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*Evaluating the Teaching Practice Course for Students-
Teachers English Majors
in the Light of their Professional Needs and Satisfaction*

BY

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Abstract:

The present study aimed at evaluating the current prescriptive Teaching Practice Course (TPC) in the light of the required professional needs of Student-Teachers (Ss-Ts), third year, English majors at Al-Arish Faculty of Education. It also aimed at identifying their satisfaction with their TPC. To accomplish

these aims, five instruments were prepared and administered by the researcher after verifying their validity and reliability. They contained the Professional Needs Checklist (PNC) for Ss Ts, the Content Analysis Card, (CAC) for the prescriptive TPC, the Supervisors' Evaluation Questionnaire for the TPC, the Student-Teachers' Evaluation Questionnaire for their TPC and the Student-Teachers' Satisfaction Questionnaire with their TPC. The subjects of the study consisted of (77) participants. Findings of the study indicated eight basic professional needs with 40 sub-professional needs required for Ss-Ts. They also revealed the inefficiency and inappropriateness of the prescriptive TPC for meeting the Ss-Ts' required professional needs and dissatisfaction of Ss-Ts with their TPC. An overview for a proposed TPC was presented by the researcher. Some recommendations and suggestions for further researches/studies were also introduced.

Key Words: evaluation, - content analysis, - teaching practice course, and - professional needs required for TEFL.

تقويم مقرر التربية العملية للطلاب المعلمين تخصص اللغة الإنجليزية

علي ضوء احتياجاتهم المهنية ورضاهم عنه”

إعداد

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الملخص

هدفت الدراسة الحالية إلى تقويم محتوى مقرر التربية العملية الحالي علي ضوء الاحتياجات المهنية اللازمة للطلاب المعلمين - شعبة اللغة الإنجليزية- بكلية التربية بالعريش والتعرف علي مدى رضاهم عنه، ولتحقيق أهداف الدراسة قامت الباحثة بإعداد و تطبيق خمس أدوات بعد التحقق من صدقهن و ثباتهن، و اشتملت أدوات الدراسة علي قائمة للتعرف علي الاحتياجات المهنية اللازمة للطلاب المعلمين، بطاقة تحليل محتوى مقرر التربية العملية المقرر، استطلاع رأي خاص لبعض موجهي التربية العملية لتقويم محتوى مقرر التربية العملية ، استطلاع رأي الطلاب المعلمين لتقويم محتوى مقررهم، واستطلاع رأي للتعرف علي مدى رضا الطلاب- المعلمين عن مقرر التربية العملية المقرر عليهم. وتكونت عينة الدراسة من (٧٧) مشارك. و أشارت نتائج الدراسة الي ثمان احتياجات مهنية رئيسة وأربعين احتياج مهني فرعي لازم للطلاب المعلمين، كما أظهرت نتائج الدراسة أيضا عدم كفاية وعدم ملائمة مقرر التربية العملية الحالي للإيفاء بالاحتياجات المهنية اللازمة للطلاب المعلمين، و عدم رضا الطلاب المعلمين عن مقرر التربية العملية المقرر عليهم. و قد قدمت الباحثة تصور مقترح لمقرر التربية العملية، كما تم تقديم بعض المقترحات والتوصيات لبعض الدراسات والبحوث المستقبلية.

الكلمات المفتاحية: التقويم- تحليل المحتوى- مقرر التربية العملية، -

الاحتياجات المهنية اللازمة لتدريس اللغة الإنجليزية كلغة

أجنبية.

Introduction and Context of the Problem:

Teaching Practice (TP) is considered as one of the most significant components of the educational preparation program for Students-Teachers in general and English majors in particular. Hence, Ss-Ts should be provided with the appropriate knowledge and theoretical background which assist them to apply for developing their teaching skills related to their own professional specialization. Accordingly, the preparation program becomes inefficient and ineffective when it does not meet the Ss-Ts professional needs. However, many educators and studies stressed this idea. For example, Brady (2007) declared that, neglecting the intellectual activities and higher thinking skills related to the specialization, professional knowledge/skills passively affect the development of curriculum. Consequently, curriculum becomes inefficient when it does not meet students'(SS)'needs, interests, and professional knowledge/skills.

Khalid (2014) pointed out that, SsTs need to master various significant essential knowledge and theories related to their own professional identity. They should also learn how to apply them into practice. Therefore, TP is considered as a basic component of the professional preparation for Ss-Ts since it provides them with the basic initial authentic practical experiences they will actually use in their teaching profession. It was added that, the essential goal of TP is preparing Ss-Ts for efficient quality teaching. To prepare them to be effective teachers, their knowledge, skills and attitudes should be developed in relation to their teaching professional specialization.

Al Qahtani (2015) showed in her study that, raising students' achievement of professional knowledge is meaningful for developing their professional skills which are essential for their professional development. She added that, teachers of English Language today need an integration between theoretical

background and skills throughout the teachers' professional programs . Perse et al.(2015), Eliahoo(2017), Solheim(2017), the British Council World Wide

(2018) and Kelly (2018) also pointed to the previous ideas stressing the high importance of the TPC in the professional preparation of Ss-Ts. On the

other hand, they stressed the significance of evaluating and developing the profes-

sional English language teachers' programs in the light of their standards /needs of English language. They also indicated the significance of these professional standards/needs in developing the quality of teaching related to knowledge, skills and attitudes. It was also indicated that, Ss-Ts themselves

should participate in the evaluation process, since it helps them to think critically, examine claims, ideas, facts, and arguments. They should also reflect on what is significant for them for their real specialized professional development.

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indicated that, providing Ss with practical teaching experiences require main bases of professional knowledge, skills, values and attitudes built in the early years of teaching.

Besides, Richardson(1990)(a), The Department for Education and Employment(2000), Griffiths (2000) and Kiefer (1993-2008) stressed the significance of evaluation and reflective views in the learning and teaching processes as major components for developing curriculums. It was also pointed out that, without

evaluation studies, participants cannot learn from their own/others' experiences for having appropriate educational decisions. They added that, evaluation is significant for teacher's education in general and professional identity devel-

opment in particular, since it helps the specialists to introduce valuable contributions. Thus, everyone has one/more responsibility, role (s) to play in the evaluation process.

Kuhlman and Knezevic(2012) added that, it is significant for universities

to re revise their programs/courses and adapt the EFL professional teaching needs/standards. Consequently, there should be common innovative courses, assessments, and evaluation/standards, for developing the low levels of Ss-Ts/teachers for facing the challenging requirements of societies. Mc Gill (2013) pointed out that, the teaching profession has never been given so much concern it actually deserves. So, more appropriate knowledge and practices should be devoted to meet the essential professional needs.

Throughout the experience of the researcher as a supervisor in the field of TP of English majors, it was noted that, third year, English majors complained many times, why they had their TPC, which was irrelevant to their TP and Methodology courses as Ss-Ts English majors. Meanwhile, they expressed their own boredom and dissatisfaction because of wasting time and effort copying the answers from each other to complete the activities of their TPC as a main part of their final evaluation of TP. Therefore, it was significant to clarify whether the prescriptive TPC of third year, English majors meet their professional needs or no and to what extent. It was also meaningful to clarify the extent of Ss-Ts' satisfaction with the taught material. However, many educators (e.g. Antunez, (2002), Konig and Rothland (2017)) emphasized the importance of highly qualified teacher preparation throughout the teacher's preparation program. Moreover, they pointed to the need for empirical studies in higher education that systematically connect program inputs to program outputs. They also ensured the significance of integrating knowledge, skills and performances. In spite of the significance of the TPC in the Ss-Ts' preparation program, it still does not have the serious concern and interest it actually deserves.

Questions of the Study:

The problem of the study was indicated in the following major research question:

To what extent does the prescriptive TPC meet the professional needs of third year students-teachers, English majors at Al-Arish Faculty of Education?

To answer the major question, the following sub-questions were formed:

- 1) What are the professional needs required for TEFL for third year, English majors?
- 2) To what extent does the prescriptive TPC meet the professional needs required for TEFL for third year English majors?
- 3) How do the supervisors of TEFL evaluate the current prescriptive TPC of students-teachers third year, English Majors according to their professional needs?
- 4) How do students-teachers, English majors evaluate their TPC according to their professional needs?
- 5) To what extent are third year English majors satisfied/dissatisfied with their current prescriptive TPC?

Purposes of the Study:

The main purpose of this study was evaluating the prescriptive TPC of third year Ss-

s, English majors, clarifying to what extent it meets their professional needs.

It also aimed at identifying the Ss-Ts' satisfaction/dissatisfaction with their TPC.

Rationale of the Study:

Here are some justifications for conducting the present study:

- 1) The shortage of evaluating/developing the preparation programs/courses of Faculties of Education in general and Al-Arish Faculty of Education in particular especially for English Majors. For example, the TPC was written and taught in Arabic for Ss-Ts, English majors at Al-Arish, Faculty of Education for more than 20 years ago and up till now.
- 2) The points of weakness of the current TPC to meet the professional needs of third year Ss-Ts, English majors at Al-Arish Faculty of Education. For example, the TPC was designed for all third year Ss-

Ts, at all the departments of the Faculty(e.g. Arabic, English, French, Kindergarten, Math, Science, History, and Geography).

- 3) Incorporating various topics, activities, and examples which are not related to TEFL.
- 4) The absence of significant topics at the TPC, such as supervision, Lesson planning, classroom management and evaluation related to TEFL.
- 5) The separation between the content of the current TPC and the other professional relevant subject matters of the Ss-Ts, English Majors' preparation program, such as Methodology course and the authentic experiences of TP.

