



香港教育大學

The Education University
of Hong Kong

**EDA4046 Honours Project
Education Policy and Leadership**

Final Report

**Project Title:
The Impact of Different Practicum Models on
Pre-service Teacher Commitment**

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Submission Date: 18th May, 2017



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The Impact of Different Practicum Models on Pre-service Teacher Commitment

Introduction

Commitment is a complex attitude and is widely investigated in different organizational research fields (Thien & Razak, 2014). A lot of studies about teacher commitment have done in the past years. A committed teacher is commonly characterized as those who are hardworking, which means that they devote much time to teaching and school activities and take care of students' academic and psychological needs (Reyes, 1990). According to Choi and Tang (2009), teacher commitment probably changed throughout the life of being a teacher. The education systemic factors, personal factors, workplace factors and health factors were contributing to the increased or decreased teacher commitment. Being a pre-service teacher, the period of teaching practicum provides an authentic experience of working as a regular teacher. Pre-service teachers undergo the shift of roles from student to teacher during the teaching practicum. Durken and Klassen (2012) stated that the teacher commitment of pre-service teachers was influenced and differed during the teaching practicum. Following the background and purpose of this study, a thorough literature review and the research methodology will be presented. Discussions are then made based on the results obtained from the study, and the conclusion follows.

Background of the study

At the Hong Kong Institute of Education (HKIEd), field experience is viewed as central to the education programmes. Teaching practicum in local primary and secondary schools is the most important component in field experience. It provides student teachers with opportunities to teach and to engage in the real life and work of school in order to prepare them to become professional teachers. Traditionally, the HKIEd provides pre-service teachers only one model of teaching practicum, which is Block Practice Placement (BP). Student teachers have the 7-week teaching practice period twice throughout the final two or three years of studies in HKIEd. Since 2011, HKIEd has introduced an alternative model of teaching practice for students in the English major which is called Field Experience Semester (FES). HKIEd has tried the FES model of student teaching in pilots conducted in 2011 and 2014 with a total of 76 pre-service teachers (School Partnership and Field Experience Office, 2015). Student teachers who choose FES are required to start the teaching practicum on the first staff meeting day in August and the practicum continues until the last school day in December (School Partnership and Field Experience Office, 2015). By comparison with the traditional Block Practice (BP), FES is designed to provide a longer and more in-depth teaching practice experience to pre-service teachers. Student teachers work in teams since a group of 4-6 student teachers will be placed together at each host school in FES.

Purpose of the study

Teaching practicum is an essential part of education programme and it provides an authentic working environment and atmosphere to pre-service teachers. Two practicum models, Block Practice and FE Semester, are carried out in different settings and lengths of time. In the previous years, studies related to teacher commitment have been done in Hong Kong context and the participants of the studies were current teachers in schools only. Researches about the commitment of pre-service teachers have been done in overseas countries. There is however much less research about commitment of pre-service teachers in Hong Kong. This study aims to fill the research gap that the impact of different practicum models on pre-service teacher commitment in Hong Kong context and two research questions are addressed:

1. How does teacher commitment change under two practicum models – Block Practice and FE Semester?
2. What is the relationship between the practicum models and teacher commitment?

In order to answer these two research questions, data will be collected before and after the teaching practicum. Before the teaching practicum, pre-service teachers do not have much experience of teaching in schools. Therefore, they probably give responses from the perspective as an education programme student. After or during the teaching practicum, students have authentic life experience as a regular teacher in school and they are likely to give responses from the view of a 'real' teacher. Besides, the BP and the FE Semester take place with different lengths of time in schools. This study is going to explore the relationship between the practicum models and teacher commitment.

