مدى استعداد طلبة قسم اللغة الانجليزية بكلية التربية الزاوية لتطبيق التربية العملية

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ملخص البحث:

ارادت الباحثة من خلال هذه الدراسة كشف النقاب عن الصعوبات التي تواجه طلاب جامعة الزاوية الذين يخوضون تجربة التدريس لأول مرة, والذين يتأهلون من برنامج التربية العملية بعد التطبيق الميداني بالمدارس.

تضمنت عينة الدراسة طلبة قسم اللغة الانجليزية بجامعة الزاوية ـ كلية التربية الذين أنهوا برنامج التربية العملية مؤخرا. استخدم الباحث ثلاثة وسائل لجمع المعلومات وهي استبيان, ومقابلة, وحلقات نقاش مفتوحة, حيث كانت طبيعة الدراسة نوعية موضوعية, وذلك لغرض جمع المعلومات حول العينة المحددة.

وزع الاستبيان على ثمانية وعشرين طالبة , وتم مقابلة اربعة طالبات, واجريت حلقات النقاش داخل مدرسة الجيل الجديد الإعدادية بمدينة الزاوية وفي كلية التربية بجامعة الزاوية.

كانت النتائج جديرة بالإهتمام ; حيث تباينت وجهات نظر الطلبة المعلمين واختلفت في مواضع واتفقت في مواضع أخرى. حيث اظهرت ان الطلبة كانوا مستعدين لتطبيق التربية العملية الى حد ما. وكانت لدى عينة الدراسة وجهات نظر جديرة بالاهتمام فيما يتعلق بالمواد التي تم دراستها بالجامعة. علاوة على ذلك اثبت مجتمع الدراسة أنهم استطاعوا تحدي بعض الصعوبات التي واجهتهم في المدارس الإعدادية بالزاوية.

وفيما يتعلق بنتائج البحث, يوصي الباحث بزيادة عدد عينة الدراسة, وتخصيص زمن اطول, بالإضافة الى استخدام وسائل نوعية موضوعية اكثر لجمع المعلومات في حالة اجريت دراسة مستقبلية مشابهة.

Readiness Towards Teaching Practice by English Language Teacher Trainees of Azzawia University/ Faculty of Education

Abstract

By this study, the researcher meant to find out the difficulties that confront Azzawia university students who enter workplace for the first time, and who qualify from teacher training programs to conduct teaching at schools. The sample of the study included forth year students who are studying at the English Language Department- Faculty of Education. A questionnaire, semi-structured interview and group discussions were implemented to collect data about the specified sample. It consisted of twenty eight students (female students) for the questionnaire and four students for the interview. The discussions took place in Aljeel Aljadeed Preparatory School in Azzawia city, and at the Faculty of Education/ Azzawia University. The findings of the research revealed that the trainees are to some extent ready to go for practicum. The respondents have notable insights towards the subjects offered in the university. Furthermore, they have proved that they managed challenges during teaching at Azzawia preparatory schools. Regarding the research findings, it is recommended for further study that the number of the participants to be increased, and that the duration of study to be expanded as well as using more qualitative instruments for data collection.

Introduction

Teaching practice is a very crucial tool for pre-Service teacher preparation. The students of the Faculty of Education are expected to practice teaching for a certain period of time before graduation. It is not the same as micro-teaching subject, where the students are required to conduct teaching to their colleagues inside the university halls. However, micro-teaching should be considered as positive experience because it helps in the gradual development of

professional expertise and minimizes the risk of failure in the classroom (Wahba, 2003:1). While according to Wagenaar "practice teaching is thus different to micro-teaching which involves teaching mock lessons to fellow students in a simulated setting." (2005:7). Basically it is still considered as a cornerstone for the vocational training of student teachers.

" As you undertake teaching practice you probably will be referred to as a *student teacher* or a *pre-service teacher*" (Perry, 2004:3). Teachers should be well educated people, whatever their specialty (Cross, 2003:1)

Being a teacher is not easy task. Teachers have to undertake a number of courses correlated with teaching. At the university, the teacher students are exposed to variety of curriculum. Before starting teaching practice or pre-service teaching the students should have a great deal of information about teaching issues; academic as well as technical. Having defined the ideal teacher pro-file, it is the place of the college of education to organise a programme that will deliver a supply of new teachers that meets the target (Cross, 2003:1).

