When Student Teachers Meet First Graders in EFL Classrooms

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Abstract

The teaching practicum is often a capstone component of teacher education programs around the world, offering prospective teachers an opportunity to connect theory with practice under the guidance of their supervisors. Inquiry into student teachers' learning can help bridge the gap between campus-based coursework and real classroom teaching in teacher education. This study reports on a university supervisor's first year experience, observing student teachers' teaching in EFL elementary classrooms, in particular, teaching first graders. Data were collected from classroom observations, post-observation discussions, and student teachers' reflective journals. It finds that the university supervisor tended toward educative supervision, guiding student teachers to implement TESOL methodology from university coursework, to reflect on and learn from classroom experiences, and to examine the effects of their lessons and activities. Examining the classroom observations, the researcher also critically reflected on her university coursework regarding how to prepare prospective teachers to be successful in enacting complex teaching practices. Suggestions concerning the supervision of EFL student teachers are made along with recommendations for further research.

Keywords: EFL, Student Teachers, Teaching Practicum, TESOL

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1. Introduction

All around the world, teaching practicum, also referred to student teaching, has emerged as an almost universal component of university-based teacher education programs (Anderson & Stillman, 2011). It is widely assumed to provide prospective teachers with meaningful opportunities to learn and it is often a capstone component of teacher education programs, offering prospective teachers an opportunity to connect theory with practice under the guidance of their supervisors (Zeichner, 2002). As Ibrahim (2013) points out, supervision of teachers has been an important research issue. It has been connected to teachers' commitment to teaching, level of satisfaction, and self-efficacy. The lack of a nurturing supervisory relationship between supervisors and teachers can lead to negative attitudes toward the profession and low levels of satisfaction and self-efficacy.

Over the years, studies about university supervisors in supporting student teachers' growth have been emphasized as university supervisors are uniquely positioned to help student teachers to bridge the gap between university coursework and the practical knowledge of teaching that emerges during student teaching. Recently, Bates, Drits, and Ramirez (2011) have found that supervisors have a powerful effect on the quality of future teachers. Therefore, inquiry into student teachers' learning can help bridge the gap between campus-based coursework and real classroom teaching in teacher education.

This study reports on a university supervisor's first year experience, observing student teachers' teaching in EFL elementary classrooms, in particular, when they were teaching first grade students. It finds that the university supervisor tended toward educative supervision, guiding student teachers to implement TESOL (Teachers of English to Speakers of Other Languages) methodology from university coursework, to reflect on and learn from classroom experiences, and to examine the effects of their lessons and activities on students' learning. Thorough descriptions of classroom episodes are presented and issues regarding TESOL pedagogical content knowledge are discussed. Suggestions concerning the supervision of EFL (English as a foreign language) student teachers are made along with recommendations for further research. This study will help fill a gap in the research on the roles and supervisory approaches of supervisors guiding the learning of English student teachers.

1.1.Purpose of the study

The practicum experience is an important component in the process of learning to teach. It can lead to personal and professional development of student teachers and ease their induction to the profession. However, in the EFL context, little attention is given to student teachers' learning during this important phase of their profession. Over the years, EFL teaching has been criticized with weak focus on teaching in keeping up with communicative methods and approaches. English teachers have been found to lack the ability to put putting into practice what they are learning in their coursework. This suggests investigating the roles and approaches of their supervisors in supporting their learning. According to Gan (2013), despite its recognized importance and prevalence in ESL/EFL teacher education programs, overall, reviews of literature on second or foreign language teaching and learning indicate that research concerning the teaching practicum experience of student teachers in second language teacher education programs is lacking.

A very limited number of studies focus on the supervision of English student teachers teaching first grade students in EFL contexts. For one thing, literature on this issue is minimal. Furthermore, inquiry into university supervisors' approaches to facilitate student teachers'

development is an area that needs more attention. Using the context of this study as an example, the researcher set out to explore the issues of student teaching regarding EFL teacher competence in a reflective practicum.