Significance of the Study:

The present study could be significant for Ss-Ts third year, English major, the supervisors, lecturers of TEFL, and curriculum designers/developers as below:

First: For Students:

- 1) Attracting Ss-
Ts' attention to their professional needs related to their own specialization as English majors and specialists for TEFL in the future.
- 2) It could be useful for Ss-Ts to participate in evaluating their TPC, for developing their awareness of their professional needs in relation to TEFL.
- 3) Establishing/developing Ss-Ts' awareness according to their own needed professional knowledge, skills, attitudes, roles, and experiences which should be included in their TPC.
- 4) It would develop many reflective/critical thinking skills such as analyzing by giving inference, evidence and example(s).
- 5) The expression of Ss-Ts' points of views, perceptions and evaluation might help in evaluating their current TPC in the future.

Second: For Supervisors and Lecturers of TEFL:

- 1) The study might attract the supervisors' concerns to the significance of integrating the Ss-Ts' TPC with their professional needed knowledge, skills, experiences and attitudes in their actual TP experiences.
- 2) Attracting their attention for using various current activities, teaching, evaluation strategies that meet Ss-Ts' professional needs instead of using traditional ones (e.g. using active learning, cooperative learning,

small group discussions, blended learning, portfolios, task-based activities and project work).

Third: For Curriculum Designers:

- 1) Attracting the attention of curriculum designers to evaluate/develop the current educational preparation program(s) in general, and the TPC in particular in relation to the professional needs/standards of TEFL for English majors.
- 2) Providing the field of TEFL/preparation program of English majors with the professional needs which should be included in their own TPC and TP.
- 3) Providing the field of preparation program/evaluation with some tools for evaluating the TPC represented in the PNC, the CAC, the supervisors' and Ss-Ts' evaluation questionnaires.

Delimitations of the Study:

- 1) The content of the TPC of third year, English majors was analyzed and evaluated according to the content which was actually followed up/taught in the first and second semesters of the academic year 2018/2019.
- 2) A sample of twelve English instruction supervisors evaluated and judged the prescriptive TPC of third year, English majors(which they actually followed up in TP).
- 3)The content analysis and evaluation of the TPC contained the introduction and seven modules, which Ss-Ts really were asked to study and complete during the two semesters of the academic year (2018-2019).

Variables of the Study:

The present study contained the following variables:

a)The Independent Variable:

The Students-Teachers' professional needs,(for third year, English Majors),

b) The Dependent Variables:

- 1) Evaluating TPC, and
- 2) Ss-Ts' satisfaction (towards their prescriptive TPC).

Terms of the Study:

The following terms were identified since they have been related to the problem

and variables of the study: a) Evaluation, b) Content Analysis, c) Teaching Practice Course and d) Professional Needs of TEFL.

There have been many definitions for *evaluation*. For instance, Johnstone (2005) identified evaluation as the means by which a course/ curriculum change can be managed to examine and its claims. It also assesses to what extent it achieves the intended objectives and outcomes in students. Evaluation was defined by Kiefer (1993-2008) as the process of examining and assessing a subject.

Its rating is based on its significant features. By evaluation, evaluators determine how or how much or little something is valued, arriving at judgments on the basis of criteria that have already been identified. *In the present study, evaluation* means examining the current prescriptive TPC of Ss-Ts, third year English majors, in the light of their professional needs. This evaluation aims to investigate the extent of the appropriateness and efficiency of the TPC for meeting their professional needs.

Concerning to *content analysis*, Busch et al. (1994-2018) identified content analysis as a research tool used to specify the presence of certain words/ concepts within texts or sets of texts, making inferences about the message within the texts based on analysis. *In this study, the content analysis* means identifying the existence/inexistence of the professional knowledge, skills and attitudes within the current prescriptive TPC in relation to TEFL. It also includes providing some inferences from the text based on the analysis of the topics, tasks, and activities included in the prescriptive TPC and their relation to the aspects/categories of the identified professional needs of Ss-Ts English majors.

Bahrain-Teachers College(2016)indicated that, the *TPC* is the course by which Ss-Ts know and understand the inputs and outputs of the teaching process while observing the performance of master teachers. It aims to teach Ss-Ts creative teaching methods and reflect on these methods and develop them to be used inside and outside the classroom. *In this study, the TPC* refers to the professional theoretical background (knowledge, skills and attitudes)which should be included in the TPC for Ss-Ts, English majors to practice and meet their own professional needs in relation to TEFL.

For the professional needs for TEFL, they were identified by Kuhlman and Knezevic(2012), State of Israel, Ministry of Education, Department of Languages-English(1996-2018)and Meador(2018)as the required aspects of the professional knowledge, mental/teaching skills, positive values and attitudes related to TEFL.

In the present study, the professional needs have been identified as the required professional knowledge/theoretical background, mental/teaching skills, positive values and attitudes in relation to TEFL. These professional needs should be taught and included in the TPC for third year English majors to be practiced/ developed throughout their TP program.

Review of Literature:

This section of the study tackled the following aspects:

First: Evaluation, Definition, Objectives, Aspects and Procedures,

Second: Teaching Practice and Teaching Practice Course,

Third: Professional Needs of Students-Teachers, English Majors,

Fourth: Content Analysis, Definition, Description, and Procedures,

Fifth: Effectiveness/Ineffectiveness of TP and TPC.

First: Evaluation, Definition, Objectives, Aspects, and Procedures:

Furubo et al.(2002)described evaluation as a retroactive activity and an instrument for assessment. Accordingly, evaluation uses both the intellectual, practical skills/activities with its techniques for accomplishing development. They also stressed the significance of integrating both evaluation and professionalization.

Larsen(2011)identified evaluation as a systematic methodological technique

for clarifying and assessing a significant activity to make appropriate decisions/

actions related to that activity. The Canadian Evaluation Society(2014)identified evaluation as the systematic assessment of the design, utilization of conclusions/

findings to learn, gain experience(s)/make one or more decision(s).

The Department for Education and Employment(2000)and United Nations Office on Drugs and Crime(2018) pointed out that, evaluation aims at estimating the effects of an intended/experimental project, strategy and using a degree of accuracy and objectivity for decision making. It was added that, it is significant

to take care of the following criteria for evaluation: a) Relevance, b) Effect,

c) Effectiveness, d) Efficiency, and e) Sustainability. Johnstone (2005) indicated that, evaluation has many aspects such as: a) improving SS' learning, b)student's attitudes to a course in terms of ease, difficulty, satisfaction and dissatisfaction,

c) organization, d) types of exams, e) students'/teachers' roles, and f) standards of acceptable locality/globality. For instance, to evaluate SS' course by the students themselves, a students' questionnaire could be administered related to the content and conclusions resulting from evaluation.

Shaw et al.(2006) and Larsen (2011) pointed out that, evaluation should contain the following four basic aspects: a) a purpose/intended use of evaluation, b) the participants and persons who will conduct the evaluation process

according to some criteria, c) a systematic approach of methodology to gather

information about the performane/practices of the area, and d) one/some tools

for assessment based on these criteria.

Second: The Teaching Practice and Teaching Practice Course,

Several educators/researchers handled TP. For example, Richardson(1990)(b)

pointed to the significance of TP in combination with teacher's practical knowledge since practice should be based on theory. For example, Harmer (2001)designed a teacher training textbook on the pre-service courses. The clarity

of clarification, comprehensiveness of content, in the author's own examples

were stressed as essential aspects for content analysis. Can (2009) also indicated the significance of TPC by providing Ss-Ts with the basic and important

knowledge, teaching skills and attitudes. Various important problems/challenges were tackled related to the first years of their own professional life.

The Council of Chief State School Officers (2013) outlined the principles and foundations of TP and teaching standards. It focused on the achievement of content, and applying both of knowledge & skills to face the problems/challenges of real world. Mannathoko (2013) conducted a qualitative study to explore the extent of the TPC of third year Ss-Ts at Botswana College of Education. Results showed that, Ss-Ts were introduced to general teaching skills from non-specialists lectures that rarely assess SS' subject matters/ skills.

Siirry (2015) indicated the purposes of TP by providing Ss-Ts with the following: a) an opportunity to apply their instructional knowledge and skills in practice, b) design, use and evaluate the teaching methods of their own profession, c) cooperate with various participants of their TP, d) recognize and practice their roles and responsibilities related to their own specialization, and e) to learn how to apply and use their knowledge and skills in relation to their own profession. Zyavci (2016) pointed out that, the well-structure of knowledge adds new dimensions to the already unclear/indefinite structure of teacher' professional development.

Third: The Professional Needs of Students-Teachers, English Majors,

The significance and characteristics of the TPC according to the professional needs of TEFL were identified by many educators, researchers/educational institutes. For example, The Australian Institute for Teaching and School Leadership Limited (2011) pointed out that, the Australian Proficient Teachers Team is responsible for designing, implementing and evaluating TP programs related to the professional requirement, needs/teaching standards for their Ss-Ts. These TP programs provide their Ss with knowledge and practices to improve their own theoretical background and professional practices. However, the Australian

Professional Standards included the following areas: a) professional knowledge, b) professional practice, and c) professional attachment and involvement.

Bahrain Teachers College (2016) and Kelly (2018) indicated that, through TP, Ss should be involved in a wide range of teaching strategies, classroom observations, lesson plans, using technology in teaching, and implementing various evaluation strategies to assess Ss-Ts' performances. Some of these strategies could be self-reflections, self-evaluation, peer evaluation/supervisors' evaluation. Related to the content of the TPC, the Ss-Ts should pass the following core areas: a) observation, b) teaching, and c) reflections. However, there has been a TP plan for Bachelor of Education students such as objectives, content and evaluation system.

The RMIT University (2018) stressed the significance of TP in the Ss-Ts' preparation program. Thus, Ss-Ts should be aware of the objectives, rationale and relationship of their TP and TPC. The TPC of The RMIT University provided an opportunity for participants to reflect on and improve their TPC.

