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ABSTRACT

The role of English in Israel is important to the country's prosperity. However, Arab students' results are low on national exams, which could be due to a variety of factors. This paper focuses on the training of Arab English teachers as per the directives of the Ministry of Education, particularly the Academic Class practicum. Using both Legitimation Code Theory and Appraisal Theory, this study compares the propositional content of the practicum programme provided by a teaching college in central Israel, with the educational orientation of Muslim Arab student teachers. Results reveal a 'code clash' between the curricular policy and the student teachers, shedding light on ways to re-scaffold the practicum to work towards a 'code match'.

Abbreviations: EFL - English as a Foreign Language; L1 - first language; LCT - Legitimation Code Theory; ER - epistemic relations; SR - social relations

Introduction

English as a Foreign Language (EFL) plays a central role in Israel's economic success, as it is required for international communication in key sectors (Tempus 2017). This importance is resonated in the recent Ministry of Education's prioritisation of EFL in K-12 studies (Cohen 2016), following findings that many Israeli high school graduates lack necessary skills in English (Trabelsi-Hadad 2016). This is especially true among Israel's Arab population, with EFL achievements lagging behind those of their Jewish counterparts (Israel Ministry of Education 2016). The difficulty for Israeli Arabs in acquiring EFL stems from, among other issues, deficiencies connected with teaching English in the Arab sector, which is manifested in at least three ways: (a) funding, (b) curricular policy/materials, and (c) EFL teacher preparation. This study focuses on the third factor, the professional preparation of EFL teachers in the Arab sector. Before discussing this, some discussion regarding the other two factors is useful for contextualising the research.

Concerning inadequate funding, Arab education budgets are often allocated arbitrarily. Therefore, it is not surprising to encounter unsatisfactory physical conditions of Arab schools (Keblawi 2005), including a shortage of rooms and equipment.

Regarding the EFL curricular policies, it seems that some of the challenges faced by Arab EFL learners in Israel are not addressed sufficiently. To understand some of these issues, it is
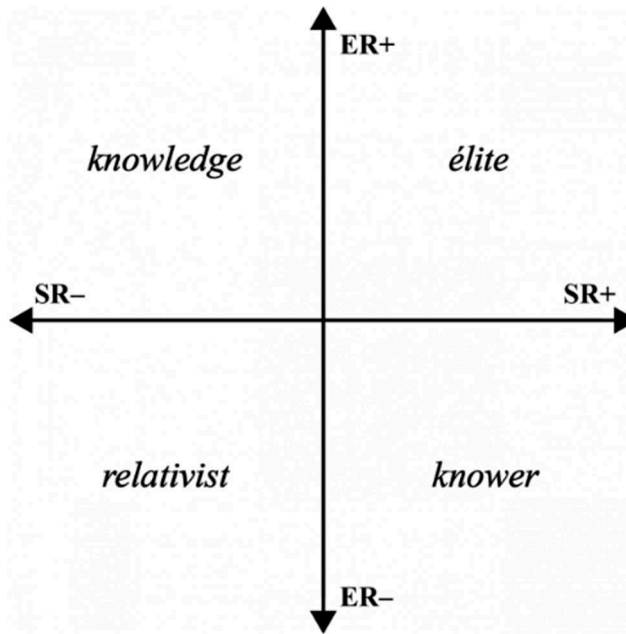
Figure 1. Legitimation Codes, reprinted with permission from Karl Maton.

important briefly to introduce the linguistic background of the majority of Israeli Arab EFL learners. Israel's Arabs study English as a fourth language after having acquired: (1) colloquial Arabic, (2) classical Arabic, and (3) Hebrew (Amara and Marie' 2002). As small children, they acquire colloquial Arabic at home and then study classical Arabic from first grade. In second grade, they begin studying Hebrew and then English the following year. However, English as a fourth language for Arabs is not accommodated by Israeli EFL curricula and materials, which mainly position English as a second language for both Hebrew and Arabic speaking learners. For example, the same English words are translated in Hebrew and Arabic, with no differentiation, though Arabic learners might require such, as English is their L4.