Literature Review

I. About teacher commitment

According to Ebmeier and Nicklaus (1999), commitment is talking about the psychological bonding of a person towards an organization. In educational context, teacher commitment is a popular topic when people reflect the work of a teacher. A committed teacher is characterized as a person who spends much time on school activities and work duty, shows love and care to his or her students, and achieves school goals and presents high satisfaction towards his or her job duties (Nias, 1981). From the research finding of Park (2005), teacher commitment is closely related to teaching performance, burnout and turnover, and students' achievement in school.

II. Commitment of in-service teachers in Hong Kong context

Choi and Tang (2009) stated teacher commitment would change throughout the career life of a teacher. There were three kinds of factor contributing to the increased or decreased commitment: education systemic factors, workplace factors and personal factors. These

factors affected the teacher commitment in different stages of career. In the study done by Chan (2006), teacher commitment was affected by intrinsic and extrinsic motives such as the learning of students, school development, career choices, and teacher-pupil interaction and attitudes. The matter of education system contributed to both increased and decreased commitment in different ways. In term of increased commitment, teachers in mid-stage expressed that they started the new thinking ways under the education reform in Hong Kong (Choi and Tang, 2009). However, most of the teachers showed decreased commitment because of the education system. The doubts of school killing appeared in the recent decade continuously. Schools boosted the students' performances intentionally in order not to be killed. The pressure was shifted to in-service teachers and it led to the decreased commitment to them. Workplace factors were contributing to sustained and decreased commitment from different aspects. The increased responsibilities helped sustain the teacher commitment since teachers were able to act leadership out in school. Good leadership and adorable performance attained the admiration of the principal. Because of the dropping birth rate, the classes were downsized mostly. Teachers were available to try out various teaching strategies in class. Teachers got satisfaction from the success of teaching and sustained the commitment to teaching. Meanwhile, teacher commitment dropped since they had to spend a lot of time on non-teaching duties. Since teachers did not have spare time to communicate with students, they were discouraged when students had problems. For the personal factors affecting sustained commitment, the close and positive relationships with students increased the teacher commitment. Teachers expressed that students came from different family backgrounds and they had to try out various methods in order to cater for students' needs. Students showed great improvement by the help of teachers and developed positive relationships with teachers. The commitment of teachers had increased by fulfilling their aspirations (Choi and Tang, 2009). The personal factors also contributed to the decreased commitment in different career stages. Teachers from the youngest cohort would like protest the time for personal use such as dating and family gatherings. For the teachers from the mid-stage, they wanted to spend more time on their families. Teachers who were reaching retirement thought about life meanings and the matter of health.

III. Commitment of pre-service teachers in Hong Kong

The Hong Kong Institute of Education is the major institute providing teacher training programmes and its graduates had been accounting for over 80% of primary teachers in Hong Kong (Li and Bray, 2007). Gu and Lai (2012) had done a research called the motivation and commitment of pre-service teachers from Hong Kong and Mainland China at a Training Institute in Hong Kong. The participants, who were from the English Language Education programme, were experiencing stress and difficulties when they studied education-teaching courses in the first semester. They still showed high motivation to learn English even they found the courses difficult. Hong Kong students expressed their keenness of applying what

they learnt to the future teaching. They showed increased commitment to teaching after attending various courses in the institute. However, the high motivation did not lead to high commitment to teaching from the perspective of Mainland Chinese students. Through the courses taken in Hong Kong, Mainland students realized that teachers had to spend much time on classroom management and student discipline in local schools. This marked the contrast between Hong Kong condition and what they had experienced in Mainland China. They also lacked confidence in teaching in local schools because of the cultural differences. These factors decreased the commitment of being a teacher in Hong Kong. According to Day, Elliot and Kington (2005), teacher commitment was one of components of imagined teaching identity. The imagined teaching identity is constructed by the social and historical factors. Mainland prospective teachers usually came from families with higher social status in China; therefore, they were not satisfied to be a primary or secondary teacher in Hong Kong. They showed deficit imagined teaching identity by comparing it with Hong Kong prospective teachers and the commitment to teaching decreased as a result. On the other hand, Hong Kong prospective teachers appreciated the high salary of teachers and the generally high social expectation on teacher profession. These factors sustained the commitment of pre-service teachers in Hong Kong.