It also allowed participants to examine the relationship between their TPC, their teaching and theoretical knowledge gained in the program. It was indicated that, TP program should meet the following four criteria: a) knowledge and skills, b) integrating learning objectives and outcomes, c) evaluation of theoretical and practical aspects, d) self-directed learning and development of portfolio, containing achievement and efforts towards the teaching professional development.

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British Council, World Wide (2018) classified the professional standards of teaching into the following three key sections: a) professional knowledge and understanding, b) professional skills, and c) professional values and attitudes. For, the professional background/knowledge, it was stressed that, teachers should maintain and update their knowledge of their subject matter through the theoretical background and apply their understanding of the theoretical background/practices at the environment of learning. They outlined how teachers should use this know-

ledge and understanding of the theoretical background to develop their teaching

performances through evaluation, according to their various roles/responsibilities towards their own specialization.

Fourth: The Content Analysis, Definition, Description, and Procedures,

Krippendorff (2004) identified content analysis as "a research technique for making reliable and valid inferences from texts to the contexts of their use". It

was also identified as a scientific research technique/instrument by which the

researcher can have deep comprehension, produce new overviews, form practical decisions, for a specific text/phenomena. Qualitative/quantitative methods could be used in content analysis to be reliable and valid. White and Marsh (2006) described content analysis as a highly flexible research method. It could be applied in qualitative/quantitative analysis to generate findings and put them in context. It was characterized as a systematic, accurate approach to analyze documents obtained/generated in the course of research. The authors identified the main procedures of content analysis as below:

a) forming hypothesis/hypotheses to be tested, b) collecting appropriate data, text/

other communicative material, c) specifying sampling method/sampling unit(s), d) drawing sample/sampling, e) establishing data collection unit/units of analysis,

f) coding data, g) checking reliability of coding/adjust coding process if necessary,

h) analyzing coded data, applying appropriate statistical test(s), and finally

i) writing down results/conclusions. Mayring (2014) pointed out that, content

analysis refers to a set of procedures for systematic, objective analysis of text.

Research Paper (2018) indicated that, content analysis studies are often interested in stability, which was defined as the consistency of the coder's decisions throughout the text(s) s/he is analyzing/evaluating.

Fifth: The Effectiveness/Ineffectiveness of Teaching Practice and Teaching Practice Course,

Many studies and review of literature investigated the significance, advantages/disadvantages of TP. However, few studies indicated the significance, advantages/disadvantages of the TPC. For example, Pasternak et al. (2017) pointed out that, a national study of English teacher preparation in US colleges and universities stated those faculties which had changed and developed the content and context related to English education. Those changes/developments were occurred especially in curriculum for the beginners of Methods and TP courses. Some of the advantages of the educational program represented in Methods and TP courses, were: a) raising awareness of significant issues related to teachers' preparation, and b) tackling the disadvantages, such as the gap between theory and practice.

First: Studies Related to Teaching Practice and Teaching Practice Course,

Janzen (2008) conducted a study for examining the following topics in the English content: a) the linguistic, b) the cognitive, and c) general investigations of teaching and professional development of teacher's education. Can (2009) utilized a study to investigate the effectiveness of a TPC. Results showed that, Ss-Ts achieved a better performance in their second teaching in terms of explaining basic theories and principles, preparing lesson plans, as well as identifying and observing necessary teaching roles and skills.

Kiggundu and Nayimuli (2009) aimed to clarify the ways in which the TP experiences affected the perceptions of Ss-Ts of the teaching profession. Findings revealed that, Ss-Ts faced some challenges which affected their perceptions, satisfaction, and attitudes towards the teaching profession. Caner (2010) utilized a study aimed at introducing a blended learning-based TPC in English language for the TP Program at Anadolu University. Results revealed the effectiveness of using blended learning in the TPC and students teachers' satisfaction.

Seymen (2012) implemented a study to explore the beliefs and expectations of Ss-Ts about their self and roles as teachers during their TPC. Mannathoko (2013) administered a qualitative study to investigate the extent which TP prepare SS-Ts to teach creatively and develop teaching performance in primary schools. Findings indicated that, Ss-Ts were provided with general teaching skills of instruction in primary schools by their instructors who were not specialists in most cases.

Sarigol and Akdeniz (2014) applied a study to determine the effect of the TPC on prospective Science Teachers' Technical Knowledge and Teaching Methods before graduation at the FOE. Results revealed that,

prospective teachers did not put into practice the knowledge they theoretically had. Khalid(2014) utilized a study to examine the effects of developing the professional identities of Ss-Ts . Findings showed that, Ss-Ts could have positive/negative

attitudes related to the factors which affected the development of their identities

of their teaching

profession. Perse et al.(2015) utilized an empirical study to state Ss-Ts' satisfaction/dissatisfaction with their TP. Results indicated the significance

of TP for integrating the theoretical aspect, aspect, practice and developing the professional identity.

Second: Studies Related to Teacher's Professional Development /Content Analysis,

Yurtseven and Bademcioglu (2016)administered a study aimed at carrying out a content analysis about the studies on English Language Teacher's professional

development.Tasdemir(2016)utilized a qualitative study to explore the preservice EFL teachers' opinions on the bases of developing teacher's professional identity of and their professional development throughout TP. Results revealed the signi-

ficanceTP for developing the professional identity. Akbulut Tas and Karabay

(2016) conducted a study aimed at examining general teaching skills in previous

studies on school practicum using content analysis.Results revealed that,

existing studies on practicum processes focused on preservice teachers' problems such as transformation of theoretical knowledge to practice. Other problems were the lack of integration of content and teaching knowledge and content organization, missing and insufficient theoretical knowledge.

Sadek(2016) utilized a study to evaluate the content of the prescribed English language (EFL) texts books in Al-Azhar secondary stage according to the standard document in the Arab Republic of Egypt. Findings showed the insufficiency of the content in relation to the intended standards.

Atlortom and Mehta (2017) indicated that, the MS Urban STEM Fellowship Program provided exemplary urban STEM teachers with the opportunity to engage in transformative instructional and leadership experiences that developed their TP. In her study, Eliahoo (2017) used mixed-methods study to identify the professional development needs of English language teachers' educators.

Third: Studies Related to Evaluation and Content Analysis of Various Subject Matters,

Surucu et al.(2017)utilized a study aimed at evaluating the TPC according to the opinions of Mathematics Teachers Candidates(MTC). Using content analysis, results indicated that, the MTC identified to whom, why and where to teach theoretically through teaching profession. It was recommended to integrate the theoretical aspect, skills, and school experience.

Ozdas(2018)implemented a qualitative study to identify the perceptions of the TPC of pre-service teachers. Using the content analysis, findings revealed that, the participants acquired some experiences related to self-confidence and teaching as a profession. Some negative cases related to negative attitudes were also discussed. Alshehri (2018)administered a study to evaluate a textbook that was taught at Najran University. The findings showed the appropriateness and largely satisfaction of EFL teachers with the most majority of the characteristics of the perspective textbook. Eklund (2018) utilized a study aimed at investigating Ss-Ts'

experiences of research-based teacher education and knowledge for teaching profession in Finland. Descriptive content analysis was used to analyze data. It also handled the basis and motives for teacher profession and theoretical courses related to the university stage. Gokcek (2018) administered a study aimed at clarifying the contribution and effect of the TPC for Mathematics pre-service teachers. Using content analysis, findings indicated that, the TPC had positive effects such as preparing the pre-service teachers for the profession, integrating theory and practice and awareness of difficulties/obstacles.

Commentary on the Previous Researches and Related Studies:

Review of literature, and related studies above, benefited the researcher in the following aspects: a) enhancing the researcher's knowledge and experience in relation to the field of evaluation in general, and TPC and content analysis in particular, b) identifying the professional needs for third year, English majors, c) preparing and administering the instruments of the study, and finally d) creating the overview of the proposed TPC in the light of the professional needs of Ss-Ts, third year English majors. However, it was noted, to the best knowledge of the researcher, the shortage of research in evaluating the TPC in relation to the professional needs of Ss-Ts English majors.

Method of the Study:

This section described the sample, design, method, instruments and procedures.

Sample of the Study:

Subjects of the study contained(77) participants as a whole. The sample consisted of two groups randomly selected. The first group consisted of (65) Ss-Ts of third year, English majors, male and female (N=45 General, and N=20 Primary Ss-Ts) at Al-Arish Faculty of Education. They enrolled in their prescriptive TPC throughout their educational preparation program of TP. They were randomly selected according to their distribution of seven schools of TP. The second group contained (12) randomly selected sample of the supervisors (N=10 from the MOE and 2 from FOE .They have been specialists of TEFL.

Type of Research Design:

In the present study, both of the quantitative and qualitative analytical methods were used for evaluating the current prescriptive TPC.

Duration of the Study:

The study lasted the full academic year of 2018-2019 throughout the first and second semesters. Identifying the professional needs for Ss-Ts English majors, and analyzing the content of the TPC were conducted throughout the first semester of (2018), by the mid of October till the end of December. The pilot study and administering the evaluation questionnaires for both supervisors and Ss-Ts, as well as the satisfaction/dissatisfaction questionnaire for Ss-Ts were administered by the end of the TP on 23 rd., of April (2019).

Instruments of the Study:

To answer the questions of the present study, five instruments were prepared and administered by the researcher after verifying their validity and reliability as below: 1)The Professional Needs Checklist (PNC),2)The Content Analysis Card, (CAC)for the prescriptive TPC, 3)The Supervisors' Evaluation Questionnaire forthe TPC, 4)The Ss-Ts' Evaluation Questionnaire for the TPC, and 5) The Ss-Ts' Satisfaction/Dissatisfaction Questionnaire with their TPC.

First: The Professional Needs Checklist (PNC):

It was necessary to identify the PNC for answering the first research question:

1) What are the professional needs required for TEFL for third year English majors?

Aims of the PNC:

The PNC aimed at identifying the professional needs related to TEFL which Ss-Ts should be aware of and learn throughout the theoretical background of their TPC. The PNC also identified what Ss-Ts should learn to apply throughout their authentic TP.

