 - 10 years
 10 - 20 years
 More than 20 years

5. 3b. Your total number of years spent as a teacher/teacher trainer/ELT practitioner *

Mark only one oval.

- 3 - 5 years
 6 - 10 years
 10 - 20 years
 More than 20 years

6. 4. According to you, what problems do old and new teachers face at secondary/ higher secondary level of education in Bangladesh in teaching English? *
(You may choose more than one answer)

Check all that apply.

- Lack of knowledge about pedagogy
 Lack of confidence in implementing new ideas
 Lack of classroom management skills
 Lack of guidance (from administration/authority, etc.)
 Lack of knowledge about learners' psychology
 Lack of adequate preparation on the part of the teacher
 Lack of conducive teaching-learning situation
 Lack of student motivation and participation

7. 5. Supervised Student Teaching (SST) may be practiced as internship by novice teachers. Educators consider student teaching to be an important, and a highly valued experience. Are you familiar with the concept of SST? *

Check all that apply.

- Yes
 No
 Not sure

8. 6. Did you have the opportunity to do it as a student? *

Check all that apply.

- Yes
 No
 Not sure

9. 7. If not, given a choice would you have liked to do it? *

Check all that apply.

- Yes
 No
 Not sure

10. 8. Should Supervised Student Teaching (SST) be an obligatory part of a teacher education course? *

Mark only one oval.

- Yes
 No
 Not sure

11. 9. Do you think the experience of SST will prepare the student teachers to manage the classroom situation better? *

Check all that apply.

- Yes
 No
 Not sure

12. 10. Should SST be a requirement for teacher recruitment? *

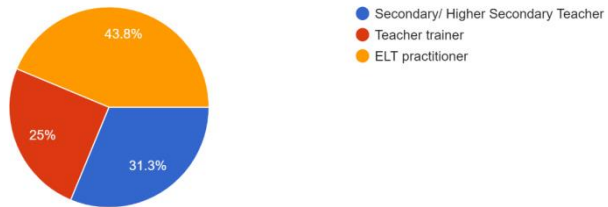
Check all that apply.

- Yes
 No
 Not sure

13. 11. What, in your opinion, are the benefits of an SST type of programme for student teachers and how can it be implemented during their course of training/study? *

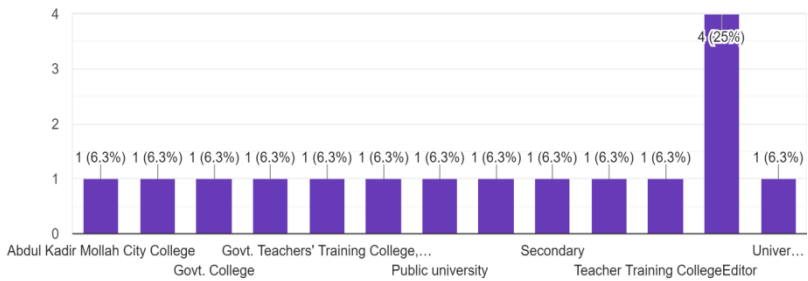
1. Are you a

16 responses



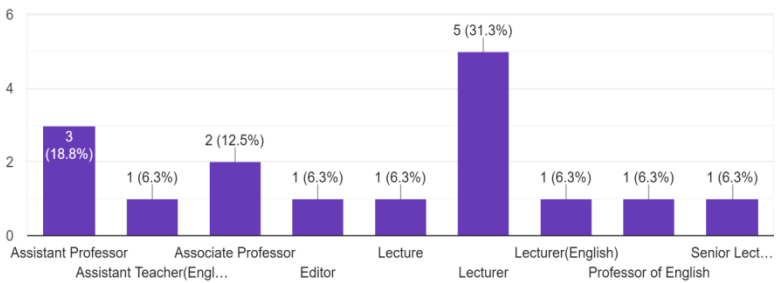
2a. Type of your institution

16 responses



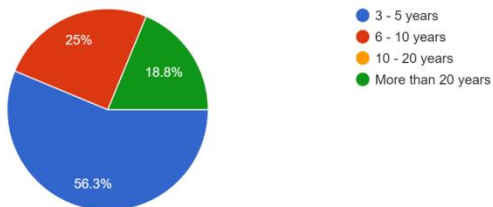
2b. Your current job title/ designation

16 responses



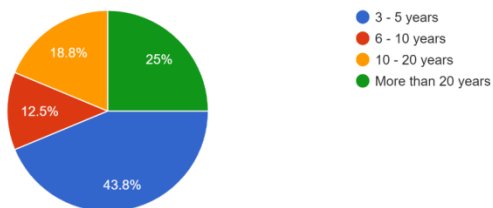
3a. How long have you been doing your present job?