1.2. The research questions

In order to discuss the issues, the following research questions are addressed: What are the pedagogical issues regarding student teaching in EFL first grade elementary classrooms? How can the university supervisor promote teacher learning in student teaching?

2. Literature Review

The conceptual frameworks for this study draw from reflective practice and community of practice. Research on reflective practice suggests that critical reflection helps prepare prospective teachers for both classroom management and instruction. Recently, the concept of community of practice advocates that teachers can learn more effectively when they are engaged with peers in a similar teaching context. Thus, this study investigates student teachers' development when they are engaged in reflective practice in a community of practice.

2.1. Reflective practice

As literature indicates, in preparing preservice teachers to foster student learning, teacher education programs are increasingly emphasizing systematic inquiry and reflective practice in courses and assessment strategies (Cochran-Smith, Barnatt, Friedman, & Pine, 2009). Analyzing and reflecting on practice is a valuable way to improve teaching and promote student learning. Reflective practice involves intentional inquiry. Schon (1983) distinguishes between reflection-on-action and reflection-in-action. Reflection-on-action occurs after the particular event, is consciously and purposely engaged in, and may involve documentation. Reflection-in-action takes place during the event and tends to be a response to surprising or puzzling situations. To enhance teaching effectiveness, student teachers need to develop the habit and capacity to reflect on not only their teaching but also outcomes of their practice (Moir & Baron, 2002). Systematic inquiry and reflective practice can help student teachers assess the effects of their decisions and actions in the classroom (Sandholtz, 2011). Rodgers (2002) points out that reflection, which adheres to the rigor inherent in Dewey's conception, requires teachers to "confront the complexity of students and their learning, of themselves and their teaching, their subject matter, and the contexts in which all these operate" (p. 864).

2.2. Community of practice

Recent recommendations for professional development focus attention on creating local communities that promote the practice of shared inquiry grounded in teachers' work (Crockett, 2002). There is also the expectation that small communities will make it easier for teachers to share practices and will encourage them to create a culture for sustained instructional improvement, which will in turn enhance student learning. Various structures have been used to support teachers' professional growth in collaborative settings, including professional learning communities, lesson study, and communities of practice. These structures encompass a collaborative and inquiry-based approach that can lead to "pedagogy of investigation" (Ball &

Cohen, 1999). The idea of teaming-up teachers into groups is based on the belief that teachers learn from themselves and from others as they progress through their profession, and that this learning has value as a collaborative enterprise.

However, as Supovitz and Christman (2005) mentioned, simply creating a community structure is not enough to change practice significantly. Community leaders must provide the community with the necessary structures, strategies, and support to help teachers hone their instructional craft knowledge. With this in mind, the purpose of this study is to examine how student teachers can increase their teaching competence and examine their teaching in a professional learning community with the guidance of a university supervisor. It is an attempt to enrich the literature on the framework of professional learning community in EFL teacher education.

3. Methodology

3.1. Approach

I conducted a study of investigating student teachers' learning in a community of practice in a semester. For this present study, I report on data collected during the period when student teachers were teaching the first grade students in elementary classrooms. I used a qualitative case study approach to enquire into student teachers' learning during this period as a qualitative case study approach can provide an in-depth description of a specific context. This study is based on the theoretical framework of a phenomenological study, which focuses on descriptions of how people experience and how they perceive their experience of the phenomena under study (Glesne & Peshkin, 1992).

3.2. The participants

The prospective elementary teachers complete their teacher preparation courses during their 4-year undergraduate study. The university usually provides opportunities for student teachers to practice their teaching for a semester in elementary schools near the university. Student teachers can also apply to the elementary school near their hometown to fulfill the one-semester teaching practicum.