In relation to Arab EFL teachers, which are the focus of this research, for many years, the recruitment of inadequately trained teachers has been a recurring theme in Israel's Arab sector. To meet school shortages, teachers, particularly at the elementary school level, were often recruited without having completed high school or other training. Finally, in the late 1950s, the first teacher training programme in the Arab sector was established, and teachers were trained for two years. In 1978, the programme was extended to three years, and in 1998, some Arab teacher training colleges began granting the BEd degree.

Whilst 20 years have elapsed since the initiation of the BEd degree, both current teaching methods dating from the British Mandate period (Amara and Marie' 2002) and traditional Islamic beliefs about education still influence EFL teaching and learning in Israel's Arab sector. For example, as a carry over from the British Mandate period, Amara and Marie' (2002) observe that even L1 Arabic teaching is approached technically, rather than as a medium for fostering linguistic and cultural understanding. Regarding Islamic influence, language education is based on frontal lectures, memorisation, copying and rote learning (Aburass 2011; Amara and Marie' 2002; Al-Haj 1999). Educational environments are teacher-centred, with Arab teachers tending

to be authoritative and discouraging 'expressions of opinions, criticisms, liberal attitudes, or arguments' (Eilam 2002, 1660). As a result, learners might feel hesitant to ask their teachers questions (Al-Haj 1999; Al-Issa 2005; Eilam 2002; Sonleitner and Khelifa 2005). In addition, Arab pupils tend to prioritise achieving teacher approval over meeting their own learning needs (Sonleitner and Khelifa 2005). They also expect to receive high grades based on providing answers verbatim from their text (Abu Shmais 2003), rather than engaging in their own meaning-making. Muslim Arab pupils are likely to focus less on an experiential approach of trial and error, including reflective thinking (Al-Issa 2005), which is essential for language learning. Many of these factors could impede the acquisition of EFL as outlined in the Israel Ministry of Education (2013) curricular goals:

(1) interact effectively in a variety of situations;
(2) access and make use of information from a variety of sources and media;
(3) present information in an organised manner; and
(4) appreciate literature and other cultures, and develop linguistic awareness (p. 6).

While all three deficiencies in the Arab sector are worth examining, this study addresses EFL teacher education. As teacher educators are positioned as agents of change to benefit the Arab teaching population, it seems that a conceptual change in EFL teacher education should be made. This would help equip future teachers with the ability to provide the kind of EFL instruction mandated by the Israeli Ministry of Education, thus levelling the playing field in terms of the opportunities afforded by EFL proficiency. Teacher education in Israel includes both coursework and practica. While both are important, among other factors, this study focuses on an investigation of the practicum experience.

Importance of the practicum experience

The importance of the practicum for student teachers is discussed widely in the literature as a critical bridge between theory and practice for developing and improving teaching skills as well as for imparting a sense of confidence and mastery (Darling-Hammond and Bransford 2005; Hascher, Cocard, and Moser 2004). A successful practicum provides opportunities for student teachers to test out their competencies in an environment that should include emotional support, professional collaboration and respect, experiencing the school beyond the assigned classroom, and a manageable workload (Beck and Kosnik 2002). These are dependent on the contributions of the various stakeholders: pedagogical advisers, mentor teachers, learners, and other student teachers (Hascher, Cocard, and Moser 2004). Such is the case of the EFL practicum within the framework of the Academic Class programme in Israel (discussed below). In Academic Class, pedagogical advisers accompany a group of student teachers to a school, supporting them as the student teachers observe their mentor teacher, teach lessons, and participate in school activities, as Beck and Kosnik (2002) suggest.

Within the practicum, the mentor teachers invest large amounts of time apprenticing the student teachers by, for example, helping them create lesson plans and materials, observing lessons and providing feedback, and assisting in navigating the school environment. In this way, student teachers are exposed to different kinds of second-language classrooms in terms of organisation, practices, and norms, thus enabling them to develop awareness of a variety of classroom interactions and teaching styles, as set forth by Richards (1998). Moreover, student

teachers are encouraged to discover what works best in their current teaching context, reflect on what is happening around them in class, and learn from their experiences, as encouraged by Strakova (2009). Such a framework is designed to help the student teacher understand what it means to become a successful practitioner.

