

Barriers Faced by Pre-service Teacher Trainees in their Practicum Experience

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Abstract—The study aims at highlighting the barriers encountered by 4th year students during teaching training practicum. These barriers faced by pre-service teachers need more investigation, although there are some studies in the literature in this regard. Further information about the benefits and barriers encountered by university students in school teaching practicum, especially in Kurdistan Region of Iraq, is necessary. The barriers that are focused on are related to interpersonal skills or related to teaching skills. While the interpersonal skills include pre-service teachers' relationships with school principals and schoolteachers, teaching skills may include managing students in terms of language acquisition ability, low level of motivation, classroom activities, insufficiency of adequate materials, assessment, and students' actions. The study involved 100 4th year students who completed a 30-day teaching training from English Department at Salahaddin University-Erbil during the academic year (2023–2024). They answered a questionnaire after teaching in 36 basic and high schools. The data were analyzed using the Statistical Package for the Social Sciences (version 25). The results indicated that the pre-service teachers encounter various barriers regarding interpersonal and teaching skills. However, they have few interpersonal barriers with schoolteachers and principals during their teaching practicum. This study may confirm existing ideas about teacher practicum and highlight gaps in how well pre-service teachers are prepared. Training can improve support, and schools can enhance mentoring for pre-service teachers prepare better by knowing the barriers before practicum begins.

Keywords—Barriers, English as a foreign language student, Practicum, Pre-service teacher, Trainee.

I. INTRODUCTION

In real-world classrooms, educational theories are applied, making it an essential course for students pursuing degrees in education (Zhu et al., 2018). Classroom observation and teaching practices play a crucial role in the formation of the professional identity of future educators, called pre-service teachers, who enroll to be future teachers (Darling-Hammond, 2017). In Iraq, trainee teachers usually reach this stage during their 4th year in colleges of education and basic education. According to Farrell (2008), practical experience is essential for educators because it deepens their knowledge of the teaching profession over time. Embarking on a teaching career presents inevitable challenges and barriers that must be faced during the preparatory period leading up to graduation. For many pre-service teachers, participation in teaching practicums provides their first exposure to pedagogical knowledge, skills, and competencies (Hascher et al., 2004). Sammephet and Wanphet (2013) state that the beginning of practicing teaching in the classroom is often intimidating for pre-service teachers, leading to anxiety. Both advocate

multiple classroom observation experiences and training sessions before completing the program to help future teachers overcome these challenges. Experience includes assuming leadership roles, gaining trust, and maintaining classroom discipline. Sammephet and Wanphet (2013) highlight the importance of improving the quality of initial teacher training. Hamad (2021) also notes that beginning teachers usually face barriers such as classroom management, insufficient allocation of resources, the feeling of not being recognized as real educators, and facing disruptive student behavior.

II. LITERATURE REVIEW

A. Pre-service Teachers' Practicums and Barriers

Teaching practicums serve as a vital link between theoretical knowledge and real-world classroom experience. According to Kolb (2014), these programs allow pre-service teachers to develop essential teaching skills in authentic educational settings. Farrell (2008) highlights that practicums

shape future educators by exposing them to different teaching methods, classroom management techniques, and student engagement strategies. However, transitioning from theory to practice is often challenging (Tuli and File, 2009). Research indicates that many pre-service teachers struggle to adapt to real classroom environments. Voss et al. (2011) emphasize that effective teachers must not only be knowledgeable in their subject areas but also skilled in selecting appropriate teaching strategies based on students' proficiency levels. Despite this, studies suggest that teaching practicums do not always fully equip trainees with the necessary skills. Anh et al. (2018) identify key challenges such as weak collaboration between universities and schools, inadequate support, and limited hands-on experience. Similarly, Isma-ard et al. (2021) found that pre-service teachers often face difficulties in interacting with students, delivering lessons effectively, and navigating school support systems.