The participants in the study were five female student teachers, fulfilling their practicum in two elementary schools in Taiwan. Pseudonyms were used throughout the paper to protect anonymity of the participants. They are Helen, Judy, Cherry, Peggy and Grace. I employed a participant-observer approach (Patton, 2002) and adopted Glesne and Peshkin's (1992) view that I could act as both observer and as participant, moving back and forth on a continuum of possibilities. For example, during the implementation of the first pilot lesson, I tended to act principally as a participant when the student teachers and I were discussing the design of the lesson plan and revision of the lesson; I acted principally as observer when I viewed the student teachers' teaching practice in the classroom.

3.3. Data collection and analysis

Data were collected using qualitative data techniques and classroom experiences were documented using observations, field notes, written comments of post-lesson conferences, and student teachers' reflective journals.

I used episodes, constituting a rich description of classroom events, to analyze the data. My interest was to identify moments and incidents when student teachers reflected on their teaching events. An episode is "any sequence of happenings in which human beings engage which has some principle of unity" (Harre & Secord, 1972, p. 10). As indicated, episodes involve not only an accounting of what actors do, but also the thoughts, feelings, intentions, plans and so on of all those who participate. The data set was analyzed to identify episodes involving student teaching reflection on action and the university supervisor's observation. Episodes, involving reflection on action, include incidents that student teachers reflected on in their journal writing and in discussion sessions. The complete data were then further analyzed and interpreted for the purpose of writing an account of the student teachers' experience of teaching first graders.

Glesne and Peshkin (1992) explain that the amount of time spent in the field works can strengthen the trustworthiness of the study's findings. Indeed, the student teachers who collaborated with me spent much time implementing the principles of the model of community of practice. Additionally, the use of a large amount of data enabled me to triangulate the findings both within each type of data and between different types of data.

4. Findings

4.1. Episode 1: Writing the alphabet

Since the student teachers began the practicum program at the end of August, they did not know each student so well in early October. Thus, at the beginning of teaching each class, the teacher would give each student a small card and asked them to write their name. The activity was for students to practice writing the alphabet and also for the teacher to call the students by name easily. The student teachers did this type of activity often during their field-teaching while they were taking university courses. However, this time, there were students talking to the teacher who did not know how to write their English names.

Observing Helen's class made Grace aware of students' writing difficulties with the ABCs. Grace revised the name card activity in her lesson. She said most first graders could not write their English names. Some could only say their names, not knowing how to spell them. Thus, before class, she prepared a name card for each student and wrote their name with dotted lines. In her teaching, she then asked students to trace the letters on the name card.

In our primary English education, teaching students to write the alphabet was not clearly stated in the guidelines for the first grade's curriculum. I know most schools set the objectives for first graders in the first semester, which covers teaching how to say and recognize the letters Aa to Mm and to say two to three corresponding words, beginning with the corresponding letter (e.g., apple, ant) and teaching how to say and recognize the letters Nn to Zz the second semester. Writing the alphabet was not a necessary component of the first grade curriculum.

In my field notes, I wrote: As a TESOL educator, I have never asked or assigned my preservice teachers to practice teaching in first grade classrooms. This writing incident was also the first time for me to reflect on how to train preservice teachers to guide first graders to write their names.

4.2. Episode 2: Using realia

In teaching students to say the letters A to F and their corresponding words, the student teachers prepared realia to help them teach the words. The real objects were some apples, two

small balls, some candy, two doughnuts, some eggs, and a flag, put in a cardboard box. After they used the flash cards to teach students to say the letters A to F, they then took out a real object from the box, and taught the students to say the word. The first graders would show surprise and asked questions about the reality of the things, asking (in Chinese), "Is it a real object, teacher?" Peggy wrote in her journal regarding the students' learning atmosphere in this session. One girl student asked if the doughnut was real. She then showed it to her and let her smell it. She wrote that this action was to allow students to use sensory images to experience and enhance learning. In addition, she found using real objects could also attract students' attention and increase their focus on learning. She forgot to put the D flash cards on the board, one student then reminded her about skipping the letter.