Teaching is professed as an opportunity to grow intellectually as well as humanly (Cortés, 2016:2). During their school attachment program or teaching practice, the teacher students face challenges and issues inside the classroom. Some of those trainees are not ready to enter the classroom and deal with such problems. This gives the impression that the trainees are inadequately prepared for the real situation.

Research Objectives

1. To investigate students' level of readiness towards practicum teaching;

2. To determine trainee teachers' perception towards the challenges encountered during teaching practice;

3. To find out the needs of trainee teachers prior to going for practicum; and

4. To determine the trainee teachers' perceptions towards the university courses.

Research Questions

The research questions are listed below:

1. What are the trainee teachers' levels of readiness towards practicum teaching?

2. What are the trainee teachers' perceptions towards the challenges encountered during teaching practice (Tp)?

3. What are the trainee teachers' needs prior to going for practicum?

4. What are the trainee teachers' perceptions towards the university courses?

Literature review

Teaching practice

Recently, Teaching is differently perceived from the past. Pratte & Rury, 1991, state that " Some time ago teaching was conceived as "a craft profession, built on a conscience of craft, rather than a more conventional ideal of professionalism" (as cited in Cortés, 2016:49). Teaching is the process of becoming: a time of formation and transformation, of scrutiny into what one is doing and what one can become (Britzman, 2003:31). Teaching provides intellectual and professional values rather than a number of years of teaching. The art of teaching is to balance the need for surface knowledge with deep processing of this knowledge (Hattie, 2015:25). This means that teaching is not just about giving and testing information, it goes beyond that, it correlates with getting use and benefits for both; the teachers and the students. In other words teaching means making use from what is given inside the class and transforming it to the people' needs. Moreover, there are many factors take a place in the teachers' life such as experience, knowledge, as well as functional input.

Therefore, the practicum experience is a paramount component of teachers' preparation to teaching. Barton, Hartwig, and Cain (2015)

assert that the practicum is considered as a key component of teacher education. Learning to practice in practice, with expert guidance, is essential to becoming a great teacher of students with a wide range of needs (Darling-Hammond, 2010: 40). Such kind of practicum helps novice teachers and trainees to reflect, learn, teach and develop professionally. Richards (2002) proclaim that the teaching practicum qualifies and enhance the quality of student teachers' knowledge, skills, and experiences and, more importantly, makes it possible to continue academic and professional growth.

According to Wallace, 1991 the term "pre-service teacher" means the stage where beginning teachers obtain substantial on-campus coursework that they are expected to transfer directly to the in-school practical setting where they begin to act as teachers.

To be a pre-service teacher, one has to do with the act of acquiring content and practical knowledge. For content knowledge trainees are meant to deal with different theories about teaching and practical knowledge in relation to teaching experiences teachers in training they have. For Borg (2006) pre-service teachers are those who start a teaching education program at the undergraduate level. Simply, to study the art of being a teacher and to share knowledge with other people; peers, skilled teachers, and expert figures mean that one is a pre-service teacher. Brown (2001:61) points out that pre-service teachers are characterized by a large proportion of emotional involvement such as feelings, self, relationships in community. Since there is a correlation between attitudes and teaching trainees inevitably consider relevant matters such as students' feelings, individual differences and classroom setting, as well as other community matters. Based on the situations pre-service teachers go through in pedagogical practicums, they develop or fix up attitudes toward their future profession. Concerning novice teachers' perceptions of teaching Taylor and Littleton (2006:22) propose: "As student-teachers are learning to teach, they continually reconstruct their perceptions and beliefs of the teaching profession as well as their understanding of the tasks of teaching". This means that student-teachers determine their approach and construct attitudes based on real teaching events they

experience in this profession after being involved in pedagogical practicums. Becoming a teacher involves the construction of a person identity (Danielewicz, 2001:9).

Connecting theory and practice is another important aspect in the sense of student teachers' formation process via pedagogical practicums. When teachers reflect on a lesson or their practice, they must go beyond description of what happened or 'how did it go?' and consider questions such as 'From this lesson, what did I learn about myself as a teacher? (Sharkey, 2009: 129). This kind of reflection on practice in second language teachers' education enables teachers to become qualified professionals. Wallace (1991) comes up with the reflective model; another view of joining theory and practice in relation to language teachers' training. By this model; the reflective model Wallace introduced some terms correlate with teachers training and the origin of their knowledge.