During their training, pre-service teachers encounter several obstacles, including personal, institutional, and instructional challenges. While these difficulties may seem overwhelming, Abongdia et al. (2017) argue that they also provide valuable opportunities for growth. The presence of supportive school supervisors is essential in helping trainees overcome these challenges. Strong interpersonal skills are crucial in successfully managing these difficulties. The ability to build positive relationships with students and colleagues boosts teachers' confidence and effectiveness. Massoudi and Birdawod (2023) found that pre-service teachers who actively engage in the school community feel a stronger sense of belonging and collaboration. In addition, school principals play a significant role in fostering a supportive learning environment by offering guidance and encouragement to trainees (Ng et al., 2010). Another key barrier is selecting appropriate teaching materials. Rahayuningsih (2016) notes that many pre-service teachers struggle to find resources that align with their students' learning needs. Teaching materials play a vital role in language learning, as they influence lesson planning and instructional flexibility (Dudley-Evans and St John, 1998). However, research suggests that many teachers lack training in effectively using these materials (Massoudi et al., 2024). Student motivation is another major factor affecting teaching practicums. Flórez and Basto (2017) emphasize that when students lack motivation, teaching English becomes significantly more difficult. In such cases, teachers often resort to repeating instructions or raising their voices to maintain attention. However, Nababan and Amalia (2021) argue that improving student motivation requires coordinated efforts from teachers, parents, and educational institutions.

Effective classroom management is equally important. Cerit (2011) defines it as maintaining order in the classroom, managing materials, and minimizing disruptions. Teachers need to be proactive in maintaining discipline, as student misbehavior can hinder the learning process. Shin and Koh (2007) suggest that instead of responding to individual incidents, teachers should establish structured routines to prevent behavioral issues. Pajares (1992) further argues that understanding students' personalities helps teachers

implement appropriate behavior management strategies, creating a more organized and engaging classroom environment. Assessment is a fundamental aspect of teaching, particularly in language education. Cheng and Wang (2007) stress that evaluation allows teachers to monitor student progress and refine their teaching methods. In recent years, the concept of language assessment literacy has gained significance in English language teaching (ELT), as teachers must understand various evaluation techniques (Coombe et al., 2020). Chappuis et al. (2012) outline five key principles of effective assessment: aligning tests with learning goals, accurately measuring student performance, providing constructive feedback, involving students in self-assessment, and tracking progress. During practicums, pre-service teachers often change their perspective on assessment, shifting from viewing it as a grading tool to recognizing its role in improving teaching and learning.

Despite extensive research on pre-service teacher training, little attention has been given to how cultural and contextual factors influence teacher experiences, particularly in the Kurdistan Region of Iraq (KRI). The educational system in the KRI presents unique challenges, including varying levels of institutional support, diverse student attitudes toward learning English, and a lack of standardized teaching materials. Future studies should explore how these factors shape the preparedness and effectiveness of pre-service teachers in the region. Yin (2019) and Karim and Abbas (2024) focus on the barriers teachers face when transitioning from theory to practice, such as lack of confidence and short practicum duration. Similarly, Beshir et al. (2023) highlight the unique struggles of international practicums. Isma-ard et al. (2021) emphasize specific techniques for reflective practice and critical evaluation in practicum experience.

B. Previous Studies

There are studies that emphasize the importance of better aligning teacher education programs with real-world teaching environments. They also highlight the need for support systems that promote reflective practices among prospective student teachers. For example, the most important study in this field is that of Yin (2019), which examines the difficulties of pre-service teachers in applying their theoretical knowledge in real classrooms. They face issues such as differences between present educational policies and teaching practices. In addition, they lack experience in specific teaching methods, which affects their confidence and effectiveness during practice. The study by Karim and Abbas (2024) is a summary of a master's thesis that explores the difficulties faced by final-year pre-service teachers in the English department during their practicum program. The research aims to understand the views of these teachers on the various factors that make practical experience difficult. A questionnaire was distributed to 107 students from three universities in the Kurdistan Region to collect data. The results indicated that most pre-service teachers felt that the practicum was too short to provide a meaningful learning experience, leaving little time for self-

reflection. Other challenges identified in the study include problems with school administrators, teachers, and student supervisors.