In Grace's class, she walked around the class and asked individual students to grab an object from the box and then say the word. Students were very engaged and eager to participate in this activity. One student held the egg too tight and the egg cracked. Students were laughing and noisy. At that moment, as she did not know how to deal with the noisy situation, she did nothing and just ignored this event. After the class, her mentor teacher told her that students thought breaking an egg was fun and would cause a disturbance in class so they would try to grab an egg. Grace wrote on her reflection, saying after the student broke the egg, perhaps she could put aside the other eggs. Then, students might not keep focusing on the egg.

4.3. Episode 3: Teacher modeling

After teaching students to say the words, the teacher prepared a word-practice activity. She used a big poster with the scene of a park and the words taught were hidden or shown somewhere on the poster. Judy put up the poster. She then asked, "What do you see?" Students did not say a word. She wanted to ask the class to look at the poster and pay attention to the words taught. However, the sentence "What do you see?" was incomprehensible to students.

Following the way directions are given to higher grade students, she then asked a student to come the front. In this activity, the teacher said a word, and the student had to circle the word. As she did not use short sentences to give the directions and did not demonstrate how to do this activity, the first student she called stood in front of the poster and did nothing.

It was obvious, the sentence and language she used was beyond students' English level and thus incomprehensible to them. In my observation notes, I pointed this out. The teacher might use gestures and demonstrate how to do one example. She might say, "I say candy (pointing to candy); you circle the word (using a pen and circling the picture of candy)."

4.4. Episode 4: Using short sentences

Regarding teaching the sentence level, the teacher prepared a poster with the context of a morning scene in a park. There were four people, each saying one sentence. The speech bubbles were the four sentences: "Good morning." "Good morning." "Hi, what's your name?" "My name is ____." Judy wanted to guide students to look at the poster. She said, "Look at the poster. What are they doing?" Students were silent again. Since this is first graders, they did not know about this sentence structure; thus they would not respond. Moreover, the word "poster" is what we usually used in our methods course, training preservice teachers to present a context. However, this word was beyond the first graders' comprehension.

I was thinking: Instead of saying poster, teachers might just say the word "picture," which is more familiar with students. In order to attract students' attention to this activity, the teacher might

just pointed to a thing and ask, "What's this?" When students saw a thing they learned in English, they would respond.

4.5. Episode 5: How to attract students' attention

Students in lower grades have short attention spans. What is a good way to manage class discipline? In Judy's class, she told a story about the park scene in the poster. At the beginning, her storytelling was OK. Students were trying to see how they could comprehend the meaning by looking at the poster. Then she taught the sentences: "Good morning." "What's your name?" and "My name is Bill." As she talked to the first graders in the same way she talked to students in higher grades, such as using long sentences and words unfamiliar to first graders, the students became bored. Some were playing with the objects on their table, some were absent-minded, and some were idle. In my field notes, I wrote about this situation, saying she might walk around the classroom and use this opportunity to ask students' names, so students could practice answering by saying their names.

The next week, in Peggy's class, in teaching this same material, she put up the poster of the park scene on the board. She told a story. While telling about each person, she said the sentence and put the speech bubble beside the person, indicating that the person was saying that sentence. Later, she shuffled the sentences and asked students to come to the front to put the speech bubbles beside the correct person and say the sentence. She was clearly presenting the information in the poster; thus when she asked the class, "What does the girl say?" Students responded, "Good morning." She knew she was successful in teaching the dialogue.

After she introduced the sentences of "What's your name?" and "My name is Bill." She then stepped away from the blackboard and walked toward a student and asked "What's your name?"Then, she continued the chain dialogue. The strategy of walking round and asking the students, "What's your name?" increased students' attention and engaged students in practicing replying to the teacher or their classmates. This activity is a communicative type.

4.6. Episode 6: How to manage discipline

In elementary English classrooms, teachers often like to use chants to reinforce the rules and to regulate discipline. Here are some examples from the student teachers' classes. The first one is from Peggy's class.