From the college's side, throughout the year, the pedagogical adviser supports the student teacher in lesson preparation and observes the student teacher, providing feedback together with the mentor teacher. Moreover, the student teachers write weekly reflections to their pedagogical adviser, recounting a critical incident they would like to question or have learned from, such as how their mentor teacher handled a discipline issue. When required, the pedagogical adviser troubleshoots issues with the school and mentor teacher, such as requests for additional teaching practice time. In addition, the pedagogical adviser holds a weekly didactic seminar. One portion of the seminar is dedicated to informal student sharing of questions and dilemmas, such as encouraging unmotivated learners or whether L1 should be used in the classroom. The other portion covers didactic topics, such as teaching vocabulary. The goal of this instructional model is for student teachers to implement in the classroom what they have been introduced to in the didactic seminar and then to reflect on their experiences.

The aims of the practicum

In modern societies, the roles of teacher educators and student teachers have changed as learning and teaching have become a lifelong process of trial, error, and inquiry rather than an end to itself (Jarvis 2006). In EFL, the context of this research, language teacher educators are seen as facilitators and are expected to provide support and opportunities for practice and reflection (Jarvis, Holford, and Griffin 2004; Jarvis 2006; Richards and Farrell 2011). This is particularly in light of current EFL thinking, which encourages student teachers to employ a variety of approaches, strategies, and techniques (Richards and Farrell 2011). Therefore, a major goal of the practicum is for the student teachers to view the pedagogical adviser as someone who helps them acquire the skills, styles, and codes of behaviour needed to practice autonomously. This is in contrast to the often misunderstood role of an adviser, whose purpose is to prescribe, supervise and evaluate the student teacher's lessons. When the desired perception is internalised, student teachers are free to think about their performance, vary their methods, and develop the necessary autonomy for professional development. The role of the pedagogical adviser, in turn, is to help student teachers develop their reflective skills for self-evaluation of knowledge and pedagogy in general (Cochran-Smith and Lytle 1999) and language pedagogy specifically (Richards and Farrell 2011).

Even with such support, the practicum can also be stressful for student teachers, resulting from the classroom realities of teaching, learner behaviour, colleagues, time constraints, the student teacher's own academic workload (Ngidi and Sibaya 2003), and the challenge of converting theoretical knowledge into practice (Tang 2003). Sometimes, student teachers might feel tension resulting from the dissonance between what is taught in their theoretical courses, based on the Ministry of Education Revised English Curriculum (2013) and the actual goings-on in the classroom (Boger and Boger 2000 as cited in Wagenaar 2005). In such cases among others, it remains to be seen whether student teachers consider the practicum itself positively or not (Wagenaar 2005), thus perhaps jeopardising the achievement of the practicum aims. Given that the practicum is such a high-stakes experience within teacher education, the

following research question is posed: What makes a successful practicum from the student teacher's point of view? Are these views in line with the practicum aims?

What makes a practicum successful?

A useful lens for trying to understand the success of the practicum is examining the forms of knowledge the student teachers might have gleaned from the practicum. To accomplish this, Ellery (2017) argues that educators should be attuned to the paths that can help learners access such epistemological knowledge (p. 917). These paths may be identified as 'knowledge-oriented' or 'knower-oriented' in Maton's Legitimation Code Theory (Maton 2014), hereafter LCT. Maton (2014) argues that educational fields and experiences are analysed in terms of the kinds of knowledge that might be taken up by a learner. These fields are described in terms of their 'specialisation codes', as commonly presented in the following constellation:

From Figure 1, it can be seen that educational fields are divided into four quadrants according to their relative emphasis on Social Relations (hereafter SR) and Epistemic Relations (hereafter ER). A field with an SR+ emphasis focuses on the characteristics of the student in order to succeed in the field, such as their disposition, values, and broad engagement with various knowers in the field. For example, English literature is seen as a 'knower' field (SR+, ER-), as it stresses the importance of the student's characteristics, such as their dispositions and aesthetic values, which have been shaped and moulded by more experienced knowers in the field, while de-emphasising technical skills, knowledge, and procedures. In contrast, a field with an ER+ emphasis focuses on the actual knowledge that must be attained to succeed in the field. Natural science is often perceived as a 'knowledge' field (ER+, SR-), emphasising that to be successful, there is a specific body of knowledge to be mastered, while also de-emphasising the personal attributes of the student – i.e. anyone can become a scientist. The elite approach to a field (SR+, ER+), emphasises that to succeed, both characteristics of the knower and specialised knowledge are emphasised. For example, one must either be born with natural talent or to have experienced long-term engagement with the discipline. Music can be seen as an elite field because of its emphasis on technical skills associated with instrumentation and the particular aesthetics or 'ear' needed to appreciate music. Finally, the relativist code (SR-, ER-) emphasises that neither specialised knowledge nor knower characteristics contribute to success in the field. For example, history is often perceived as a relativist discipline.

LCT can help discover whether student teacher perceptions of their practicum experience and the teacher training college's goals of the experience reside in the same quadrant. Such cases would be called a 'code match', but when they reside in different quadrants, this would be a 'code clash'. Identifying code matches and code clashes can help gain valuable insight into the perception of the student teacher versus the goals of the practicum. While it might seem reasonable that a 'code match' would be the only desirable situation for student teacher learning (Ellery 2017), a 'code clash' could be beneficial as well (Samuel, Dhunpath, and Amin 2016).

Method

Research context

The fine-grained analytical case study took place in the Arab Institute at a teachers' training college in central Israel, which is located between one of Israel's hi-tech centres and two

prominent Arab towns. The context of this college is unique in that the Arab Institute stands alongside the college's other programmes, which train teachers for the Jewish sector. The college's mission is to position education 'as a vehicle for social mobility, equality and justice for all sectors of Israeli society' (Retrieved from https://www.beitberl.ac.il/english/about_us/pages/whoweare.aspx). While the Arab students are specifically prepared to teach in the Arab sector, the English language curriculum is highly influenced by educational practices in the Jewish sector and promoted by their pedagogical advisor, one of the authors (Abu Rass), who is a Muslim Arab. (See, for example, a similar discussion of 'local' vs. 'non-local' Bedouin novice teachers in Abu Rass 2010.) This institutional context stands in contrast to the other teacher training colleges in Israel, which cater either for the Jewish or Arab sectors. Such a unique context allows for examination of the practicum experience of Arab students who will most likely teach in the Arab sector, yet are trained with a more western perspective.

The eight participants were third year Muslim Arab EFL student teachers (two males and six females), practice teaching in Arab junior high schools. As the aim was to analyse the participants' evaluation of the practicum experience through their written reflections, these eight students were selected because of their particular expressiveness, allowing for comprehensive discourse-semantic analysis. Also, based on one of the author's (Abu Rass), familiarity with these participants, they are ethnographically and educationally representative of the Arab Institute.

The practicum took place three days a week within the framework of the Ministry of Education Academic Class (pilot) programme, with the following goals:

(1) advancement of significant learning by having two teachers co-teach;
(2) improvement of student teacher training as well as the professional development of experienced teachers;
(3) development of different career paths: for student teachers, mentor teachers, and pedagogical advisors (Mofet Institute 2018).

As such, from the student teacher point of view, Academic Class provides a space for the student teacher, mentor teacher, and pedagogical advisor jointly to critically examine and reflect on practices introduced in academia and deployed in the classroom. The practicum totalled some 15 hours per week; 10 were spent inside the classroom and five were spent outside it. Within the in-class hours, the student teachers spent about three hours assisting small groups of students, observing their mentor teacher, or co-teaching lessons with the mentor teacher. The co-teaching to observation ratio increased as the semester progressed. The outside hours were used to assist mentor teachers with checking exams, preparing material, and attending school-wide activities. Such a framework could be described as 'job-embedded professional development' in which much of the student teacher's learning takes place *in-situ* or right before or after classroom experiences (Croft et al. 2010). The student teachers selected for this study voluntarily participated and appropriate confidentiality measures were taken.