IV. Commitment of pre-service teachers in overseas countries

Caires, Almeida and Martins (2010) stated that the teaching practicum was a high-risk experience since its success or failure affected the future career of a pre-service teacher. In the study done by Durksen and Klassen (2012), the pre-service teacher commitment changed during the teaching practicum. The pre-service expressed increased commitment because of positive relationships with mentor teacher in placement. The encouraging mentoring teachers provided various supportive recommendations about the teaching to pre-service teachers. It reduced the level of stress during practicum. The positive relationships with mentor teachers sustained the commitment to teaching because of the supportive work climate. On the contrary, weak relationship with mentoring teachers led to the result of declining teacher commitment. Pre-service teachers might feel exhausted and stressed in the period of practicum. The decreased or uncertain commitment was caused by the external factors such as Government reducing the education funding. Pre-service teachers were worried about career uncertainty or overwhelmed in the first few years of teaching.

Methodology

I. Participants

All participants in the study were selected purposively to meet the purpose of the study. The sampling size is eight and there are three groups of pre-service English teachers invited to participate in this study: 4 pre-service teachers who did the FES in Semester I of 2016/2017, 2 pre-service English teachers who had their first BP in Semester I of 2016/2017

and 2 pre-service English teachers who had their second BP in Semester I of 2016/2017. All of their placement schools are located in different districts of Hong Kong. The names of their placement schools would not be disclosed and therefore they gave responses on behalf of themselves only.

Participant	Practicum Model
1	Block Practice II
2	Block Practice II
3	Block Practice I
4	Block Practice I
5	FE Semester
6	FE Semester
7	FE Semester
8	FE Semester

II. Data collection

This study was conducted in qualitative approach for getting in-depth information. As Maxwell (2012) stated, qualitative research approach is used to help researchers to have better understanding of the participants' perspective in the study. To obtain in-depth understanding of the pre-service teachers' views on teacher commitment, informants were interviewed individually and standardized open-ended interview will be adopted as the data collection method. In this type of interview, the questions were determined in advance while the informants were asked using the exact question wordings and sequences in order to compare the responses (Cohen et. al., 2011). The data collection period was between September 2016 and January 2017. Participants were interviewed twice: one was at the beginning of their teaching practicum; and one after their teaching practicum. Ten questions were asked during the first interview and eleven questions were asked in the second interview.

Result

All the interviewees agreed that being a teacher is challenging but meaningful since teachers devote a lot of time to their work. A teacher is not just teaching knowledge but also accompanying students to grow up and being responsible for various administrative duties. All the participants in this study evaluated their commitment to teaching high at the beginning of the teaching practicum. These eight pre-service English teachers did a variety of preparation work before they started teaching in class, for example, searching the information about the placement school, consulting the mentoring teacher about the characteristics and learning style of the students, and preparing small gifts to encourage students. They showed positive attitude towards the teaching practicum. After the completion of the practicum, most of the participants indicated the teaching commitment

and the perception on the job of teacher have changed. Some major factors contributed to the change in teaching commitment i.e. teacher-student relationship, collegial relationship and workload.

1. Change in teacher commitment

Three out of four participants who did Block Practice mentioned that their teaching commitment dropped after the teaching practicum. They thought the workload of a teacher was unbelievably heavy from their observation during the teaching practicum in the placement school. Apart from the lesson time, teachers are responsible for other duties in the school so they do not have time to take a rest during the office hours. Participant 2 said she was discouraged to be a teacher that she had to handle such great amount of work in the future:

To be honest, my willingness to be a teacher dropped a lot. Being a teacher is too difficult. The workload is too heavy. You have to cope with different matters at the same time. I don't think I have such energy to do it. I know being a teacher is busy and challenging but I understand more deeply after I really experienced it. I think I am not passionate to be a teacher now.