Teacher: Everyone, stand up.

Students: I stand up (while saying the sentence, students all stand up.)

Teacher: Everyone, look at me.

Students: Look at you.

The second one is from Cherry's class. The teacher says, "Listen. Listen." Then the students have to say, "Clap. Clap. Clap." At the same time, the students would clap their hands three times. Cherry wrote in her reflective journal regarding classroom management (Cherry 1011). She said after she observed the other student teachers' rules, she found simple and short words worked for students. Students could quickly respond to the teacher's commands and easily call out the words. The chant she created might not be appropriate since the word "clap" was new to students and not an easy word for them to pronounce. She said she could modify the words "clap, clap, clap" to "A, B, C."

During the past few years, while visiting schools and evaluating programs in the lower grades , I have seen teachers use chanting of rules to attract students' attention and get them to look up to the front of the room. I have never in my TESOL training or methods courses taught my preservice teachers to use this type of chanting for classroom management or to attract students' attention. Thus, in my field notes, I wrote down this aspect and wanted the student teachers to think: "Why do you use this type of chant?"

4.7. Episode 7: How to arrange group activities

One activity to practice saying sentences is "unscrambling the sentences." In the dialogues, there were two sentences of "Good morning," one sentence of "Hi, what's your name?" and one sentence of "My name is Bill." In Peggy's class, she scrambled the four sentences and put the pieces of each scrambled sentence in a brown paper bag respectively. She then divided the class into four groups and gave each group a bag. She asked each group to work together to unscramble the sentences, then paste the pieces of paper with words onto the paper bag, and show the class when they were done, and say the completed sentences. In my field notes, I wrote: Guiding the first graders to do group work, even in Chinese, was not an easy task. Thus, teachers need to pay more attention to the steps in guiding the students.

Peggy wrote a reflection in her journal regarding this group activity. She said, in each group, there were a couple of students with better English abilities, and it was obvious these students would dominate this activity, leaving some not included and not knowing what to do. Also, some weak students would not read the completed sentence out loud during sharing. Thus, she thought, some minor change could be done: Each group should read the sentence out loud and then ask the class to repeat after them. Then students would have more opportunities to say the practiced sentences.

4.8. Episode 8: How to wrap up a lesson

In a 40-minute elementary English class lesson, evaluating students' learning was often neglected. In this study, the student teachers originally designed a writing activity at the end of the lesson as a wrap-up. They would give each student a card and students had to write their name in the following sentence: "I'm ___." After the first cycle of teaching, the student teachers found there was a discrepancy. In the class, they taught students: "My name is ___." In the writing activity, it seemed like a new sentence to the students. This did not serve as a good wrap-up activity and usually the writing task took more time. Moreover, they did not know how much the students has mastered or learned from the lesson.

I wrote in my journal: In my TESOL methods course, I seldom ask the preservice teachers to demonstrate wrap-up activities. I usually ask students to think how they could present an activity that would connect back to the objective of the lesson. This time, I think the box of real objects can serve as a wrap-up activity and students can be engaged in calling out the words they learned in the lesson.

Thus, during the next cycle of the lesson, the "realia box" was used again. And this time, the teacher walked around the class and asked individual students to pick out an object and say the word. In this way, students were engaged and also could be evaluated.

5. Discussions

5.1. Engaging students to learn

The student teachers paid great attention to discipline and managing students' behavior. In the study, except for Grace, every student teacher had their own chants to manage students' discipline. Classroom management has been a great issue in the process of teacher development. Research has shown that novice teachers are often thought to progress through the following stages of development: Being concerned with themselves and how to survive as teachers; being concerned with the teaching situation; and finally having concerns that pertain more to student learning (Fuller & Bown, 1975). The findings of the study are no exception.