Furthermore, Beshir et al. (2023) in their research on pre-service English as a foreign language (EFL) teachers show that international practicums pose unique challenges. These include adapting to new cultures, overcoming language barriers, and adjusting to different educational systems. These challenges can impact their teaching performance and ability to adapt. Further, it indicates how pre-service teachers reflect on their practicum experiences. It emphasizes the importance of reflective thinking and the ability to critically evaluate teaching practices. However, there are often gaps between what they learn in university courses and what they encounter in real classrooms, leading to significant barriers. One more study, by Hascher et al. (2004), shows that the idea of teaching experience (practice) in the real world can be more valuable than just studying teaching theories. In a practicum, prospective teachers gain practical experience in the classroom, applying what they have learned in their courses. This hands-on practice helps them understand what works and what doesn't work in a real-world classroom environment, which can be more beneficial than just learning teaching methods from books or lectures. More importantly, the article examines the effect of practical training on prospective teachers. His study was conducted at the University of Bern and involved 150 prospective teachers and their supervisors. The study assessed their professional skills, attitudes, and well-being through questionnaires and daily diaries during the different stages of their teaching post. The results showed significant improvements in teaching skills, self-confidence, and attitudes toward students. Practicing teachers and supervisors noted progress in lesson preparation, retention, and reflection on their teaching process. The study highlighted that practical experience is essential for developing effective teaching skills, suggesting that real-world practice can often have more impact than theoretical studies alone.

Moreover, Isma-ard et al. (2021) assert that the pre-service teachers gain experience when practicing their profession in the real classroom. The research used a convergent methodology, meaning that they combined different types of data and analysis to obtain a holistic picture of the experiences of pre-service teachers. Their study also found that during their practice, pre-service teachers faced various challenges, but they also acquired valuable knowledge and skills. These experiences helped them become more confident and effective in their teaching skills. By working directly with students and receiving feedback from supervisors, they learned how to manage classes, develop lesson plans, use different teaching materials and adapt to different learning situations. Practical experience was essential to help bridge the gap between theoretical knowledge and actual teaching practice.

The present study differs from the aforementioned ones in terms of sample, context, research design, and tools. The present study sample consists of the 4th year English department students studying at College of Education, Salahaddin University-Erbil, in the KRI. In addition,

another difference is that this study stands out by addressing several key gaps left by previous research in pre-service teacher education. It also not only acknowledges common practicum barriers, but also explores how practical teaching experiences can be better integrated into teacher education programs, providing actionable strategies for overcoming the issues identified in earlier studies. Besides, it validates its importance by proposing real-world strategies to ensure pre-service teachers are better prepared and confident when entering the classroom.

III. METHODOLOGY

A. The Aims of the Study

The study aims to examine:

1. Barriers pre-service teacher trainees have during their interactions with school principals and school teachers while their teaching practicum, and
2. The barriers pre-service teacher trainees face while teaching.

B. Research Questions

1. Do pre-service teacher trainees encounter interpersonal barriers during teaching practicum?
2. Do pre-service teacher trainees encounter teaching-related barriers during teaching practicum?

C. Research Scope

This study is conducted in Erbil, and the participants are 4th year EFL students who did their teaching practicum experience at basic and high schools. 100 participants responded a questionnaire to collect the data. The participants were 4th year students in the English Department, College of Education, Salahaddin University-Erbil, for the academic year 2023–2024. The sample of the study consisted of 100 4th year students during 30-day teaching training as practicum.

D. Research Design and Data Collection

This study adopted a quantitative research design, utilizing a questionnaire as the primary data collection tool. The primary objective was to identify and understand the barriers faced by pre-service EFL teachers during their teaching practicum. The study examined two main categories of barriers: Interpersonal barriers with school principals and teachers, and barriers encountered within the classroom. The study was conducted in Erbil, focusing on 4th-year students from the English Department, College of Education, Salahaddin University-Erbil. These students completed a 30-day teaching practicum in both basic and high schools in the Erbil Governorate. The sample for the study consisted of 100 participants who were actively engaged in their practicum and they were selected through random sampling. The participants taught in 36 schools across Erbil, which included seven boys' schools, 19 girls' schools, and 10 mixed-gender schools. These schools were selected with the permission of both the university's English department and the schools. The data were collected through the completed questionnaires, and the analysis focused on understanding the extent and

nature of the barriers faced by the participants. The gathered data were analyzed statistically using the Statistical Package for the Social Sciences program (version 25). The study utilized a well-structured quantitative approach, ensuring the reliability of the questionnaire through expert feedback and ethical considerations. Ethical approval was obtained for the study from the relevant authorities at Salahaddin University-Erbil. All participants were fully informed about the purpose of the study and their rights as participants. Informed consent was obtained from each participant before they completed the questionnaire. They assured that their responses would be confidential and was voluntary.

The present study, as was conducted in Erbil Governorate, explored the obstacles faced by these future teachers. The participants taught in 36 schools, including seven boys' schools, 19 girls' schools, and 10 mixed-gender schools, as detailed in Table I.