Methodology

The methodology of this research had three major stages: analysing the practicum brief (a copy of the brief is available from the authors), analysing the student teacher reflections, and comparing the two.

Our first step was to determine the LCT orientation of the practicum from the perspective of the college by analysing the practicum brief. To do so, the overall objectives of the practicum were matched with the variety of activities to which the student teachers were exposed. For example, for the objective 'to acquaint the trainees with classroom dynamics', the associated activity was observing mentor teachers and filling out observation forms. While the merits of close observations are not the focus of this paper, nor do they count for a significant amount of the practicum grade, such an activity can help the student teachers notice specific mentor teacher practices that might have been otherwise overlooked. For some objectives, there was more than one associated activity. The matching was a rather straightforward task, as one of the authors (Abu Rass) had formulated the practicum brief. Then each of the activities was analysed for their ER/SR orientation, thus revealing the ER/SR orientation of the objective as a whole.

The next step was exploring what makes a successful practicum from the student teachers' points of view, which was not as straightforward as analysing the practicum brief. To do so, student teacher reflections were drawn on as a window into their own perception of the practicum. From the literature, reflections might include an account of what the student teachers have done and learned from their teaching, with a focus on diagnosing their strengths and weaknesses for future improvement (Kupara-Spencer 2009). In addition, they can include an analysis of student teacher beliefs, values or knowledge and consideration of alternatives to these (Ferraro 2000). This might include the perception that student teachers are attempting to comply with their teacher's worldview of language teaching, though as seen below, such were not the guidelines of the reflection task. Using these concepts, the student teachers were asked to write reflections of their practicum experience by one of the authors (Abu Rass), who served both as their academic writing instructor and practicum pedagogical advisor, with the following guiding questions:

(1) Reflect on pleasant and unpleasant experiences as a student teacher.
(2) Indicate your strengths and weaknesses.
(3) Mention what you have learned from these experiences.
(4) Indicate what you should do to improve your performance.

Once the reflections were obtained, they were analysed using using Appraisal Theory (Martin and White 2008) within systemic functional linguistics (Halliday 1976). In brief, Appraisal Theory helps track the way people evaluate the world around them by allowing for analysis, among other things, of both the polarity and source of the student teacher's Attitude. Attitude can be realised through explicit lexis, for example, when referring to a mentor teacher: '… she is a good person' (student teacher 3) or implicitly, often targeted towards a specialised audience, for example, 'I didn't have any ideas about how to teach reading comprehension …' (student teacher 3). By conducting an Appraisal analysis of the student teachers' reflections with a focus on explicit and implicit Appraisal of the successful or less successful parts of the practicum, a picture of each student teacher's LCT specialisation orientation emerged.

The student teachers' reflections were then analysed three times. In the first instance, both authors analysed the reflections together, identifying all instances of Attitude. The joint analysis allowed for calibration of understanding of the Appraisal framework and to compare findings with one of the author's (Abu Rass's) familiarity with each student teacher. Next, the author who was unfamiliar with the student teachers (Portman), yet more familiar with Appraisal, reviewed all of the coding to ensure consistency across all eight texts. After this analysis, each reflection

was parsed into three separate headings: Before the Practicum; During the Practicum and After the Practicum. In this way, the ten categories as the basis of each Attitudinal instance could be identified.

Results

The following two sections present the LCT orientation of the practicum brief and the student teacher reflections.

Analysis of the practicum brief

To understand the LCT orientation of the practicum from the perspective of the college, an LCT analysis was conducted on the propositional content driving the objectives and related activities of each objective of the practicum brief. This brief is not only reviewed together with the student teachers but also serves as the criteria on which the student teacher is assessed in their practicum. Appendix A includes the practicum brief and sample LCT analyses of two objectives. A full analysis of the brief is available from the authors.

The propositional content of the practicum objectives, from the point-of-view of the college, are mostly ER oriented, suggesting a knowledge orientation. For example, preparing teaching materials is knowledge-oriented, as specific pedagogical knowledge is needed to carry out this activity. The student teachers' reflections of their practicum experience now follow.