Construction:

Review of literature, related studies and the jury members' experiences were used to form the PNC, {e.g.Kuhlman&Knezevic (2012), The State of Israel, Ministry

of Education, Department of Languages-English (1996-2018), and Meador (2018)}. They identified the basic professional needs related to TEFL in three aspects as below:

a) Professional Content Knowledge,

The Ss-Ts should master the content that they are going to teach to know what to teach, why and how. Hence, the TPC should contain the major theoretical background of teaching Ss-Ts the content in relation to their own profession and specialization of TEFL and TP.

b) Mental and Teaching Skills,

The Ss-Ts need various mental and teaching skills related to their own professional skills and specialization of TEFL such as, forming the lesson plan, creating effective teaching aids, using various evaluation techniques. Therefore, the TPC should contain these skills.

c) Positive Values and Attitudes,

Positive values/attitudes could be represented in developing self-confidence, funny learning/teaching, cooperation, respect of peers and supervisors' points of view. They are also represented in Ss-Ts' satisfaction towards TPC, TP and teaching profession in relation to their own specialization of TEFL. Therefore, the PNC was identified in the light of the previous review of literature, related studies, experience and evaluation of the jury members of TEFL. Accordingly, eight major professional needs, with forty sub-professional needs were identified. You can see appendix (1) for the names of the jury members for the PNC and appendix (2) and table (5) for its final form, after verifying its validity.

Second: The Content Analysis Card (CAC) for the Prescriptive TPC,

a) Aims of the CAC:

The major aim of the CAC was investigating to what extent the content of the prescriptive TPC has been appropriate and efficient for meeting third year, English majors' professional needs in relation to TEFL. To achieve this aim, it was significant to answer the second following research question:

To what extent does the prescriptive TPC contain the professional needs required for TEFL for third year English majors?

b) Construction and Administration:

For collecting, describing and analyzing data related to the current prescriptive TPC, the CAC was designed by the researcher. It was prepared in the light of the professional needs of TEFL, principles and procedures of the content analysis. Then, the CAC was administered for analyzing and evaluating the prescriptive TPC after its final evaluation according to the jury members' comments/suggestions.

c) Indicating the Categories & Units of the Content Analysis of the TPC:

In the present study, categories meant the major aspects/indicators of the professional needs which should be included in the TPC. The Units meant stating the units of the content of the TPC, which could be counted and measured. They were counted according to their existence or inexistence, frequencies, in relation to the vocabulary, sentence, paragraph, or the page. The researcher used the page as a unit for analysis. To decide about a coding scheme, the CAC has 2 scales as below: a) Yes, means that, the professional need is existent/evident clearly, b) No, means that, the professional need is not existent/ evident at all. The CAC consisted of eight major categories with 70 sub-professional needs. However, many resources were used for designing/administering the CAC for the prescriptive TPC. {e.g. Elliott(2005),Schreier(2012)Krippen-dorff, K.(2013)&Zohair (2015), Al-Tarawna (2016), Sadek(2016), Yurtseven& Bademcioglu (2016) and Darweesh (2018)}.

Validity and Reliability of the CAC:

In the light of review of literature, related studies and experiences of the jury members of TEFL, the researcher formed and evaluated the CAC in its final form for administration. You can see appendix (3) for the list of names of the jury members for evaluating the CAC. They indicated the appropriateness of the CAC for analyzing and evaluating the content of the current prescriptive TPC in the light of the professional needs for third year, English majors. Hence, the validity of the CAC was verified. You can see appendix(4) and , table(6)for the final form of the CAC. To establish reliability of the CAC, the researcher herself analyzed the TPC and asked a colleague in TEFL to analyze the same content again after two weeks of the researchers' analysis. Using the coefficients of reliability (C.R.) by Holisti, $C.R. = \frac{2M}{N_1+N_2}$ M= the number of categories which was agreed about throughout the two times of analysis. N1= the total number of categories of the first evaluator(the researcher), while N2= the total number of categories of the second evaluator. N1+N2 = the total number of categories of the two times for the two evaluators throughout the two times of analysis. The findings of the content analysis of the TPC showed that, M = 70,

N1 = 70, N2 = 70. $C.R. = \frac{2 \times 70}{2 \times 70} = \frac{70}{70} = 1.0 = 100\%$

Hence, reliability of the CAC was verified.

Coding Scheme:

The scale was used to label and describe the main aspects/items of the CAC. The eight major professional needs/categories of the CAC were categorized containing 70 sub-professional needs as below: a) English Proficiency/Language Skills (4 items), b) Knowledge/Theoretical Background related to TP and TPC (5 items), c) Curriculum Guidance related to English Language (5 items),

d) Mental and Teaching Skills (28 items), e) Acquiring Knowledge/Experience

and Practicing on Using Teaching Aids/ Technology in TEFL(7 items), f) Having

Knowledge & Practices on Classroom Discipline/Management (6),g) Evaluation and Feedback (10 items), and finally, h) Values and attitudes (5

items). However, there were many resources used to form the professional needs included in the CAC. {e.g., Kuhlman&Knezevic (1997) & (2012), and Education& Training Evaluation Commission,(2020)}.

Limitations of the Content Analysis of the TPC:

The Content analysis of the intended TPC contained the introduction and the seven modules which were actually followed up by the supervisors from FOE and MOE through the academic year 2018-2019. These modules were located from page 1-113 in relation to the identified professional needs of SS-Ts, third year English majors. The rest of the TPC was not analyzed including the final evaluation card of Ss-Ts.

Features and Description for the Prescriptive TPC:

To answer the research question, To what extent does the current prescriptive TPC meet the professional needs required for TEFL for third year English majors? It has become necessary to identify the main features of the prescriptive TPC. It was also necessary to identify to what extent the theoretical knowledge, skills, activities and attitudes of the TPC meet the professional needs of TEFL. A descriptive analysis of the prescriptive TPC was administered as below:

1) Related to Form:

a) The TPC was written in Arabic as a whole, b) Very few terms/concepts and vocabulary, unrelated to TEFL, were written in English, c) Authors were unknown and non-specialists of TEFL,(e.g. on the cover page, it was written by the members of the Curriculum and Instruction Department, d) There were not any references throughout the whole TPC, e) Some titles of the module do not accurately match with its content(e.g. Module No.4, was entitled "Using Teaching Techniques", They included content about Teaching Methods). However, a full copy of the TPC had been attached to the CAC for each of the jury members and evaluators.

2) Related to Meaning:

a)The TPC also clearly neglected the English language skills(L,S,R&W), b) there have not been any teaching skills related to TEFL(e.g. Observation and Supervision, lesson planning, presentation, practice, classroom management and evaluation).

c) Related to Form and Meaning:

a) All the examples which were provided in the TPC were written for various

subject matters such as Arabic, Science, Mathematics, History, Geography and

Philosophy, b) No example was mentioned in relation to English instruction throughout the whole TPC, c) All the tasks/ activities of the TPC were irrelevant to

TEFL. (e.g. Activities No.3,4,5,6,7, and 8 in module No.1 and Activities No.6,7,8,9,10,11 and 12 in Module No.2.) have been related to Arabic, Islamic religion, Science, Mathematics, Sociology, Logic and Philosophy).

Third: The Supervisors' Evaluation Questionnaire for the TPC:

a) Aims:

That questionnaire was mainly designed to gather some information related to the supervisors' points of views, experience and evaluation for the prescriptive TPC of third year, English Majors throughout the academic year 2018-2019.

b) Construction and Administration:

The questionnaire consisted of seven aspects with twenty five items.

It had 4

scales as below: 1) Strongly Disagree: means that, the professional need has not

been existent/evident at all in the TPC, 2) Disagree: means that, the professional need has not existent/evident or very rare in the TPC, 3) Agree means that, the professional need has not been existent in the prescriptive TPC, 4) Strongly Agree means that, the professional need has not existent clearly. The questionnaire was administered to 10 supervisors from the MOE and 2 supervisors from the FOE after proving its validity and reliability.

Some items which were included in the supervisors' questionnaire are: (1) The objectives of the TPC are related to TEFL, (2) I think that using Arabic in the TPC helped Ss-Ts to practice and develop their teaching skills, (3) The topics which are included in the TPC are related to TEFL, (4) The tasks and activities which are included in the TPC are

related to TEFL, (5) According to my own experience, the TPC is appropriate for meeting the professional needs of third year Ss-Ts, English majors, (6) I think that, the prescriptive TPC is efficient for meeting the professional needs of third year, English Majors, and (7) I think, it would be better if the TPC had professional knowledge, skills, positive values and attitudes related to TEFL.

c) Validity and Reliability:

To verify the validity of the Supervisors' Evaluation Questionnaire for the TPC, it was judged by the jury members, and evaluated in the light of their own suggestions/comments. You can see appendix (5) for the names of the jury members and appendix (6) for the final form of the questionnaire. For stressing the validity of the questionnaire, the validity coefficient was also calculated by using discriminatory validity as below:

Table (1)

The Critical Ratio Scores of the Supervisors' Evaluation Questionnaire of the TPC

Critical Ratio	Significance
28.28	Significant at 0.01 level (2-tailed)

As shown in table (1), the value of critical ratio is greater than the standard score (2.58). So, it has been statistically significant at 0.01 level. Accordingly, the questionnaire was discriminatory and valid. In order to establish reliability of the questionnaire, the reliability coefficient was calculated by using Alpha Cronbach and Split-Half, as below:

Table(2)

Alpha Cronbach's and Split-Half of the Supervisors' Evaluation Questionnaire

Cronbach's Alpha	Split-Half	
	Spearman-Brown Coefficient	Guttman Coefficient
0.73	0.74	0.72

As shown in table (2), the results referred that, the reliability coefficients had acceptable values of reliability coefficients.