These two participants admitted that they were not capable of coping with the workload of a teacher so their commitment to be a teacher decreased. Besides the workload, Participant 4 mentioned the working environment affected her commitment:

Teachers were unfriendly in this school. They wouldn't give me any response when I greeted them. It seems I was not welcomed. Honestly speaking, my commitment fell directly because of their unfriendliness.

There was only one participant who did Block Practice revealed the teacher commitment rose after the teaching practicum. Participant 3 gained satisfaction by helping her students to solve problems:

I was not only teaching them subject knowledge. I spent time communicating with students. I enjoyed the time when I solved students' problems successfully.

The responses from the participants who did FE Semester are quite different. Three out of four participants indicated their commitment remained unchanged or rose slightly after finishing the teaching practicum. The workload was the same as they had expected and they were able to handle the work. Participant 5 commented he had changed his mind of the role of a teacher:

The role of teacher is important to students. We have built up the relationship with them. We are not only delivering knowledge but also teaching them the correct values. If they grow up with the wrong values, their future will be affected a lot.

Participant 7 thought her teacher commitment rose since she met a trendy mentoring teacher which changed the image of teacher in her mind. The participant commented teaching was not as dull as she thought. On the other hand, there was one participant showed a decrease in the teacher commitment. According to Participant 8, teachers must be multi-talented and she was not confident in doing this job:

I think teacher is a superman or superwoman. You need to know how to teach and be humorous. Also, you need to have good time management. I am not only talking about the time management in a lesson but also how you manage your personal time. Apart from your subject knowledge, you are required to take up some extra-curricular activities. It will be better if you know some musical instruments or other skills. Before the teaching practicum, I thought I could try to be a teacher for a few years. But I don't think I can do it now.

II. Factors affecting teacher commitment

(a) Teacher-student relationship

All participants agreed that they gained job satisfaction and confidence when they had built up good relationship with their students. The teacher-student relationship can be investigated from two aspects: interaction with students in class and after class. For interaction with students in class, some interviewees stated students were more motivated and concentrated on their lessons in the later part of the practicum. Interviewees thought it was because students understand the effort teacher put in teaching them and their relationship with students became closer:

I spent a lot of time on lesson planning. I prepared many teaching materials and activities such as games and songs for each lesson. I made the English lessons more interesting. Students understood and felt that I put a lot of efforts in the lesson. They were more motivated and active in my lesson. Our relationship became closer.

The above illustrated positive relationship with students encourages students to participate in class activities. Teachers gain job satisfaction from students' positive responses then the commitment to teaching rises also. Apart from the interaction with students in class, the interactions with students after class also show the teacher-student relationship. All participants used their recess time and lunch time to chat with students or teach students homework. They remarked that their relationship with students became closer through

chatting with them after class. Participant 5 stated he understood his students more when he spent more time with them:

I went to my class every recess every day. I taught them how to do the corrections basically. But I would chat with them at the same time because I wanted to know more about their family background. I think family background is a great factor affecting students' behaviors in school. The students could feel that I was caring about them. I think we have built up a strong relationship. Every day they invited me to have lunch with them. I think it is the evidence that students trust me and love me.

(b) Collegial relationship

Although student teachers are not employed in the placement school, they are one of the members of the school. As a pre-service teacher, we must face a lot of problems during teaching practicum. Each student teacher is assigned at least one mentor teacher which depends on the number of classes the student teacher teaches. The mentoring teacher is the major support to student teachers when they encounter difficulties. Participants mentioned they did not have many opportunities to work with other teachers in school. Therefore, the relationship with the mentor teacher affects pre-service teacher's commitment.

Participant 1 and Participant 8 said that the mentoring teachers were their major support but the attitude made them feel confused:

At the beginning of placement, my mentor gave me lots of advice. But later, he became impatient when I sought advice from him. His responses made me confused. I was afraid to find him when I encountered problems since his responses were unpredictable. It seems I needed to solve all the problems by myself.