He introduced the term "received knowledge" the information that is based on data, facts, and theories, and the like. And the term "experiential knowledge" that means the knowledge product of practice, that is, "the trainee will have developed knowledge-in-action by practice of the profession, and will have, moreover, the opportunity to reflect on that knowledge-in-action" (Wallace, 1991, p. 15). The involvement in a practicum that allows the pre-service teachers to reflect upon what they do and the results their work has brings chances to evaluate and take actions on the teaching act and thus generate new understandings of it (Morales Cortés, 2016:50).

Outstanding teacher trainee

Teaching can be one of the most rewarding careers (Grigg, 2015: 1). Based on experience, the happiest worker is the teacher; that is being involved with young people. During the lesson the teacher could smile, laugh, enjoy, praise and have an in-depth discussion with the students. This was attributed to the fact that teachers find young people to be refreshing, different, funny, full of energy and willing to give feedback (Grigg, 2015:1). That is not to sidestep the

challenges the teacher faces such as preparing and planning, managing the class.

The question that comes to one's mind is what it takes to be an outstanding teacher. Carr, John and Sharen Bertrando (2012: 5) proposed three principles for learning and motivation to provide useful and effective teaching and learning. They are: 1- Recognise student's preconceptions, 2- Organise facts into conceptual framework, and 3- Use metacognition to help students learn how to learn. The outstanding teacher should have all these principles in mind; for the first principle the teacher needs to connect what students already know about the world and what they need to learn. Furthermore, the teacher needs to help students discard their misconceptions in the light of the new information. For the second principle the students need to learn facts and ideas and organise them conceptually. For the last principle the students in general and especially the students who have learning difficulties benefit from reflecting on their learning progress and goals. English learners, unlike native English speakers, benefit from applying a metacognitive approach to learning English, as well as to learning discipline specific content (Carr, John and Sharen Bertrando 2012:6). They benefit when they understand how to apply those aspects.

Methodology

Participants

This research was carried out with a group of English language learners at Faculty of Education -Azzawia University. The learners were at the final year of the university and about to graduate. Most of the participants were female where there was only one male student, and all of them were from the same university. There were 28 participants with age range from 21 to 25 years old. They were involved in a teaching practice program (which is the practicum

corresponding to the final year of the Faculty program) at Azzawia Preparatory Schools. The participants agreed voluntarily to be part and contribute to the investigation. The sample has been chosen randomly. The researcher found welcome from the participants; they were willing to share their views and insights. Before the start of the study, the researcher has explained the purpose of the study to the participants.

Data collection instruments

The researcher used three qualitative data collection instruments: a questionnaire, a semi-structured interview and group discussions. The questionnaire was distributed manually. It included sets of close-ended questions and open-ended ones. It consisted of twenty two questions; the first three questions were more personal than the rest of the questions, the purpose beyond that the researcher intended to know whether the participants are ready to teach or not and to examine the adequacy of practicum preparation prior to going for teaching practice, as well as the experiences the participants encountered in schools. (This set of questions is adapted and modified from Abdul Rahman (2011)). The open-ended questions were prepared for the participants in order to give them a chance to freely express their understanding and viewpoints toward their vocational training.

The researcher used group discussions and the questionnaire as survey and warming- up tasks for the semi-structured interview. The purpose beyond that was to stimulate the participants to report their views and check out their understanding of teaching as profession and readiness to teaching.

The semi-structured interview was conducted with eight participants in English and in Arabic languages taking into account the participants' native language where some of participants could express their insights more precisely in Arabic than in English. The researcher chose to implement semi-structured interview in order to ask other related questions (instantly) to the informants' responses. Each interview lasted for about fifteen minutes. They (the

participants) were interviewed directly after finishing the questionnaire to triangulate the results of both instruments. Before conducting the study, a pilot study was conducted in order to test the validity and reliability of the instruments. It was in the form of discussions. Selected respondents were interviewed to obtain input on how aspects of practicum process could be further improved

Data analysis

The data obtained using questionnaire and interview as well as the group discussions was analyzed qualitatively. The respondents' responses were transcribed following the grounded theory analysis process. As has been raised by Strauss & Corbin (1998) and Goulding (2005) the researcher has to discover concepts that are grounded in the informants' views. Then, the researcher will make use of the constant comparison between the informants' ideas and views and the previous claims. This was exactly raised by Creswell (2009) that the grounded theory will eventually provide the researcher with a constant comparison of the data taken from the informants and maximize the similarities and differences between the emerging data and the theoretical sampling.