Fourth: The Student-Teachers' Evaluation Questionnaire:

a) Aims:

The Ss-Ts' Evaluation questionnaire was mainly prepared to collect some information related to their own points of views/opinions, experience and evaluation for their prescriptive TPC throughout the academic year 2018-2019.

b) Construction and Administration:

The questionnaire contained seven aspects with twenty five items. The Ss-Ts were asked to evaluate their TPC which they actually studied according to their own points of views and experiences. The questionnaire had two scales as follows: 1) Yes: means that, the Ss-Ts agree about the item, 2) No: means that, they disagree with the item.

The questionnaire was evaluated in the light of the jury members' comments/suggestions and the Pilot study. To utilize the questionnaire accurately, the researcher held three workshops with the Ss-Ts. The workshops aimed at practicing Ss-Ts to be aware of the professional needs of TEFL, the purposes of evaluating their TPC and practicing them why and how to evaluate their TPC. They were also practiced giving one/more examples/evidences to support their responses. Here are some items which were included in the Ss-Ts' questionnaire: 1) The objectives of the TPC are clear for me, 2) The objectives of the TPC are related to TEFL, 3) Writing the TPC in Arabic is suitable for practicing English teaching, 4) using Arabic in the TPC helped me in developing my English language skills, 5) Using Arabic in the TPC assisted me in developing my teaching skills, 6) Knowledge/theoretical background which included in my TPC are related to TEFL,7) The terms and concepts in my TPC are related to TEFL, 8)Skills which are included in my TPC are related to TEFL, 9) The topics in my TPC are related to TEFL, 10) The topics are meaningful for me as a S-T English major. However many educators indicated

The significance of SS' participation in evaluating their courses{e.g., Per seet al.

(2015), Eliahoo (2017), Solheim (2017), the British Council World Wide (2018)

and Kelly (2018).

c) Validity and Reliability:

The questionnaire was judged by the jury members, and evaluated in the light of their own comments and suggestions. You can see appendix (7) for the names of the jury members and appendix (8) for the final form of the questionnaire. For

stressing validity of the Students-Teachers' Evaluation Questionnaire of the TPC, the validity coefficients were calculated by using discriminatory validity as shown in table (3).

Table (3) Critical Ratio (upper–lower) Scores of the Ss-Ts' Evaluation Questionnaire

Critical Ratio	Significance
13.74	Significant at 0.01 level (2-tailed)

As shown in table (3), the value of critical ratio is greater than the standard score (2.58). So, it was statistically significant at 0.01 level. Therefore, the Ss-Ts' Evaluation Questionnaire of the TPC was discriminatory and valid. For establishing Reliability (R) of the questionnaire, the reliability coefficient was calculated by using test and re-test method on the same sample (N=65).

Using

Pearson Coefficient, R was 0.76. Hence, it had an acceptable value and was reliable.

Fifth: The Ss-Ts' Satisfaction/Dissatisfaction Questionnaire with their TPC,

a) Aims:

The questionnaire was prepared by the researcher to identify the Ss-Ts' satisfaction/dissatisfaction with their own current prescriptive TPC.

b) Construction and Administration:

The questionnaire consisted of 15 items. It was evaluated in the light of the comments/suggestions of the jury members. It was administered to the Ss-Ts (N=65). You can see appendix(9) for the names of the jury members and appendix(10) for its final form. Some items of the Ss-Ts' questionnaire were:

1) I felt satisfied while studying the topics of my TPC, 2) I felt that, I am motivated and enthusiastic while completing and doing the activities/tasks of my TPC, 3) I felt that, I am bored and tired while completing the activities and tasks of my TPC. 4) I would like to study another TPC, better than the current one related to TEFL next year in Shaa Alla. However, there were many educators who were interested in investigating the affective aspect related to TPC, such as Caner(2010), Perse et al.(2015), and Meador (2018).

c) Validity and Reliability:

To establish the validity of the satisfaction questionnaire with the TPC, the validity coefficients were calculated by using the Discriminatory Validity. The results were presented as below:

Table(4):**The Critical Ratio of the Ss-Ts Satisfaction Questionnaire towards the TPC**

Critical Ratio	Significance
5.58	Significant at 0.01 level (2-tailed)

As shown in table (4), the value of critical ratio is greater than the standard score (2.58). Hence, it has been statistically significant at 0.01. Consequently, the satisfaction questionnaire towards the TPC has been discriminatory and valid. Reliability was verified by calculating the reliability coefficient using test and re-test method. Pearson Coefficient = 0.75. So, the questionnaire was reliable.

An Overview for a Proposed TPC in the Light of the Professional Needs for Ss-Ts, Third Year English Majors:

The TPC of third year, English majors should contain the following aspects:

1) Introduction:

a) Presenting the objectives, definition, significance and components of the TPC, b) Clarifying the relationship between TPC and TP, in relation to their specialization, as Ss-Ts English majors/teachers of TEFL in the future, c) Identifying the main roles/responsibilities of Ss-Ts throughout the TP, d) Introducing the basic terms, concepts/expressions and procedures of TP in relation to TP and TPC, and e) Clarifying the relationship between their Methodology course, TP, TPC, and their professional needs as Ss-Ts, English majors.

2) Objectives: a) Knowledge, b) Skills and c) Attitudes:**a) Knowledge:**

Each unit should contain one/more topic related to TP in logical sequence. By the end of each unit of the TPC, Ss-Ts should acquire some appropriate knowledge/theoretical background related to their own TP and TEFL throughout their own authentic TP. Measuring their knowledge acquisition throughout formative and summative evaluations (e.g. tasks, activities, quizzes/Tests).

b) Skills: 1) Mental Skills, 2) Language Skills, and 3) Teaching Skills:

The mental skills in the TPC should include appropriate theoretical background in relation to TEFL, TPC and TP. Developing Ss-Ts' mental skills is essential especially the high order thinking skills such as critical, reflective and creative thinking skills. Besides, Improving Ss-Ts' language skills related to TEFL through their authentic TP. For example, the TPC should develop the four language skills (L,S,R&W). Accordingly, the Ss-Ts should be able to use correct appropriate English language while their TP (e.g. correct pronunciation, grammar and spelling) The TPC should also establish/develop the teaching skills of TEFL (e.g. lesson planning, presentation skills, practice skills, classroom management skills and evaluation skills.

c) Attitudes: Positive Perceptions and Values:

Positive perceptions and values such as motivation, self-confidence, self-esteem, and satisfaction towards TP, TPC, and TEFL should be developed through the TPC. Developing other values and social skills (e.g. respect of time, listening to others' points of view with respect, cooperation, communication, interaction, distributing and rotating roles/responsibilities). Developing positive perceptions towards the TPC, TP, TEFL and the participants of TP is also significant especially for third year, as beginners of TP (e.g. colleagues, supervisor)

3) Content:

Ten units related to TEFL throughout the proposed TPC could be included. Five units for each semester, each unit would be taught throughout two sessions. Each unit should contain the following components: a) An introduction, b) objectives, c) main topic related to TEFL throughout TP, d) concepts/terms related to the main topic of the unit, task-based activities/ practices in relation to TEFL. Finally, a quiz by the end of each unit, conclusion and resources could be attached. The suggested units could be as the following:

Unit No.(1): Teaching Practice and Supervision (definitions, stages, relationship, roles/ responsibilities of all participants of TP, challenges of TP and practical solutions).

Unit No.(2): Lesson Planning (definition, stages, various possibilities/models, challenges, and solutions).

Unit No.(3): Presentation Skills(meaning, purposes, types, steps and techniques).

Unit No.(4): Practice Skills(definition, purposes, significance, types, techniques, and steps).

Unit No.(5): Teaching Aids (TA)/Using Technology and TEFL(definition, aims, significance, classification/ types, principles of preparation/use, Ss-Ts' models/

creation of TA, using technology in TEFL,(why, when and how, challenges and

solutions, evaluation/development for TA and using technology in TEFL).

Unit No.(6): Classroom Management (definition, objectives, significance, techniques, challenges and suggested practical solutions).

Unit No.(7): Teaching Strategies (TS), (definition, purposes, significance, types/

classification, relationship of TPC and TP. Some examples/models of current TS of TEFL and some activities/practices for using TS could be provided).

Unit No.(8): Classroom Activities (CA) (definition/meaning, objectives, types, significance, principles of good selection/design of CA, effective use and development).

Unit No.(9):

Assessment and Evaluation (A/E) skills/tools (definitions, purposes, significance, types, techniques, principles of selecting, designing and using appropriate A and E skills/tools), and Finally, Authentic Challenges and Practical solution for

A and E.

Unit No.(10): Some Suggestions for Developing for TPC and TP (authentic challenges of TP/TPC, suggested solutions for meeting problems and achieving development).

4)Time: 20 sessions, throughout the first and second semesters of the academic year, ten sessions for each semester. Each session might last about an hour and half.

5) Methods and Strategies for Instructing the TPC:

Instead of using the traditional method, while Ss-Ts memorize information, cut and paste answers, other effective methods could be used for instructing the TPC.

These methods/strategies of teaching the TPC should be Ss-Ts centered. For

example, Blended Learning, various active learning strategies could be used, such as cooperative learning, workshops, task-based, and small group discussions).

6) Teaching Aids/Technology: Using various types of teaching technological devices/teaching aids/ (e.g., internet applications/videos).

7) Language: The TPC should be written in English.

8) Participants: Ss-Ts English majors, Supervisors of TEFL(FOE and MOE).

9) Evaluation: Using various types of evaluation (e.g., initiative, formative and summative evaluation). Developing Ss-Ts evaluation skills through self-evaluation, peer evaluation, T-Ss, Ss-T evaluation and supervisors' evaluation.