Student teacher reflections

For each student teacher, the following was carried out (1) counting each Attitudinal instance relating to the periods before, during, and after the practicum; (2) noting its polarity; (3) coding each one for its basis of Attitude; and (4) listing it as SR or ER. Appendix A provides a cohort perspective, listing bases of Attitude, their explanation, an example from the reflections, and the SR/ER orientation. Individual student teacher data is available from the authors.

Of the ten categories identified as the bases for the student teachers' Attitude, seven are SR and three are ER, thus pointing to a general SR 'lens' through which the student teachers as a cohort might have viewed the practicum. This is interesting, as it suggests that the student teachers might view their practica experiences as paths into becoming the right kind of person, as opposed to acquiring specific knowledge. However, what is more interesting to examine are the differences in perception among the student teachers, resulting in four separate apertures.

Positive knower orientation (student teachers 1, 2)

The reflections of the positive knowers revealed an overall positive experience of the practicum and a mostly SR orientation. As such, these reflections viewed the success of a practicum as mostly grounded in the process of becoming a teacher without necessarily gaining the knowledge of a teacher, a code clash with the objectives of the practicum. What is disturbing here is that while the positive knowers' reflections communicate a positive experience, the factors that are seen as positive are in opposition to the intention of the practicum. In addition to the obvious code clash, also worrying is the student teachers' ability truly to analyse the experience that they had been assigned (Ferraro 2000; Kupara-Spencer 2009) as opposed simply to forming a general impression of how it was to 'be a teacher'.

Negative knower orientation (student teachers 6, 8, 10)

The reflections of negative knowers reveal an overall negative experience of the practicum and through a mostly SR orientation. As such, these reflections viewed the failure of the practicum as mostly grounded in the process of becoming a teacher. Such reflections demonstrate a code clash with the objectives of the practicum. Perhaps the misalignment of the knower-oriented expectations of the student teacher with the knowledge-oriented goals of the practicum could have led to a negative reflection (Boger and Boger 2000 as cited in Wagenaar 2005; Ngidi and Sibaya 2003; Tang 2003). Also, as with the positive knower orientated reflections, the negative knower orientated reflections remain at the general impression level of what it was like 'being a teacher' as opposed to an analysis of their experiences as had been assigned (Ferraro 2000; Kupara-Spencer 2009).

Positive elite orientation (student teachers 3, 9)

The reflections of positive elites reveal an overall positive experience of the practicum and through a more or less balanced SR/ER orientation. As such, these reflections viewed success in the practicum as grounded both in being a teacher and in gaining the knowledge of a teacher. While an elite code does indeed include the ER intended orientation of the practicum, a positive elite reflection shows a partial code clash with the objectives of the practicum because of the reflection's equal emphasis on being a teacher with the knowledge required by a teacher. For positive elites, it could be either that some of the reasons for their satisfaction are attributed to reasons not intended by the college. A code match here would seem to be emerging, as they still include the idea that one must be 'born' a teacher to succeed.

Positive knowledge orientation (student teacher 7)

The reflections of positive knowledge orientations reveal an overall positive experience of the practicum and is mostly through an ER orientation. As such, this reflection views the success of the practicum as mostly grounded in gaining the knowledge required by a teacher. Such reflections demonstrate a code match with the objectives of the practicum.

Discussion

From the results, only five of the eight students saw the practicum as a positive experience, thus possibly helping to inform Wagenaar's (2005) question as to whether student teachers see the practicum as positive. Furthermore, of the four different orientations represented among the eight student teacher reflections, three of them are knower oriented, with an additional one being elite oriented. Such results are worrying, as they shed light not only on a presumably negative experience but also on a code clash with the college's propositional content of the practicum, thus jeopardising its success. One obvious question is why this might have occurred, given that the practicum objectives, along with their propositional content, are provided to the student teachers and reviewed together with their pedagogical advisor.