As proclaimed by Miles & Huberman (1994: 14) that the grounded theory is an inductive inference that seeks out more data to support or qualify the new data that are driven from the participants and then it helps in drawing links between the new data and the previous cumulative concepts. The researcher, then, could make a new concept out of the informants' views not just depend on previous claim. After transcribing the respondents' narratives, the researcher started coding the participants' responses; line by line coding (first level), then axial coding (second level), after that, the researcher generated descriptions and themes. The last step was deriving meaningful interpretations and descriptions that could offer rich, clear and complete explanation of the phenomenon under study.

Findings

Out of 35 sets of questionnaires there were 28 valid questionnaires. Almost all of the respondents were female except one male student, therefor gender was not considered as a variable. The questionnaire sought data about the trainee teachers' levels of readiness towards practicum teaching, the trainee teachers' perceptions towards the challenges encountered during teaching practice, and the trainee teachers' needs prior to going for practicum. In addition to that questionnaire sought data about the trainee teachers' views and opinions about the courses given to university students.

The information has been gathered and analyzed following the grounded theory (Strauss & Corbin, 1998). And, within this research triangulation was done in order to find the general patterns among the different instruments employed. Janesick (1998:13) stated that triangulation is related to "the processes of using different data collection methods, data sources, analysis, or theories to check the validity of the findings". In this research two types of triangulation techniques were used: first, triangulation by instruments and second, the researcher's triangulation. Thus, this technique guaranteed a reliable and valid process of data analysis.

Students' level of readiness towards practicum teaching

Starting with the questionnaire the researcher included 22 questions. Each group of questions sought an answer to the research questions. In regard to the first question of the research it was found that trainees' level of readiness towards teaching practice influences their school experience. School experience is about what the students got from teaching in schools such as carrying out teachers' roles and responsibilities, being able to handle and solve problems, as well as carrying out and planning lessons.

Table1: Respondents' level of readiness and general school experience

Respondents' level of readiness	Minority high 25%	Majority medium 75%	Non low 0%
general school experience	Majority good 92.8%	One is moderate 3.5%	One is bad 3.5%

From the above table, most of the respondents reported having medium level of readiness while some of them reported that they are highly ready to teach English at schools. Fortunately no one wrote that they have a low level of readiness. Concerning the school experience; almost all of respondents reported having good and enjoyable experience. For these students, they had no problems planning and carrying out lessons, they reported that they managed to motivate and manage students' behavior and carried out their roles and responsibilities as trainee teachers in schools. Only one respondent claimed his/her experiences in school were moderate, perhaps having some difficulties in the school while one student described her experience as relatively bad. Remarkably a great deal of the respondents claimed that they need improvement on classroom management. On the other hand a very little number of them proposed that they need improvement on: content and pedagogy, interpersonal skills, as well as classroom management. Perhaps lack of experience is one reason for trainee teachers and may be they are not equipped with sufficient skills to engage students in classroom activities.

Moreover the results from the interview and group discussion, there was consensus in the interviewees' responses; they proposed that they were to some extent ready to start practicum and consequently almost all of the interviewees claimed that they had a good experience at schools. Looking to the interview transcripts, the

majority proved that they were at medium level of readiness while some of them thought that they had high level of readiness.

From the analysis of the data collected from the questionnaire and the interview as well as the group discussion it could be said that the trainees, in general, were able to adapt to the school environment. And they were able to interact, cooperate and work with others, including students and other teachers.

Trainee teachers' perceptions towards the challenges encountered during teaching practice (Tp)

The data obtained from the questionnaire revealed that the trainees voiced their concern over many related issues to practicum. They had faced a number of challenges all through conducting teaching practice. Some proposed that they lack interpersonal skills such as dealing with colleagues, dealing with students and other personal skills which involves teacher personality, being trust in self, teacher creativity, and having background knowledge. Some of them needed more training courses on planning lessons, classroom management, and using teaching aids. Remarkably, some of the trainees claimed that they needed more training on dealing with other people in the school such as other subject teachers, handling students' problems; and dealing with the students' parents. Unfortunately, and as a result of the supervisors' absence, some of trainees did not get enough guidance from their supervisors.