10) Evaluating and Developing the TPC and TP:

In this unit, the SS-

Ts are asked to write down/reflect on the advantages, disadvantages, challenges/difficulties which they have actually faced in their TPC/TP

throughout the two semesters. Holding one/more small group discussions/work-shops for all participants of the TP for discussing various authentic challenges and suggesting. Providing some practical solutions for evaluating the TPC and TP in the light of the professional needs of TEFL for development.

Data Analysis and Results:

The Statistical Package of the Social Studies(SPSS)program was used for answering the questions of the study. To answer the major question, To what extent does the prescriptive TPC meet the professional needs of third year students-teachers, English majors at Al-Arish Faculty of Education?

The sub-questions were answered as below:

Answering the First Question:

Question No.(1): *What are the professional needs required for TEFL for third year, English majors?* In the light of review of literature and related studies as well as the jury members' experiences, the professional needs of TEFL for third year, English majors which should be included in their TPC were identified as shown in table (5) below:

Table(5)**The Professional Needs Checklist(PNC)of Ss-Ts, Third Year, English Majors**

The Professional Needs Checklist (PNC) of Ss-Ts, Third Year, English Majors	
<u>a) English Proficiency/Language Skills:</u>	
1-Developing Ss-Ts' Listening skill(s).	2-Developing Ss-Ts' Speaking skill(s).
3-Developing Ss-Ts' Reading skill(s).	4-Developing Ss-Ts' Writing skill(s).
<u>b) Knowledge/Theoretical Background Related to TEFL:</u>	
1-Identifying the meaning of some concepts/terms of TP&TPC in relation to TEFL. (e.g. Observation & Supervision:(definition, approaches, instruments, and evaluation).	
2- Identifying the roles/responsibilities of Ss-Ts and supervisors throughout TP&TPC.	
3- Clarifying some challenges/solutions in relation to theory & practice of TPC&TP.	
<u>c)Curriculum Guidance Related to English Language: (Forming the Instructional Objectives of the Lesson).</u>	
<u>Objectives)</u> SS-Ts should be able to:	
1- Write the objectives of the lesson correctly in relation to the levels of cognitive domain of Blooms' Taxonomy.	
2- Write the objectives of the lesson plan correctly in relation to the affective domain.	
3-Write the lesson objectives correctly in relation to skills of TEFL.	
d)Having/Developing Mental &Practical Skills related to TEFL & Quality of TP:	
*d.1-Lesson Planning:	
1-Identify the main procedures of the lesson plan (objectives, activities, teaching strategies, teaching aids, time, and evaluation). 2-Identify some variations for the lesson plan.	
3- Write down the lesson plan	

containing its main elements.

4- Evaluate the lesson plan fairly.

***d.2-Teaching Skills: *Teaching Methods for TEFL:**

1-Classify the main types/features of methods for TEFL.

2-Discuss the advantages/disadvantages of the major methods of TEFL.

3-Suggest various ideas for developing the use of the teaching methods of TEFL.

d-*Steps for TEFL:

1-Specify the types of warming up. 2- Clarify the steps of presentation.

3- Classify the types of practices. 4- Use various types of activities effectively

e) Acquiring Knowledge, Experience and practicing on using Teaching Aids/ Technology in TEFL:

1-Estimating the significance of using teaching aids and technology in TEFL.

2-Classifying the types of teaching aids and technology in relation to TEFL.

3-Clarifying the principles of using the teaching aids/technology in TEFL effectively.

4- Using various types of teaching aids and technology in TEFL effectively.

5-Discussing various challenges in using the teaching aids/technology in TP/TEFL.

6-Suggesting some solutions for facing the challenges/difficulties in using the teaching aids and technology in TP/TEFL.

f) Having Theoretical Background/Practicing on Class Management of TEFL:

1- Identifying some discipline/management challenging/problems in TEFL classes.

2-Discussing the main principles for good Discipline/Management of TEFL classes.

3-Clarifying some techniques for discipline/management.

4- Using various techniques to overcome the challenges/problems of management.

g) Gaining Knowledge and Practicing on Feedback/Evaluation:

***Feedback:(in relation to Tp, TPC and TEFL)**

1-Indicating the principles of constructive feedback.

2-Stating the steps of feedback according to the steps of the lesson(pre,during and post).

3- Providing oral/written constructive feedback using various techniques.

***Evaluation:** (in relation to TP&TEFL).

1- Classifying the types of evaluation(e.g self-evaluation, peer evaluation, SS-Ts evaluation, T-SS evaluation, and supervisors' evaluation).

2- Specifying various techniques/instruments for evaluation.

3-Using various types/tools of evaluation(self-evaluation, peer-evaluation.

Values/Attitudes: (in relation to TP and TEFL).

1-Developing self-confidence and self-esteem of Ss-Ts as specialists of English.

2-Developing positive perceptions towards the TPC,TP, and TEFL.

3-Developing some positive values such as respect of time, listening with respect to colleagues and supervisors and cooperation with participants of TP.

Results as shown in table(5) above showed the required professional needs for third year, English majors. Hence, the first question of the study was answered as below: "The professional needs of third year, English majors were identified, including professional knowledge, skills and attitudes related to TEFL".

Answering the Second Question:

Question No.(2): To what extent does the current prescriptive TPC meet the professional needs required for TEFL for third year English majors?

To answer the second question of the study, and test the efficiency/i nefficiency of the TPC, two statistical techniques were used as below: a) t he researcher's analysisand re-analysis for the prescriptive TPC throughout two different times, and b) calculating the percentage of the existence/inexistence of each of the professional needs in table (6). Here are the procedures which were followed:

First: The researcher herself administered the CAC in relation to the content of the prescriptive TPC twice, after establishing the validity and reliability of the CAC. Conducting the content analysis occurred in two different times, five weeks between the first and second time by the mid of the first semester of the academic year 2018. The content analysis of the TPC contained the whole course, the Introduction and seven

modules (113 pages), which the Ss-Ts were asked to study, answer, and return back to the supervisors as one part of their final evaluation of the TP. The number of pages of each module was considered as a unit for analysis. Using Scott formula in Al-Cabesi (2014), $T_i = \frac{P_o - P_e}{1 - P_e}$

Pe

Po = the percent of agreement between the first and second analysis, while Pe = the percent of disagreement.

Findings of the analysis showed that,

$$P_o = P_e = 0. T_i = \frac{100 - 0}{1 - 0} = 100\%$$

Accordingly, all the professional needs were completely and clearly inexistent.

Second:

Calculating the percentage of the existence/inexistence of each of the professional needs was shown in table(6) below:

Table (6):

The Content Analysis for the TPC of Third Year, English Majors

Analyzing the Content of the TPC of Ss-Ts, Third Year, English Majors, (Categories/professional Needs).	Number of Modules							
	Int ro.	M. (1)	M. (2)	M. (3)	M. (4)	M. (5)	M. (6)	M. (7)
a) English Proficiency/Language Skills: The TPC should help Ss-Ts to,								
1- Develops Ss-Ts' Listening skill(s).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2- Develops Ss-Ts' Speaking skill(s).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3- Develops Ss-Ts' Reading skill(s).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4- Develops Ss-Ts' writing skill(s).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
b) Knowledge/Theoretical Background Related to TP and TEFL:								
1-Identify the meaning of some concepts/terms of TP&TPC in relation toTEFL.e.g.observation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Clarify the significance of TP,TPC&TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Compare TP,TPC and authentic TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4- Identify the	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

2-Classify the main types of methods of TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3- Discuss the advantages/disadvantages of the major methods of TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4--Suggest various ideas for developing the use of the teaching methods of TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

Analyzing the Content of the TPC of Ss-Ts, Third Year, English Majors, (Categories/Professional Needs).	Int ro.	M. (1)	M. (2)	M. (3)	M. (4)	M. (5)	M. (6)	M. (7)
d-*Steps for TEFL:-Warming-Up:								
1-Identify the term of warming up.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Estimate the importance of warming –up.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Specify the types of warming up.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4-Use various types of warming up through TP.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
-Presentation:								
1-Clarify definition& purposes of presentation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Clarify the steps of presentation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Use various techniques for presentation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
-Practice:								
1-Identify the meaning& objectives of practice.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Investigate the importance of practice:	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Classify the types of practice.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4-Provided various techniques for practice.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5-develop practice skills,mechanical/meaningful	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
-Activities:								
1-Identify the definition of	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

activities.								
2-Investigate the importance of activities:	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Classify the types of activities.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4-Provided various techniques for activities.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5-Use various types of activities effectively.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
e) Acquiring knowledge, experience&practicing in using Teaching Aids/Technology in TEFL:								
1-Identifying the concepts of teaching aids and technology in relation to TEFL. <i>Comment</i>	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2- Clarify the importance of using teaching aids and technology in TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3- Classify the types of teaching aids and technology in relation to TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4- Explain the principles of using the teaching aids and technology in TEFL effectively.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5- Use various types of teaching aids and technology in TEFL effectively.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
6- Discuss various challenges in using the teaching aids and technology in TP/TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
7- Suggest some solutions for facing the challenges/difficulties in using the teaching aids and technology in TP/TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
f) Having theoretical background /Practicing on Class Discipline and Management of TEFL:								
1-Identify the term of Class Discipline of TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Clarify the significance of Class Discipline and Management of TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Discuss the main principles/tips for good Class Discipline/Management for TEFLclasses.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4-Clarify some techniques for	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

discipline/management.								
5-Identify some discipline and management challenging/problems in TEFL classes.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
6- Use various strategies/techniques to overcome the challenges of class management.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
Analyzing the Content of the TPC of Ss-Ts, Third Year, English Majors, (Categories/professional Needs).								
	Int ro.	M (1)	M (2)	M (3)	M (4)	M (5)	M (6)	M (7)
g) Gaining Knowledge & Practicing on Feedback / Evaluation:								
*Feedback:(in relation to Tp, TPC & TEFL)								
1- Identify the meaning/types of feedback.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Claryfy the importance of feedback.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3-Indicate the principles of constructive feedback.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4- State the steps of feedback according to the steps of the lesson(pre, during & after).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5- State various techniques for feedback of TP&TEFL Classroom.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
6-Provide oral/written constructive feedback.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
*Evaluation: (in relation to TP&TEFL).								
1- Identifying the meaning /significance of evaluation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2-Claryfy the purposes of evaluation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3- Classify the types of evaluation(e.g self-evaluation, peer evaluation, SS-Ts evaluation, T-SS evaluation, supervisors' evaluation).	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4- Compare various techniques/instruments for evaluation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5- Use various types/instruments	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

of evaluation (self-evaluation, peer evaluation, oral /written).								
Values/Attitudes: (in relation to TP&TEFL).								
1-Classify various levels of values/attitudes in relation to TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
2- Develop positive perceptions towards the TPC,TP, and TEFL.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
3- Develop self-confidence and self-esteem of Ss-Ts as specialists of English.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
4) Develop positive values such as listening with respect to colleagues and supervisors, and cooperation.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
5) Develop satisfaction toward colleagues, TP and TPC.	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

Results as shown in table(6) above indicated completely and clearly the inexistence of all the professional needs. Accordingly, the Content of the TPC was obviously inefficient for meeting the required professional needs for Ss-Ts, third year, English Majors. Some clarification will be highlighted in the section of results' discussion.