Recall that students in the Islamic Arab sector tend to emphasise approval from their teacher over meeting their own educational needs (Sonleitner and Khelifa 2005), thus focusing on the status of the teacher as opposed to the pedagogical content. As such, it is not surprising that many of the instances of Attitude were SR related: the framework in general, assistance received from other teachers, previous experience, teacher/pupil roles, emotional disposition as a teacher and effects of personal life.

Identifying the overall code clash between the aims of the practicum and the perceptions of the student teachers, the reasons behind the clash, and the possible cultural underpinnings can assist in working towards a code match in subsequent practica.

Recommendations

First, and most importantly, institutions designing practica for Muslim Arab student teachers should familiarise themselves with the educational background of the student teacher, as it is likely to include some of the aspects described above. This will help anticipate the student teacher's perspective and expectations as they approach the practicum. Secondly, it would seem that through careful scaffolding of the reflection process, a code match can be promoted.

Recalling that reflecting critically on experiences as described in this study is not part of the rote learning pedagogy found in many Muslim Arab educational settings, this should be introduced gradually. At the beginning, the natural tendency of the student teacher might be to relate to the observation experience from the SR orientation found in this study. Therefore, the student teacher should be encouraged to record specific incidents they observe in the mentor teacher's teaching, possibly according to an observation checklist, such as giving instructions. After the student teacher has demonstrated the ability to describe a process, they should be encouraged to assess the effectiveness of what they have observed, drawing on content from their studies, thus assisting in objectifying practices as knowledge (Ellery 2017). Approximately a month later, they can suggest an alternative task to what they have seen. This will help the student teacher move away from the coveted 'textbook solution' towards exploring alternatives, thus encouraging an ER orientation.

Once the student teacher has become accustomed to assessing the teaching of the mentor teacher (and has probably begun teaching as well), they can reflect on their own lessons, perhaps beginning with the familiar SR orientation of impressions and feelings. This will help the student teacher adjust to the introspection process without the pressure of producing a high-stakes 'acceptable' reflection, as emphasised in traditional Muslim Arab education. Then, gradually, the student teacher can report positive experiences, allowing them to focus on classroom occurrences (ER) while fulfilling a possible need to please their pedagogical adviser. About a month later, negative experiences should be added, so as not only to remain focussed on ER factors but also to cultivate the ability to view their own experience as an object of knowledge. Helpful guiding questions from the pedagogical advisor can help here. Examples might be:

- What would you keep or drop from your lesson?
- What have you learned?
- What criteria helped you decide?

Such questions are effective in encouraging an ER oriented reflection.

Within the didactic course, teacher educators should raise dilemmas and case studies based on incidents at school observed by the mentor teacher or the pedagogical adviser to encourage student teachers to propose how to handle these cases. Teacher educators should emphasise that while there is no 'right way', solutions should be knowledge-based.

Conclusion

Using fine grained discourse analysis of Arab EFL student teacher reflections, this case study has shed light on the possible mismatch between the western-oriented goals of a student teacher practicum and its uptake by student teachers themselves, presumably due to their traditional Muslim educational background. Such a code clash is particularly problematic, given the low performance of Arab pupils on national EFL exams, affirming the need for rigorous EFL instruction by well-qualified EFL teachers. As such, adjustments both to the communication of the practicum objectives and the kinds of reflection skills needed should be considered.

This paper has shown how important a code match between curricular policy and learners is for pedagogy to succeed. As this case study examined a limited number of participants, despite the rich data obtained, further research with cohorts from various sectors is still needed. Such work will help inform teacher training colleges in providing a productive practicum experience, which is crucial to the success of new teachers.