Table I presents the distribution of schools where pre-service teachers conducted their teaching practicum. It categorizes the schools into three types: Boys' schools (7 schools, 15.6%), girls' schools (19 schools, 53.1%), and mixed-gender schools (10 schools, 31.3%). The total number of schools is 36.

Table II shows the geographical distribution of the schools where the pre-service teachers were placed which the 4th year students as pre-service teachers taught at Hawler. Most schools (28, 81.3%) were located in the city, while a smaller number were in towns (6, 15.6%) and villages (2, 3.1%), totaling 36 schools.

Research participants

The study involved 100 pre-service EFL teachers, consisting of 63 females and 37 males, all of whom were 4th year EFL students at English Dept/College of Education/University of Salahaddin-Erbil through random sampling. They were graciously invited to participate by completing a questionnaire as part of their teaching practicum experience.

Table III displays the gender distribution of the 100 pre-service EFL teachers who participated in the study. It indicates that 63 participants (63%) were females, while 37 participants (37%) were males.

Research tool

A questionnaire was created through consulting a number of studies (such as Abongdia et al., 2017; Isma-ard et al., 2021) and through taking advice from experienced teachers. Three experts in ELT, who were assistant professors, reviewed the questionnaire. They suggested changes, reducing the number of questions from 35 to 26. The questionnaire has three sections. The first section asked for basic information about the participants, the data about the pre-service teacher trainees, such as gender, grades taught, the schools they worked in, plus location of those schools. In second section, pre-service teachers rated the barriers they experienced with school principals and teachers on a five-point scale (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree). The third section used the same scale to assess the difficulties they encountered while teaching in the classroom. The reliability of the questionnaire was

TABLE I
SCHOOLS THE PRE-SERVICE TEACHERS TAUGHT AT

Schools	Frequency	Percent
For boys	7	15.6
For girls	19	53.1
For mixed-gender	10	31.3
Total	36	100.0

TABLE II
LOCATION OF THE SCHOOLS THE PRE-SERVICE TEACHER TRAINEES TAUGHT AT

Location of schools	Frequency	Percent
City	28	81.3
Town	6	15.6
Village	2	3.1
Total	36	100.0

TABLE III
GENDER OF THE PARTICIPANTS

Gender	Frequency	Percent
Male	37	37
Female	63	63
Total	100	100.0

TABLE IV
RELIABILITY OF THE QUESTIONNAIRE

Cronbach's alpha	N of items
0.811	26

confirmed with a Cronbach Alpha score of 0.811, as shown in Table IV.

IV. RESULTS AND DISCUSSION

The results and the discussions are presented in this section found through the questionnaire. First subsection presents results about pre-service teachers' interpersonal skills. While second subsection presents and discusses the result about pre-service teachers' teaching-related issues. Questionnaires administered through paper were given to the participants.

A. Interpersonal Barriers

To answer this, the first research question that states "do pre-service teachers encounter interpersonal barriers during practicum?" The questionnaire findings show that pre-service teachers do not face many barriers with schoolteachers. The average grade for item 1 was 1.87. A significant proportion of participants, 43.8%, strongly agree with this statement, while 31.3% agree and only 18.8% were neutral, indicating uncertainty about future challenges with this item. Item 2 had a mean score of 2.56, indicating that teachers were concerned about these challenges. 18.8% of the respondents gave neutral, yet majority gave positive response. 28% strongly agreed and 25% agreed with the statement. For item 3, the mean was 2.40. In particular, 18.8% strongly agreed, 43.8% agreed, 25% were neutral, 3.1% disagreed and 9.4% had real difficulties. Regarding items 4 and 5, the prospective

teachers did not encounter any major challenges, with 59.4% agreeing very much, 25% agreeing, 25.0% agreeing strongly and 53.1% agreement that they were respected and helped by the leaders to solve their problems. This indicates that principals were supportive and respectful toward pre-service teachers. These results suggest that pre-service teachers have done their teaching practicum at these schools and become accustomed to the principals and teachers and develop skills for supporting them. Similar findings by Isma-ard et al. (2021) show that pre-service teachers generally do not face challenges with school principals and are not worried about communication issues with them. Table V presents interpersonal skills with the school principals.

Table V shows how pre-service teachers interact with school principals during their teaching practicum. The results indicate that most pre-service teachers feel respected and supported by the principals. The majority of participants agreed that principals treated them like regular teachers and respected their opinions. However, there was some uncertainty about being involved in staff meetings, as fewer participants strongly agreed with this statement.