However, how to engage students in learning? How can the teachers facilitate students' learning in an EFL classroom and how can they attract students' attention? The following strategies are proposed. First, teaching a foreign language should follow a method. For example, in this study, the participants used realia to teach words, and this strategy increased students' learning motivation and attention. Second, the teacher can have more interaction with students. Communication strategies should be employed. In Asian contexts, most teachers stand near the blackboard, in the front of the classroom, to teach. As a result, it is difficult for him or her to pay attention to the students sitting in the back or on the sides. The monitoring of students learning is rare. Thus, the teacher can design communicative activities and have more interactions with students. They can walk around the class more often, create opportunities to engage students in learning, and involve more students in activities. Third, it is strongly suggested that the teacher use short and simple sentences to give instructions. The concept of comprehensible input (Krashen, 1985) should be emphasized. Without teacher modeling, students cannot follow the language to do exercises. In addition, common and short classroom English should be used. Long sentences increase students' anxiety and make students feel bored easily as they get lost often. Fourth, the teacher can create opportunities to engage students in simple language skill activities. When students are immersed in a rich language experiences, they learn words and sentences through listening, speaking, reading, and writing.

Scaffolding refers to support that teachers provide to students to allow them to successfully carry out tasks that are beyond their independent abilities. With the teacher's guidance and support, students are able to increase or extend their academic skills (Graves & Fitzgerald, 2004). In EFL elementary education, teachers should be able to apply various scaffolding methods to help students to learn the language. For example, teachers can create opportunities for children to act out the meaning of words and use visual aids that illustrate the meanings of words in authentic contexts other than the book in which the word is introduced, as well as provide a model of a task before requiring students to undertake it.

5.2. What did student teachers learn in the community?

Bridges (1992) argues that learning is most effective when the learner is actively involved in the learning process, when it takes place as a collaborative rather an isolated activity, and when it is in a context relevant to the learner. In this study, first, the participants and the researcher collaborated to plan the lesson, observe the lessons, and reflect on the teaching practice. It was after the teaching events and classroom observation, reflection, and discussion that the

modification of teaching methods was made for the next instruction and improvement was gained. Teacher collaboration can support teachers' professional learning. In our community, the participants had the opportunity to collaborate with each other—jointly planning a lesson and working together on tasks and strategies to teach the first graders. The community provided powerful contexts for them to exchange ideas and experiences, to develop and discuss new practices, and to give each other feedback.

From a sociocultural perspective, knowledge about teaching is socially constructed. Student teachers link theory with practice through jointly constructed learning communities. The view of knowledge as socially constructed suggests that student teachers should be involved in discourse communities to analyze teaching practices critically and reflectively (Putnam & Borko, 2000).

Second, during the observation, the university supervisor reflected on her teaching experience and made the connection between the theory imparted in university courses and the practical experience gained in the school context. The university supervisor posed questions for the student teachers to think about regarding their teaching steps and activities in relation to TESOL methods. The university supervisor was a source for student teachers' professional knowledge development—offering them teaching support, aiding their reflective practice, and helping them develop their own pedagogical content knowledge.

5.3. What did the university supervisor learn?

The university supervisor is one element of the student teaching experience intended to build a bridge between the university program and K-12 schools. As a university supervisor, serving as the more knowledgeable person, I should mediate the development of the student teacher within the zone of proximal development, helping them get ownership of examining their own practice and finding effective approaches to instruction. Recent research has started to examine supervisors as key players in the teacher education process (Bates & Burbank, 2008; Ralph, 2003). For example, Bates et al. (2011), focus on the concept of supervisor stance (a supervisor's professional knowledge, perspective, and conceptualization about how student teachers learn to teach) and how it influences supervisory practice. They argue that the supervisor's stance can have a clear impact on student teachers' learning opportunities and can result in substantive improvements to the process and experience of student teaching. Initially, in this study, while observing classrooms, I gave student teachers an evaluation sheet and I wrote my classroom observation notes—mostly giving my comments and suggestions from the points of view of TESOL methodology. As I gained more critical incidents in the first grade classrooms, the classroom observation opened a window for me to examine my role as a teacher educator in TESOL. I reflected on the topics and issues that I should include in my TESOL methods course in the future.