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Appendix A. Legitimation Code Theory analysis of student teachers' Attitude

Objective 1	Related activities	LCT analysis	ER/SR
To acquaint the trainees with the requirements of the teaching job in all aspects	The student teachers are expected to prepare extra materials and worksheets to work with less advanced pupils and others with special needs. Every two trainees can work together developing a file to work with these pupils. These files could be exchanged with other student teachers.	Preparing materials and worksheets emphasises the pedagogical aspects of the job, which would require disciplinary knowledge. While teamwork is acknowledged in this activity, it is centred on the creation and collaboration of the specialised materials.	ER+

Objective 4	Related activities	LCT analysis	ER/SR
To increase opportunities for collegial cooperation	To work closely with the mentors in terms of preparing lessons, discussing ideas, seeking advice and working on projects. To be fully involved in the school's environment in terms of helping mentors managing the classrooms, preparing materials and participating in school's projects. To help each other in terms of preparing and exchanging extra materials such as worksheets for helping pupils with special needs to learn English. Furthermore, trainees should work closely with the English teachers at school and are encouraged to cooperate with each other in teaching lessons, developing materials, preparing exams and checking them. During the staff meetings, the trainees are also expected to take part in the discussions evaluating the taught lessons by them, their classmates and the teacher trainer.	The output of these activities includes lesson plans, new ideas, materials, and evaluating lessons, which all point to a knowledge orientation. However, as each activity is framed by 'work closely', 'be fully involved', 'help each other', and 'take part', it is clear that the overall objective of 'increasing opportunities for collegial cooperation' is the structured inculcation of the student teacher into role of teacher.	SR+

To acquaint the student teachers with innovations in the field of EFL instruction	Integrate all language skills and focus on one skill each lesson, include games, songs, video segments, employ cooperative learning methods such as Jigsaw, group and pair work. Prepare multilevel activities.	These activities focus on the knowledge aspects of the practicum, charging the student teacher with integrating language skills, focusing on one skill, and including both traditional and digital tools in their teaching.	ER+
To upgrade the level of instruction by practicing a variety of ways and techniques including advanced technology			ER+

Basis of Attitude	Explanation (Relates to ...)	Example	ER/SR
Performance	Student teachers' self-assessment of their performance in the classroom, i.e. a demonstration of having successfully participated in the practicum, yet without any specific reason	*During this semester I learned a lot of new things which helped me to develop my personality and my way of teaching* (student teacher 3).	SR
Assistance	Pedagogical assistance received by an expert in the form of accepted practices	*I am so blessed for having Dr Ruwaida as my instructor because I learned so much from her ... she gave me some practical tips in teaching with taking into consideration our reality* (student teacher 9).	ER
Framework	General experience of the practicum without any particular details given	*... it is an [sic] useful project because of several things. First, it lets me practice teaching as a real teacher. Second, it makes me more responsible in [sic] my career. In addition, it is preparing me to be a proficient teacher* (student teacher 5).	SR
Practicum demands	Kinds of tasks required by the pedagogical advisor	*These observation tasks helped me alot in developing my teaching personality. It [sic] allowed me to pay attention on [sic] things I never would look at or pay attention to it [sic]. Such [sic] as the questions that the teacher asks, eye contact, the use of the board, the use of mother tongue and the activities used* (student teacher 7).	ER
Role as teacher	Role as teacher, as granted by the practicum framework	*I had very little authority as a teacher in the class because I had to share my lessons with a more experienced teacher who is also more familiar with the students and has more authority over them* (student teacher 6).	SR
Pupils	Pupils, particularly their behaviour, in the classroom	*Thus, little by little they started to respect me and love me and started to behave as they should in my presence* (student teacher 2).	SR
Skills	Specific teaching skills	*My first lesson was the worst lesson ever because I didn't have any ideas about how to teach reading comprehension for eight[h] grades [sic] and which activities to use* (student teacher 3).	ER
Emotionally disposed	Emotional connection with the pupils	*I shouldn't be so kind with the pupils because apparently they don't know how to respect and keep a bit of formality with their teachers* (student teacher 9).	SR
Personal life	Student teachers' personal life	*At the beginning of the school year I would let my personal life interfere with the way I act in the classrooms. Sometimes, I would lose it in the classroom and my students would notice that something is wrong and ask me ... if I'm said because of them* (student teacher 2).	SR
Previous experience	Student teachers' teaching experience prior to the practicum	*Moreover, last year, I only taught 7th and 8th graders, so I was a bit nervous when I taught 9th grades this year for the first time* (student teacher 1).	SR