I had four mentors and I didn't like their working style. They always told me the lesson progress merely one day before my lesson. But I had four lessons a day. I didn't have enough time to prepare. I felt stressful and I could only sleep for 4 hours every day.

Apart from the mentoring teachers, participants who were engaged in FE Semester remarked that the student teachers who worked in the same school were another support when they encountered difficulties. Their placement buddies often gave them useful and supportive suggestions to them. Participant 6 commented she always sought help from her buddies when she came across some obstacles during lesson planning:

My placement buddies were my first choice when I needed to seek help from. It's because they just sat next to me so I could approach them easily. Also, I wouldn't feel

stressed if I asked for their opinions. We were all in the stage of learning to be a teacher. They wouldn't scold me even the questions I asked were stupid.

Four participants who did FE Semester mentioned the benefits of having buddies during the placement while participants who did Block Practice did not mention this point since they were the only English student teachers in the school.

(c) Arrangement of supervision and feedback from supervisors

Each student teacher will be observed by supervisors for three to four times during the teaching practicum. During the supervision, the supervisors will observe the lessons and give him or her grades according to their performance. Since the teaching practicum is an important part of education training programme, all participants aim at getting good grades in supervisions. Five interviewees reported they were stressful and exhausted about the supervision because they did plenty of preparation in advance which took them a lot of time. Participant 3 indicated she had to hand in the lesson plan to the supervisor one week before supervision which made her anxious:

I was required to hand in the lesson plan and teaching materials one week before the supervision. I was anxious about this arrangement because I needed to schedule the lesson content incredibly careful. I needed to make sure the lessons of the supervision week are linked. I wish I could teach as I scheduled.

Supervision makes pre-service teachers feel stressful and exhausted not only because of its frequency, but also its impact on their future career. Participant 5 said he was worried about the supervision because the grades would affect his job hunting in the future directly:

The supervisions were graded. The grades I got determine whether I could graduate and found a good job. I felt stressful when I prepared the lessons. He observed for 35 minutes only and my performance in these 35 minutes determined what grade I could get. I always worried that accidents may happen during the supervisions.

Although the arrangement of supervision burdens some of the pre-service teachers, the comments given by the supervisors are reflective to them. All participants agreed that they receive useful comments from the supervisors which can improve their teaching effectiveness. However, six of the participants revealed the comments and grades given by the supervisors could not totally reflect their performance. Participant 3 mentioned she adjusted the lesson arrangement because of the supervision:

The supervisor came in the second half of a double lesson. Usually I taught the target language items in the first half and students practiced them in the second half of the double lesson. When the supervisor came, I would keep the new knowledge to teach

in the second half of the lesson. So that was not my usual practice. I don't think the supervision can reflect my daily performance.

Pre-service teachers tend to adjust the teaching schedule and lesson arrangement in order to get better grades in supervision. Three participants thought there were too many variables during the supervision and each supervisor had his or her own point of view. Participant 5 said his improving performance cannot be reflected by the grades:

I think the grades given by my supervisor are not related to my performance. According to his comments, my performance is improving but the grades cannot reflect my improvement since I receive three Credits from him. Maybe it's the problem of the grading system. Also, each supervisor focuses on different aspects of a lesson. The comments can be very subjective and different.

From the above opinions, the comments from supervisor are practical. However, the grading system may not be able to reflect student teachers' performance in detail.

III. Perception on the chosen practicum model

There is an interview question "If you can choose again, would you choose this practicum model? Why?" asked. Three out of four participants who did Block Practice chose to stay on the choice of Block Practice since the duration of this model was shorter and they had opportunities to visit two different schools. Only Participant 3 would like to change the practicum model from Block Practice to FE Semester. She said she wanted to have more time to get along with the students and take part in more school activities.