The results suggest that pre-service teachers are unlikely to encounter significant barriers with the schoolteachers. The averages and percentages indicate minimal challenges for pre-service teachers. For instance, item 6 showed a mean score of 2.25, with 31.3% of participants strongly agreeing, 34.4% agreeing, and 9.4% disagreeing, indicating they faced challenges. Similarly, item 10 had a mean of 2.03, with 34.4% strongly agreeing, 46.9% agreeing, and 9.4% disagreeing that teachers provide support and require assistance in school. The lack of major barriers in pre-service teachers' relationships with schoolteachers might be due to the fact that these schoolteachers, having graduated from colleges of education and having undergone teaching practicums themselves, understand the experience of being a pre-service teacher. This shared understanding likely fosters positive relationships. Similarly, Isma-ard et al. (2021) found that pre-service teachers were not worried about communication with

schoolteachers, who encouraged them during their teaching practicum. Table VI shows details about pre-service teachers' interpersonal skills with the schoolteachers.

Table VI presents the relationship between pre-service teachers and schoolteachers. The findings show that pre-service teachers generally feel welcomed and supported. Many agreed that teachers treated them as part of the team, listened to their opinions, and supported them when needed. As the results suggest that schoolteachers were cooperative and helped pre-service teachers feel included in the school environment.

B. Teaching Barriers during Teaching Practicum

This section offers the results of 2nd research question that includes the barriers pre-service teacher trainees encounter during while they teach in classroom. Then, the findings are discussed.

Textbook

The mean of 11th item was 1.53, where 59.4% of participants strongly agree and 28.1% agree, while 12.5% they were neutral, demonstrating that pre-service teachers encountered few difficulties in this area. While item 12's mean was 2.46, suggesting that the participants had no difficulty, as 9.4% strongly agreed, 43.8% agreed, and 9.4% disagreed that the textbook was easy for the students. Furthermore, the average score for item 13 was 1.84, suggesting that the school teachers did not face major challenges. This could be due to their proficiency in English, their teaching abilities, the suitability of the textbooks for the students' level. This outcome aligns with Hamad's (2021) findings, which also showed that 4th year students have less issues with curriculum or textbooks they used. Similarly, Öztürk (2021) discovered that 4th year students generally agreed with positive content regarding curriculum and textbooks during their teaching practice.

Table VII shows that pre-service teachers found that teaching textbook easy to some extent. It also shows that

TABLE V
INTERPERSONAL SKILLS WITH THE SCHOOL PRINCIPALS

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	The principal treats me as one of his/her ordinary teachers.	43.8	31.3	18.8	6.3	0.0	1.8750
2	The principal asks me to participate in a school staff meeting.	28.1	25.0	18.8	18.8	9.4	2.5625
3	The principal listens to my opinions.	18.8	43.8	25.0	3.1	9.4	2.4063
4	The principal respects me as a teacher.	59.4	25.0	6.3	3.1	6.3	1.7188
5	The principal helps me in solving my school problems.	25.0	53.1	6.3	6.3	9.4	2.2188

TABLE VI
INTERPERSONAL SKILLS WITH THE SCHOOLTEACHERS

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	The teachers treat me as one of themselves.	46.9	31.3	18.8	0.0	3.1	1.8125
2	The teachers involve me in their school/group activities.	37.5	34.4	18.8	6.3	3.1	2.0312
3	The teachers listen to my opinions.	34.4	40.6	18.8	0.0	6.3	2.0312
4	The teachers discuss school/student problems with me.	31.3	34.4	21.9	3.1	9.4	2.2500
5	The teachers support me when I need help in school.	34.4	46.9	9.4	0.0	9.4	2.0313

they faced few problems with the textbook. It covered listening and speaking well. The findings also match previous research, which found that students generally had a positive experience with their textbooks.

Students' learning barriers

Items 14 and 15 had average scores of 2.81 and 2.78, respectively. This indicates that 21.9% of participants strongly agree with the assertion that the students' English level was good, while 40.6% are neutral and 6.3% disagree. Regarding pupils' comprehension of the text, 18.8% strongly agree, 31.3% agree as well, but 3.1% strongly disagree. The students in the 7th and 8th grades were more engaged in lesson and improved more than students in different classes. Based on the results, the teachers did not face any real challenges regarding the students and learning problems in advance. In contrast, Hamad (2021) discovered that the majority of the pre-service teachers claimed that English level of students was low, besides they have the difficulty in understanding or communicating even simple sentences. Table VIII shows all the details about the students' learning challenges.