Bullough (2005) indicates that, without some explicit attention to the ways in which university supervisors fulfill their roles, the practicum will be a weak exercise in the preparation of student teachers. I have found that collaborative rather than authoritative relationships between the supervisors and the supervisees should exist, if the benefit of learning is to be fully realized for both parties. The study finds that the supervisor's interpersonal relationships with student teachers are important in a professional learning community. Recommendations for future research are in the direction of approaches to supporting student teachers to learn in a community.

6. Conclusion

The present study investigated elementary student teachers' experiences teaching in first grade classrooms in an EFL context in Taiwan. The aim of the study was to explore what the pedagogical issues are regarding student teaching in EFL first grade classrooms. With an interest in professionalism and the role of theory, it is necessary to pay attention to the theories that are taught in teacher education programs, and the theories that teachers use in real classrooms and are supposed to draw on. A qualitative case study approach was applied to enquire into the research. A collaborative professional learning community was implemented in this study. Student teachers' learning experiences and reflections were analyzed with a focus on effective language teaching strategies.

To conclude, firstly, teaching first graders in an EFL classroom is quite different from teaching other grade levels in that first graders are at the beginning stage of entering formal education—not only are they learning about discipline in the classroom and learning to increase their concentration span, they are also learning a new language. Without paying attention to these students' English language foundation, teachers may not create an environment for maximizing learning. Thus, language activities to engage first graders to learn are of great importance. Teaching with a method is definitely necessary rather than teaching with no method. Although this is a common-sense finding, it is not a trivial one. Student teachers need to be equipped with interesting and communicative activities to scaffold students to learn.

Secondly, this study adopted the concept of the professional learning community. The community contributes to collaborative learning for one another. Over the course of time and through cycles of planning, teaching, reflecting, and observing, the student teachers have learned how to make judgments and adjustments in situations. Implementing reflective practices in teaching practicum can lead to student teachers' development of pedagogical content knowledge. It was the classroom observation and reflective journal writing that made the student teachers critically reflected on their teaching events. Fosnot (1993) states, learning is "a self-regulated process of resolving inner cognitive conflicts that often become apparent through concrete experience, collaborative discourse, and reflection"(p. 2). That is to say "meaningful knowledge and learning are centered on the learner and are best constructed through collaboration and reflection around personal experience" (Sullivan and Glanz, 2013, p. 39).

Third, it was the classroom observation sessions that provided both the student teachers and the university supervisor an opportunity to thoroughly reflect on what they have learned from university coursework and how they need to learn from the elementary classroom. Without observing first grade English classes, the supervisor would not have gained the practical experience of how to guide her prospective teachers to deliver appropriate classroom language. Simply gaining experience is not equivalent to learning from experience. A fundamental capacity of effective teachers is the ability to think systematically about their practice and learn from experience.

The findings of this study are significant since they highlight TESOL pedagogical content knowledge using real teaching incidents in EFL classrooms. Continued exploration of effective methods of supervising student teachers is essential. TESOL teacher educators should seek more potent ways to prepare elementary EFL teachers, and seek for partnership schools to provide opportunities for preservice teachers to develop, test, refine, and improve their teaching competence. A very limited number of studies focus on the supervision of English student

teachers. In this study, I collected data from observations, teaching reflections, and post-lesson discussions. This study will help fill a gap in the research on the roles and supervisory approaches of supervisors guiding the learning of English student teachers.

7. Limitation of the study

The research reported in this paper used a case study methodology, exemplifying an interpretative research paradigm. Its value as research lies in its close attention to importance of details as seen through the eyes of the case study participants themselves, but prompted through the purposeful of the researcher's questions.

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