Answering the Third Question:

Question No.(3): How do supervisors of TEFL evaluate the prescriptive TPC of student-teachers third year, English Majors according to their professional needs?

In order to answer the third question of the study, the percentage, and Chi-Sq. were computed and presented as below:

Table(7)
Results of Chi-Sq.-Test of the Supervisors' Questionnaire in Evaluating the TPC

N	Strongly Agree		Agree		Dis-agree		Strongly disagree		Sum	Chi-Sq.	in favor of	Mean	Std. Dev.
	F	%	F	%	F	%	F	%					
1	0	0%	0	0%	4	33%	8	67%	12	14.67	Strongly disagree	1.33	0.49
2	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
3	0	0%	0	0%	1	8%	11	92%	12	28.67	Strongly disagree	1.08	0.29
4	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
5	0	0%	0	0%	0	0%	12	100%	12	36.00	Strongly disagree	1.00	0.00
6	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
7	1	8%	0	0%	2	17%	9	75%	12	16.67	Strongly disagree	1.42	0.90
8	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
9	0	0%	0	0%	2	17%	10	83%	12	22.67	Strongly disagree	1.17	0.39
10	1	8%	0	0%	4	33%	7	58%	12	10.00	Strongly disagree	1.58	0.90
11	10	83%	1	8%	0	0%	1	8%	12	22.00	Strongly Agree	3.67	0.89
12	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
13	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
14	1	8%	0	0%	4	33%	7	58%	12	10.00	Strongly disagree	1.58	0.90
15	8	67%	2	17%	0	0%	2	17%	12	12.00	Strongly Agree	3.33	1.15
16	0	0%	0	0%	4	33%	8	67%	12	14.67	Strongly disagree	1.33	0.49
17	0	0%	0	0%	4	33%	8	67%	12	14.67	Strongly disagree	1.33	0.49
18	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
19	0	0%	0	0%	6	50%	6	50%	12	12.00	Disagree	1.50	0.52

N	Strongly Agree		Agree		Dis-agree		Strongly disagree		Sum	Chi-Sq.	in favor of	Mean	Std. Dev.
	F	%	F	%	F	%	F	%					
20	0	0%	0	0%	7	58%	5	42%	12	12.67	Disagree	1.58	0.51
21	0	0%	0	0%	2	17%	10	83%	12	22.67	Strongly disagree	1.17	0.39
22	0	0%	0	0%	3	25%	9	75%	12	18.00	Strongly disagree	1.25	0.45
23	0	0%	4	33%	2	17%	6	50%	12	6.67	-----	1.83	0.94
24	10	83%	1	8%	1	8%	0	0%	12	22.00	Strongly Agree	3.75	0.62
25	0	0%	0	0%	0	0%	12	100%	12	36.00	Strongly disagree	1.00	0.00

As shown in table(7), all the values of Chi-Sq. (except item no.23) are significant at 0.01 level. That finding indicated that, there were real differences among the responses of TEFL supervisors in the Evaluation Questionnaire of the prescriptive TPC. The responses of supervisors in almost items (80%) revealed their disagreement or strongly disagreement about the appropriateness of the TPC. The responses of supervisors in some items (items no. 11, 15, 24, 25)are (16%) indicated that, their responses referred to their agreement about the inexistence of the professional needs of TEFL in the TPC. Hence, the third question of the study was answered as below:

The responses of the supervisors of TEFL, in the Evaluation Questionnaire showed the inappropriateness and inefficiency of the prescriptive TPC of third year, English majors for meeting their professional needs.

Answering the Fourth Question:

Question No (4) How do student-teachers; English majors evaluate their TPC according to their professional needs?

To answer the fourth question, the percentages, Chi-Sq. Test were computed for the frequencies of scores of Ss-Ts in their Evaluation Questionnaire of their prescriptive TPC. Results were presented as below:

Table(8)
Results of Chi-Sq.Test of Scores of Ss-Ts in the Evaluation Questionnaire of TPC

No.	Responses					Chi-Sq.	Sig.	in favor of	Mean	Std. Dev.
	Yes		No		Sum					
	Freq.	%	Freq.	%						
1	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
2	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
3	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
4	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
5	1	2%	64	98%	65	61.06	Sig.at 0.01	No	1.02	0.12
6	0	0%	65	100%	65	65.00	Sig.at 0.05	No	1.00	0.00
7	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
8	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
9	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
10	1	2%	64	98%	65	61.06	Sig.at 0.01	No	1.02	0.12
11	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
12	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
13	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
14	13	20%	52	80%	65	23.40	Sig.at 0.01	No	1.20	0.40
15	1	2%	64	98%	65	61.06	Sig.at 0.01	No	1.02	0.12
16	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
17	2	3%	63	97%	65	57.25	Sig.at 0.01	No	1.03	0.17
18	3	5%	62	95%	65	53.55	Sig.at 0.01	No	1.05	0.21
19	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00
20	3	5%	62	95%	65	53.55	Sig.at 0.01	No	1.05	0.21
21	2	3%	63	97%	65	57.25	Sig.at 0.05	No	1.03	0.17
22	0	0%	65	100%	65	65.00	Sig.at 0.01	No	1.00	0.00

No.	Responses					Chi-Sq.	Sig.	in favor of	Mean	Std. Dev.
	Yes		No		Sum					
	Freq.	%	Freq.	%						
23	49	75%	16	25%	65	16.75	Sig.at 0.01	Yes	1.75	0.43
24	51	78%	14	22%	65	21.06	Sig.at 0.01	Yes	1.78	0.41
25	54	83%	11	17%	65	28.45	Sig.at 0.01	Yes	1.83	0.38

As shown in table (8) above, the most majority of the values of Chi-Sq. test were significant at 0.01 level. This result indicated that, there were real differences between the responses of the Ss-Ts in the evaluation questionnaire of their TPC. Meanwhile, the responses of the Ss-Ts in items (1-21) referred that, 100% of their responses referred to the inexistence of any of the mental/teaching skills related to TEFL in their TPC. Accordingly, the fourth question of the study was answered as below: *"There are statistically significant differences among the responses of students-teachers, third year, English majors in their Evaluation Questionnaire of their TPC showing its inappropriateness for meeting their professional needs"*

Answering the Fifth Question:

Question No. (5): To what extent are third year, student-Teachers, English majors satisfied/dissatisfied with their prescriptive TPC?

To answer question No.(5), Chi-Sq. Test was computed for the frequencies of scores of Ss-Ts (N=65) in the Satisfaction Questionnaire towards their TPC. The statistical results were presented as below:

Table(9)

Results of Chi-Sq. in Ss-Ts' Satisfaction Questionnaire with their TPC

No.	Responses				Chi-Sq.	Sig.	in favor of	Mean	Std. Dev.	
	Yes		No							
	Fr.	%	Fr.	%						
1	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
2	2	0.03%	63	0.97%	65	57.25	Sig. at 0.01	No	1.03	0.17
3	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
4	3	0.05%	62	0.95%	65	53.55	Sig. at 0.01	No	1.05	0.21
5	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
6	0	0.00%	65	1.00%	65	65.00	Sig. at 0.05	No	1.00	0.00
7	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
8	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
9	1	0.02%	64	0.98%	65	61.06	Sig. at 0.01	No	1.02	0.12
10	2	0.03%	63	0.97%	65	57.25	Sig. at 0.01	No	1.03	0.17
11	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
12	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
13	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
14	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00
15	0	0.00%	65	1.00%	65	65.00	Sig. at 0.01	No	1.00	0.00

As shown in table(9), all values of Chi-Sq. were significant at 0.01 level which indicated that, there were real differences between the responses of Ss-Ts in the Satisfaction Questionnaire towards their TPC. Whereas, their responses indicated that,100% of the Ss-Ts' responses referred to their dissatisfaction with their prescriptive TPC. Consequently, the fifth question of the study was answered indicating the following result: *There are statistically significant differences among the responses of Students-Teachers third year, English majors in the Satisfaction Questionnaire, showing dissatisfaction with their prescriptive TPC".*

Discussion of Results:

Based on the review of literature, related studies and statistical analysis reported above, the results of the present study were interpreted as below:

First: The first finding of this study was that, ***"The professional needs of third year, English majors were identified, containing professional knowledge, skills and attitudes related to TEFL"***

This finding goes in line with Janzen (2008) , Khalid(2014), Perse et al. (2015), Al-Qahtani (2015), Eliahoo(2017), Solheim (2017),The British Council (2018),Kelly (2018)and Meador(2018)who stressed the significance of providing the professional needs for English majors, especially for the beginners of TP, identifying them in eight major professional needs as below:

- 1) English Proficiency, 2) Knowledge and Theoretical Background related to TP and TEFL, 3) Gaining and Developing Mental and Practical Skills related to TEFL and Quality of TP, 4) Curricular Guidance related to English Language, 5) Gaining Knowledge and practicing on feedback and evaluation, 6) Having Theoretical Background and Practicing on Class Discipline/ Management of TEFL,7) Knowledge Acquisition, Experience and Practicing on Using Teaching Aids/Technology in TEFL. and finally 8) Values and Attitudes.