Data obtained from the interview and group discussion more or less were the same where the teacher trainees faced variety of challenges during practicum. One of the interviewees proposed that it was hard to get the respect from the students since they knew that the trainees were not authorized to mark them. In other words, there were naughty students who did not respect the presence of the trainee teachers. Those students knew that they would not be evaluated or given marks by the trainees. Another interviewee proclaimed that she had a lot of challenges, some went good while others did not, and that was because of the school environment that was bad and as a result she could not present her ideas and plans as

she wanted. Below is the participants' coded answers of the questionnaire, the interview, and the group discussion.

Table 2: Trainees' perception towards the challenges encountered during Tp

Q no.	The question	Trainees' coded answers
9	What is your perception towards the challenges encountered during Tp?	Personal issues, classroom management, trust in self, planning lessons, getting on well with students, supervision issues, teaching aids, school environment, getting respect from students, shortage of time, overcrowded classes, time management, lack of support, and lack of training and development opportunities.

After analysing the responses of question number nine one could conclude that there are three most challenging areas for the trainees, they are; content and pedagogy, interpersonal skills, and classroom management. Moreover the trainees need to be equipped with more information in order to function and participate well in school.

The trainee teachers' needs prior to going for practicum

The trainees' views on what are their needs before starting practicum were more or less related to teaching. They think they should improve on technical and professional aspects. The respondents revealed that their main concern were on the main skills; listening, speaking, reading and writing. Furthermore, the trainees shed the lights on other personal needs such as trust in self, creativity and background knowledge.

Table 3: Teacher trainees' needs prior going for practicum

Q no.	The question	Trainees' coded answers
4.	What are the trainee teachers' needs prior to going for practicum?	Skills, creativity, practice, background knowledge, trust in self, more training on Tp (lesson planning, time management, teaching aids, level of voice … etc.) improving grammar and pronunciation. More time on real contact with students.

From the above table, the researcher concluded that the trainees realized what they need in order for them to perform teaching correctly or at least with less mistakes, and were inevitably right to ask for more training and improvement on their vocational training. And that revealed that trainees feel that they are "pedagogically ill-prepared, but content wise, they seemed apt at it." as proclaimed by Abdul Rahman (2011).

The trainee teachers' perceptions towards the university courses

There were four consecutive questions, in the questionnaire and the interview, in order for the researcher to find an answer to the last research question.

The current university courses

When asked to reflect on the subjects that they took during their B.Ed program, the respondents claimed that they took different kinds of courses, and they can be grouped in theoretical, historical,

philosophical, as well as the majored courses. The respondents suggested that some of these course are useless, not suitable and time consuming, and could be replaced with more useful ones. Remarkably, some of the trainees proposed that non-majored courses would be better if they were given in English, in respect of their major. Concurrently, some of the interviewees called for adding new most specialized courses.

Courses that should be removed

Teacher trainees were also asked about the current courses that should be removed from the program. The feedback shows that students found subjects which are theoretical and historical were useless. They are in the opinion that these courses should be substituted with relevant and useful courses. They almost share similar opinions that some subjects such as history, geography, and Arabic should be removed from the content of the degree course. Respondent no.3 justified her answer "since Testing and Evaluation was not given well, it should be removed." Unexpectedly, Respondent no.4 has proclaimed that all courses are important not just for classroom teaching but also for one's life.

Helpful Courses

The trainees found that pedagogy courses were helpful when asked to list down courses which they found useful during their practicum in schools. It is interesting and expected that they found Syllabus Design, Teaching Practice, Strategy, Micro-teaching, Grammar, Reading Comprehension, Phonology, Educational Psychology, Counselling and Guidance are useful ones which have helped them in their practicum. Clearly, the trainees find useful are practical courses that provide information and knowledge, and as a result they can directly apply them in the classroom.

Not helpful courses

The trainees were asked to list down the courses that they found not helpful during teaching practice program. Their answers were similar to the question which asks for "the courses that should be

removed" from the programme. This consequently asserts that there is a certain degree of consistency in the feedback given by trainees.