Table VIII shows how well students understand English and their lessons, for instance, item 14 states that some teachers (21.9%) believe students have a good English level, but some (40.6%) are unsure. This means students' skills vary. While item 15, 18.8% strongly agree that students understand texts; others are neutral or disagree, showing mixed opinions item 16 many teachers (40.6%) agree that students understand listening activities, but some still struggle. Most teachers did not face major difficulties, but some students had learning challenges, especially in comprehension.

Students' lack of motivation

The pre-service teachers' answers to questions 17 and 18 had means of 2.28 and 2.53, respectively, demonstrating that they were undecided about whether or not they faced difficulties in this area. 6.3% of individuals chose the option strongly disagree that students are driven to lesson, whereas 21.9% and 43.8% of respondents gave the option strongly agree. Of the respondents, 9.4% chose strongly agree, while 37.5%

agreed, and 3.1% strongly disagreed students complete the schoolwork on its time. The mean for students' lack of motivation is presented in Table IX.

Table IX shows how motivated students are to learn English and complete their homework. Item 17, many teachers (43.8%) agreed that students are motivated, but some were unsure or disagreed. This means motivation levels vary. While, item 18, 37.5% agreed that students do their homework on time, nearly half (46.9%) were neutral, showing mixed opinions. Which means some students are motivated and responsible, but others struggle with motivation and completing their homework.

Classroom management barriers

Table X shows the average score for question 19 was 2.50. This represents that 28.1% of pre-service teachers strongly agreed, 31.3% agreed, 15.6% were indifferent, and 12.5% disagreed about this matter. The average score for item 20 was 2.81. Notably, 12.5% of participants expressed strong agreement, while 18.8% indicated that the pre-service teachers had not encountered any significant difficulties in this aspect. The average scores for items 21 and 22 were 2.28 and 2.21, respectively. Out of the participants, 4.14% were neutral, 6.3% disputed that the students agreed and work, 46.9% strongly agreed, and 28.1% were neutral on the possibility of students doing pair work. Conversely, 14.4% of the participants disagreed that students could perform group work (Table X). Pre-service instructors typically possess extensive training in classroom management, while students engage in collaborative activities. Hence, no significant difficulties were reported pertaining to classroom management. Contrary to the findings of this study, Katja (2022) demonstrated that pre-service teachers had several difficulties with regards to classroom barriers.

Table X examines how well classrooms are organized and whether students can work together. Item 19 states that most teachers (59.4%) agreed that the number of students in the class was manageable, but some disagreed. Item 20, half of the teachers were neutral about whether desks could

TABLE VII
PROGRAM/TEXTBOOK CHALLENGES

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	I am able to teach this textbook, it is easy for me.	59.4	28.1	12.5	0.0	0.0	1.5313
2	The textbook is easy for students.	9.4	43.8	37.5	9.4	0.0	2.4687
3	Listening and speaking skills received great attention.	40.6	34.4	25.0	0.0	0.0	1.8438

TABLE VIII
STUDENTS' LEARNING CHALLENGES

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	The students' level in English is good.	21.9	9.4	40.6	21.9	6.3	2.8125
2	The students understand the meaning of the texts.	18.8	18.8	31.3	28.1	3.1	2.7813
3	The students understand the listening while they listen to the soundtracks played using the speaker.	12.5	40.6	34.4	6.3	6.3	2.5313

TABLE IX
STUDENTS' LACK OF MOTIVATION

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	The students are motivated to learn English.	21.9	43.8	25.0	3.1	6.3	2.2812
2	The students do their homework in time.	9.4	37.5	46.9	3.1	3.1	2.5313

TABLE X
CLASSROOM MANAGEMENT BARRIERS

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	The number of students in the classroom is manageable	28.1	31.3	15.6	12.5	12.5	2.500
2	The desks can be arranged in various ways according to each activity	12.5	18.8	50.0	12.5	6.3	2.8125
3	The students can do pair work	18.8	40.6	34.4	6.3	0.0	2.2812
4	The students can do group work	18.8	46.9	28.1	6.3	0.0	2.2188