Second:

The second finding of the current study was that, ***"There are statistically significant differences showing the inefficiency of the prescriptive TPC for meeting the professional needs of third year, English Majors"***

Both of the qualitative and quantitative analysis of the prescriptive TPC for third year English majors indicated the inexistence of the professional knowledge, skills and attitudes related to TEFL. Consequently, the TPC is inefficient and inappropriate for meeting the professional needs required for third year English majors. This result also is in consistent with Brady (2007) who indicated that, neglecting the intellectual activities and higher thinking skills related to the specialization and professional knowledge and skills passively affect curriculum development. Accordingly, curriculum becomes inefficient when it does not meet students' needs, interests, professional knowledge and skills.

Both www.et-foundation.co.uk and <http://education.nsw.ed> also indicated that, providing students with practical teaching experiences require essential bases of professional knowledge, skills, abilities, values and attitudes built in the early years of teaching. Akbulut Tas and Karabay(2016) stressed that, pre-service teachers had many problems such as; the gap between theoretical knowledge and practice as well as the lack of integration of content and teaching knowledge, content organization, and missing and insufficient theoretical knowledge.

The inefficiency and inappropriateness of the current prescriptive TPC may due to that, the designers who designed and prepared it have been non-specialists of TEFL. They were specialists of other subject matters at the Curriculum and Instruction Department at the FOE such as Arabic, Mathematics, and Science. So, the TPC has been taught for all third year Ss-Ts, at all the departments of the Faculty many years ago and up till now. On the other hand, it may need a team work of at least two specialists of TEFL to re-design and re-structure the TPC according to the professional needs of Ss-Ts, English majors. At the same time, the finding of the present study does not go in line with Caner (2010) whose findings revealed the effectiveness of using a blended learning-based TPC in English language for the TP Program at Anadolu University.

Third: The third finding of the present study was that, ***"There are statistically significant differences among the responses of supervisors of TEFL in the Evaluation Questionnaire of TPC showing the inappropriateness and inefficiency of the TPC of third year, English majors for meeting their professional needs"***

In this study, the researcher held three workshops with the supervisors of TEFL throughout the sessions/meetings of the TP. They discussed and compared the content of the prescriptive TPC in relation to the professional needs of third year, English majors. The findings revealed the inappropriateness and inefficiency of the TPC for meeting the professional needs of Ss-Ts throughout the seven aspects as below: a)The Objectives of the TPC, b) Language, c) Knowledge and Theoretical Background, d)The Topics, e) The Activities, Tasks and

Examples, f) The Advantages/Disadvantages, and g) Suggestions related to the TPC.

Moreover, the supervisors have been specialists of TEFL. For instance, all the supervisors (100%) expressed their strongly disagreement in relation to the appropriateness and efficiency of the TPC for Ss-Ts, English majors as below: item(21) According to my own experience, the TPC is appropriate for meeting the professional needs of third year Ss-Ts, English majors, item(25)I think that, the prescriptive TPC is efficient for meeting the professional needs of third year, English Majors. They commented that, No, the TPC is inappropriate and inefficient for meeting the professional needs of this year, English Majors. They also commented that, all the topics, tasks and activities are not related to TEFL.

However, this finding goes in line with The Department for Education and

Employment (2000), Griffiths(2000), Kiefer(1993-2008), Kuhlman& Knezevic(2012),

Bahrian Teachers College (2016) and Kelly (2018)who stressed the significance of the experiences of the specialists in reflection and evaluation, in the learning/teaching processes as basic elements for curriculum evaluation and curriculum development.

Fourth: The fourth finding of the study was that, "***There are statistically significant differences among the responses of student-teachers, third year, English majors in the Evaluation Questionnaire of their TPC showing its inappropriateness for meeting their professional needs***" In the current study, the researcher conducted some workshops and discussions with the Ss-Ts to increase their awareness of their professional needs significance in their educational preparation throughout the supervision of TP in different six schools. Hence, the Ss-Ts were also practiced by the researcher to identify their professional needs. Moreover, they were practiced to examine and compare the content of

their TPC in relation to their professional needs of TEFL critically reflecting upon their own ideas, points of views, experiences and feelings as English majors of TEFL. As a result, they became more aware of their professional needs as English majors and specialists of TEFL in the future. The findings showed the inappropriateness of the TPC for meeting the professional needs of Ss-Ts throughout the seven aspects as below: a)The Objectives of the TPC, b)Language, c)Knowledge and theoretical background, d)The Topics, e) The Activities, Tasks and Examples, f) The Advantages/Disadvantages, and g) Suggestions related to the TPC.

Consequently, the Ss-Ts became convinced that, their TPC has been useless, insignificant and inappropriate for meeting their professional needs as English majors.

For example in item No.12) I think that, the activities and tasks in my TPC are suitable for practicing teaching English. All the responses of the Ss-Ts (100%) were No. Most of them commented, it is unsuitable for TP since it is not related to TEFL. In item No.19) I think that, the TPC is appropriate for me as a S-T, English major.

All the responses of the Ss-Ts (100%) were No. Most of them commented, it is inappropriate since it is not related to TEFL. However, that result goes in line with Johnstone(2005), Bahrian Teachers College (2016) and Kelly(2018) discussed the significance of SS' participation in the evaluation process of their own programs/ courses.

Fifth: The fifth finding of the present study was that, "***There are statistically significant differences among the responses of student-teachers, third year, English majors showing their dissatisfaction with their perspective TPC***"

The most majority of the Ss-Ts expressed their dissatisfaction with their perspective TPC. For example in item No.10, I think that, the TPC is good/very good for me as a S-T, English major. The most majority of the Ss-Ts (0.97%) responded No. They commented it is not good for me, some responded, it is bad. Only (0.03%) responded, it is good since, I have got some general information in Arabic about TP. In item 15),

Generally, I felt that, I am satisfied with my own TPC this year. All the Ss-Ts (100%) responded No. They commented, I am dissatisfied with my TPC this year, because it is not related to TEFL.

This finding has been in line with the findings of Kiggundu& Nayimuli (2009) who were of the opinion that, Ss-Ts had challenges which passively affected their perceptions, satisfaction, and attitudes. On the other hand, the finding of the current study, did not fit with the findings of Caner (2010) whose study indicated the satisfaction of Ss-Ts with implementing a blended learning-based TPC in English language for the TP program. That finding also did not match the findings of Seymen (2012)and Meador (2018) who indicated that, teaching requires a healthy blended of professional knowledge, skills and attitudes especially throughout TP and TPC. They also did not fit the findings of Alshehri (2018)whose findings showed largely satisfaction of EFL teachers with the most majority of the features of the perspective textbook.

After evaluating their own TPC, Ss-Ts had become more aware of their own professional needs which should be included in their own TPC and their relation to their TP. Therefore, they expressed their own dissatisfaction towards their own TPC. What was interesting in this aspect was that, the Ss-Ts expressed their own regret, boredom and dissatisfaction. They declared their negative perceptions towards their TPC because of wasting their own time, effort and money for inappropriate TPC which was not related to their own specialization as English majors.

Recommendations:

The following recommendations could be considered according to the findings of the present study:

- 1) The content of the TPC should be closely related to the professional needs (knowledge, skills and attitudes) of each specialization especially TEFL.
- 2) Designing the TPC should follow the criteria of curriculum design such as following clear related objectives, outcomes, meaningful content and Ss' needs.
- 3) Ss-Ts, English majors should have the opportunity to participate in evaluating their educational preparation program(s) in relation to their professional needs.

- 4) The TPC of English majors should be in the light of Ss-Ts' professional needs, identity and standards of TEFL.
- 5) The TPC should be designed in relation to the professional practical field of TP and related subject matters such as methodology course rather than isolating them.
- 6) Supervisors from the FOE and MOE should attract their Ss-Ts' attention to connect the theoretical aspect of Methodology course and TPC to the practical authentic one of TP in relation to the professional needs of TEFL.
- 7) It is significant to develop the higher thinking skills of Ss-Ts(e.g. critical thinking, creative thinking and evaluation skills) throughout the TPC/TP.
- 8) For designing effective TPC for English majors, there should be an integration for the professional knowledge, skills and attitudes.

Suggestions for Further Research:

Based on the findings of the current study, the following topics could be considered for further research/studies:

- 1) One or more study could be conducted for re-designing/ developing the perspective TPC of third year/fourth year English majors, as well as other specialization in relation to the professional needs for Ss-Ts for each.
- 2) A proposed TPC could be fully designed and prepared for third year English majors in the light of their professional needs.
- 3) A suggested study could be conducted to follow-up the effectiveness of the suggested TPC upon developing Ss-Ts' professional knowledge, skills/ attitudes.
- 4) A proposed TPC could be fully designed and prepared for fourth year English majors in the light of their professional needs.
- 5) Another evaluative study could be applied to evaluate/develop the evaluation tools of Ss-Ts' English majors in the light of the professional needs.
- 6) A research might be extended to evaluate the other different courses of TP for English majors as well as other departments.
- 7) Other evaluation studies might be administered for developing other educational courses/programs in the light of English majors' professional needs/standards.

- 8) One/more research could be conducted to evaluate/develop the TPC for other departments according to their own professional needs.

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