Conclusion

Based on the findings of this research, this study suggests interesting insights on trainee teachers' readiness to practicum, their perception on teaching practice, and their needs and challenges. Concerning teacher trainee readiness, trainees are generally to some extant ready for their practicum teaching or placement in schools. However, they have their vision on what are the subjects/ courses they need in order to perform and improve their teaching. Consequently, they saw very little need for theoretical, historical and philosophical in nature. The majority of the participants proposed that these subjects are not useful and practical for them in their teaching. They find that other practical subjects are very crucial for them and they hope to see more practical and classroom-useful courses to be included into the four year B.Ed. degree programme.

Pedagogical implications

The university students are matured enough to express their needs towards learning and teaching a language and decide which is which concerning the usefulness, benefits, and quality of the courses and the qualities of a good teacher.

The teacher needs to use a variety of methods and techniques since the learners have individual differences. The teachers do not have to be perfect in English to teach English as Dlugosz (2000) states. For the learners to learn the language correctly, they must get a sufficient deal of good quality courses and a qualified teacher, who could make even a slight change in the learners' cognitive.

As cited in (Abdul Rahman, 2011: 11) "...Teachers and teacher educators must make a fundamental change in their paradigm for teaching and learning. We must recognize that the current education system has been set up to prepare students perfectly for a world that no longer exists. Massive, re-thinking of training for educators is

essential if schools are to be made relevant to the modern needs of all students…"

Recommendations

The researcher recommend for further research

1. The sample of study could be broaden. i.e., research could include other departments.
2. Such study might be conducted in other faculties of Education in Libya.
3. Relating to time factor, this study could take longer period in the future.
4. Future research may undergo qualitative and quantitative study; statistical study could help in handling.

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APPEDIX A: The Questionnaire

Dear respondents

The researcher is conducting a study investigating the effect of some of teaching issues and subjects on Zawia University teacher students. She would like to ask for your assistance in her study by taking the following reading test and filling out the questionnaire. The information obtained from this study is of vital interest and importance to educators and students and the teaching of English as a foreign language.

The researcher appreciate your cooperation in the questionnaire, which will take no more 30 minutes to complete. Your responses will not be traced to you, and will remain completely confidential.

1- What do you think your level of readiness to TP?   High ☐   Medium ☐   Low ☐

2- Your school experience: Good ☐   Moderate ☐   Bad ☐

3- What area you need improvement on: content and pedagogy ☐ classroom management ☐ inter-personal skills ☐

4- What are the trainee teachers' needs prior going for practicum?
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5-Do you think you need to be exposed to use creativity in classroom? How?
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6- How to handle misbehavior among students and manage student's behavior?
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7- What do teachers need to improve on: a) Personality   b) Teacher-student interaction

c) Teacher and staff relationship   d) Teacher attitude and motivation

8- What do you think should get the awareness of teacher's roles and responsibilities?

 b- capacity to work with other people   a-EL proficiency

 c- knowledge and skills related to teaching (lesson planning/ implementation)

9-What is your perception towards the challenges encountered during TP?

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10- What are the changes that teachers need to have in order to improve in their teaching?

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11- Reflect on the subjects that you took at the university: (theoretical, historical, philosophical)

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12- List down the courses you found useful during your practicum:

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13- List down the courses you found not helpful during your practicum:

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14- What are the current courses that should be removed?

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15- Why do you want to teach (English)?

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16- What were the qualities of a teacher you admired?

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17- What would you find difficult about teaching?

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18- What have you got to offer as a teacher?

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19- What experience do you have in schools?

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20- How would you make your subject interesting to a class of uninterested low ability pupils?

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21- Would you be able to manage/ discipline a group of 35 pupils?

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22- Do you think that extra- curricular activities are important? Why?

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APPEDIX B: Interview Questions

1- Do you think that you are ready to perform teaching practice at schools? To what extent?
2- How do you find your experience of teaching?
3- Do you find difficulty with teaching English to school students? What did you do?
4- What are the difficulties you faced during teaching practice programme?
5- Have you tried to deal with the troublemaker students? How to handle them?
6- What do teachers need to improve on?
7- What is your perception towards the challenges encountered during TP?
8- Reflect on the courses you took at the university: List down the useful/ not helpful courses during your practicum
9- What are the trainee teachers' needs before going for practicum?

APPEDIX C: The group Discussions

There were a number of discussions held for the sake of getting answers to the research questions. There was no time limit for the discussions. The researcher noted down all correlated data from the participants. Most of the questions were asked in the questionnaire and the interview. The purpose of the group discussion was to get updated information as much as possible and to motivate the trainees to express themselves freely either in English or in Arabic.