TABLE XI
LACK OF NECESSARY TEACHING MATERIALS

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	Audio-Visual Aids (data show projectors, speakers, pictures) are available for teaching	12.5	40.6	18.8	15.6	12.5	2.700

TABLE XII
STUDENT EVALUATION AND ASSESSMENT CHALLENGES

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean
		%	%	%	%	%	Out of 5
1	I am responsible for evaluating the students while I teach in this period	46.9	25.0	25.0	3.1	0.0	1.8438
2	I have sufficient knowledge about various ways of evaluating students	34.4	43.8	18.8	0.0	3.1	1.9375
3	I test and evaluate all language skills (listening, reading, writing, and speaking)	46.9	37.5	15.6	0.0	0.0	1.6875

be arranged easily, meaning opinions varied. Whereas, item 21, many teachers (59.4%) believed students could do pair work, though some were unsure. Item 22, similarly, 65.7% of teachers agreed that students could do group work and pairs that reduced the barriers.

Lack of necessary teaching materials

Based on the data provided in Table XI, the mean score for question 23 was 2.75. Consequently, the data indicates that 12.5% of the participants expressed a high level of agreement, 40.6% expressed agreement, 18.8% remained neutral, 15.6% disagreed, and 12.5% severely disagreed. The findings of this study indicated that the pre-service instructors encountered multiple challenges in this particular area. Evidence suggests that in many cases, instructional resources were presented for the pre-service teachers to use and this helped in reducing challenges and obstacles.

Table VI shows whether teachers have the materials they need for teaching. Item 23: About 53.1% of teachers agreed that audio-visual aids like projectors and speakers were available, while some were neutral or disagreed which indicates some teachers had enough materials, but others faced barriers due to a lack of resources.

Assessment and evaluation barriers of students

Item 24 had a mean score of 1.84, suggesting that pre-service teacher trainees had some difficulties in this area. Just 3.1% of participants disagreed with this statement, out of 46.9% who either strongly agreed or agreed. The 25th item gave a mean of 1.93, meaning that 34.4% of respondents gave the option strongly agrees and 43.8% agreed. On the other hand, 31% of pre-service teachers strongly disagreed with their knowledge of student evaluation, while 18.8% of them were neutral. In contrast, item 26 had a mean of 1.68, indicating that 46.9% of participants strongly agreed that they had difficulties in this area. These results are consistent with those of Öztürk (2021), who noted that pre-service teachers had challenges with student assessment and evaluation (Table XII).

Table XII shows that pre-service teachers face barriers with student evaluation. Item 24 revealed a mean score of 1.84, meaning many struggled in this area. A small percentage disagreed, while most either agreed or strongly agreed. Item 25 had a mean of 1.93, showing that most agreed they understood evaluation methods, but some were unsure. In contrast, item 26 had a mean of 1.68, indicating a strong belief that evaluating language skills was difficult. These findings match previous research by Öztürk (2021) on similar challenges.

V. CONCLUSION

This research explored the barriers pre-service (EFL) teacher trainees face during their practicum experience. These barriers were divided into two main categories: Interpersonal barriers and pedagogical barriers. Previous studies have shown that prospective teachers often encounter various difficulties in these areas. However, the results of the present study indicate that pre-service teachers do not have many interpersonal difficulties with schoolteachers and principals. This result might be justified by the fact that school principals and schoolteachers become skillful in dealing with pre-service teacher trainees as they annually receive them to teach in schools. In addition, pre-service teachers did not encounter significant barriers in their teaching tasks, especially in classroom management and assessment of student progress. They had some problems with student motivation or students' learning difficulties but generally had access to the necessary learning materials. Based on these results, university lecturers who teach modules related to teaching, observation, and practicum can highlight the important role of students in the learning and teaching process. Indeed, they might focus on students' motivation and learning difficulty because without students' motivation learning process most probably fails. The study recommends that university lecturers should motivate students to involve in teacher training programs and employ practical strategies to ease learning difficulties. Moreover, providing additional guidance on classroom barriers before the practicum begins. This study with its results might facilitate the identification of the barriers. After this identification, educational institutions can work together on the barriers to help pre-service teachers, and the results also help lecturers who supervise pre-service teachers during the practicum to evaluate their situations correctly and guide them accordingly. Finally, the study suggests that future research in studying pre-service teachers include research methods such as observation, interviews, and self-assessment to tackle other barriers.

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