

A STUDY OF GROUP LEARNING AMONG ELT PRACTICUM STUDENTS THROUGH AN ANALYSIS OF THEIR TEACHING PRACTICUM JOURNALS IN A MA - ELT PROGRAM AT ASSUMPTION UNIVERSITY

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Abstract

Journals and teaching practicum (TP) are always related as they help to improve the quality of TP and trainee teachers. This research aims to analyze journals written by ten trainee teachers during their practicum in a MA - ELT program at Assumption University. The significance of this study is to enhance the use of journals among the trainee teachers in self-study and self-evaluation as well as highlight how fellow trainee teachers could improve and train themselves to be professional teachers in the future. In addition, the outcomes also provided helpful implications for both trainee teachers and supervisors in using journals more effectively.

Key words: trainee teachers, reflection, journal writing, teaching practicum.

Introduction

For inexperienced teachers, encountering numerous problems in class is inevitable such as the use of teaching approaches, materials and effective language for communication to encourage students to learn. Therefore, TP is crucial for trainee teachers to develop and improve their skills in teaching by learning from their supervisor and fellow trainee teachers. There are many studies on teaching practicum, and in terms of second language teaching, some researchers, such as Richards and Nunan (1990), think that practicum is the process of teaching a class of second language learners and receiving feedback, so that a student teacher has a chance to apply knowledge and