16 responses



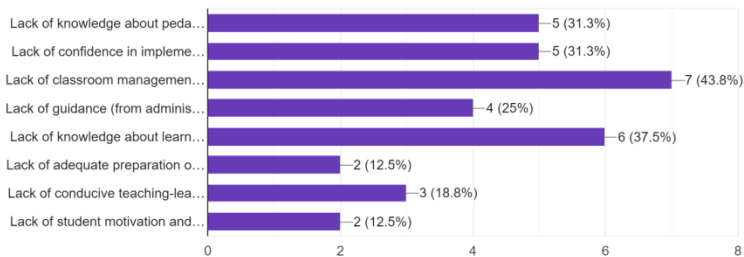
3b. Your total number of years spent as a teacher/teacher trainer/ELT practitioner

16 responses



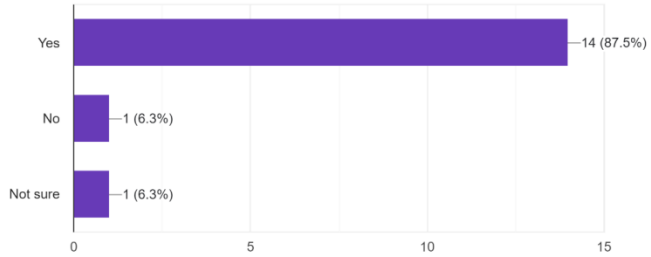
4. According to you, what problems do old and new teachers face at secondary/ higher secondary level of education in Bangladesh in teaching English? (You may choose more than one answer)

16 responses



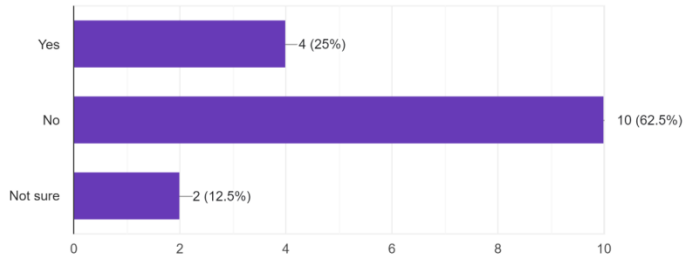
5. Supervised Student Teaching (SST) may be practiced as internship by novice teachers. Educators consider student teaching to be an impo...ience. Are you familiar with the concept of SST?

16 responses



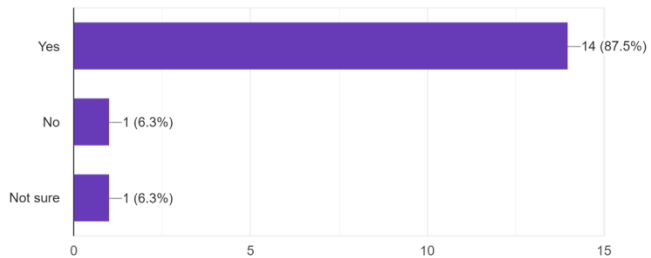
6. Did you have the opportunity to do it as a student?

16 responses



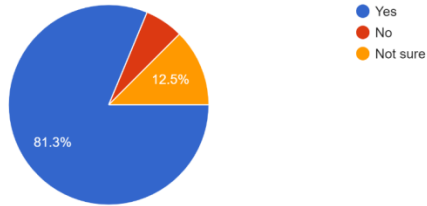
7. If not, given a choice would you have liked to do it?

16 responses



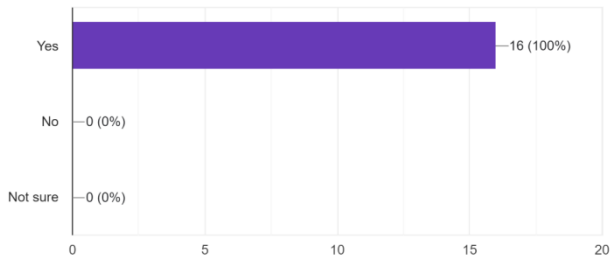
8. Should Supervised Student Teaching (SST) be an obligatory part of a teacher education course?

16 responses



9. Do you think the experience of SST will prepare the student teachers to manage the classroom situation better?

16 responses



10. Should SST be a requirement for teacher recruitment?

16 responses