Three out of four participants who did FE Semester would like choose FE Semester again if they had the second opportunity. They stated they experienced the life of a real teacher because they took part in different class and school activities. They remarked they had built up a strong relationship with their students through the whole semester. On the other hand, Participant 8 was the only one who wanted to change from FE Semester to Block Practice. She thought she did not do well in her teaching practice so she wanted to have a second chance to improve her weaknesses.

Discussion

The pre-service English teachers interviewed in this study show different changes in their commitment to teaching. Teacher-student relationship, collegial relationship and the arrangement of supervision contributed to the increasing or decreasing commitment of them. The arrangement and experience of two practicum models affect how the informants evaluate their commitment.

I. Collaborative culture

School culture can be classified into traditional culture and culture of good relationships (Fullan and Hargreaves, 2000). The traditional culture emphasizes the high productivity and school achievement. There is no room for teacher cooperation and helping one another. On the contrary, the culture of good relationships enhances the close cooperation and assistance which make all individuals in school feel secured (Psunder, 2009). The school culture does not solely affect the collaboration among current teachers in school, but also the pre-service teachers who are having practicum there. All the participants in this study do not have much experience in teaching in school so they tend to collaborate with and learn from other teachers. Participants who were from the FE Semester model did their placement with some buddies and their buddies became the great support to them. Even if the teachers in the placement are not willing to help the participants, the participants still build up a collaborative relationship with other student teachers. Participant 8 mentioned that her mentoring teacher was busy and s/he seldom gave her advice. When she encountered difficulties in teaching, she always sought help from other student teachers and they were the major support to her during the practicum. On the contrary, participants who were from the Block Practice model did not have other student teachers to work with them. They seemed to be isolated in the traditional school culture. Participant 1 said her mentoring teacher was impatient when she sought help from him and she did not have a partner with her at that time. She felt discouraged and lonely when she needed to overcome the problems by herself. Although student teachers are not the in-service teachers in school, they also prefer working with other colleagues. From the result of this study, the collaborative relationship with student teachers maintains the teacher commitment.

II. Job Satisfaction

Job satisfaction can be understood as the tendency to feel satisfied with the different aspects of the job (Song, 2007). The job satisfaction of a teacher may come from some intrinsic factors such as interpersonal relationship, self fulfilment and social acknowledgement. For the interviewed pre-service teachers in this study, their job satisfaction comes from these factors also. There are six participants said that they felt confident and satisfied with the identity as a teacher when they knew the students learnt what they taught. The students showed the improvement in the class and exam performance. The participants were satisfied that they could apply their professions of teaching in the class. Besides the self fulfilment, the interpersonal relationship contributes the job satisfaction of pre-service teacher too. Poor collegial relationship turned the interviewees' commitment down but the good relationship with students enhanced their satisfaction. Five interviewees mentioned they felt satisfied when they saw the students participating in the lessons actively and happily. The positive responses from students encouraged the teachers to enhance their teaching effectiveness. Social acknowledgement

is another major factor affecting pre-service teacher's job satisfaction. It means someone may give thanks to the teachers for what they have done. The social acknowledgement is a kind of rewards for appreciating teachers' efforts in working for the school and students. Participant 2 indicated she felt confident with the identity as a teacher when a parent praised her on Parents' Day. The parent told Participant 2 that her son enjoyed the English lessons a lot and thanked for her hard work. This parent's appreciation made her feel respected and satisfied. Pre-service teachers from both Block Practice and FE Semester model gain the job satisfaction during the teaching practicum. From this perspective, the relationship between the practicum model and teacher commitment cannot be investigated easily.

III. Love for students

According to a survey done by Choi and Tang (2009), teachers are willing to make extra efforts when they are with a love for their students. They have the mission of accompanying their students to grow up healthily in the risk societies. The love for students is a great motivation for them to extend their working boundary. Teachers with a love for students will try their best to understand students' uniqueness and learning difficulties. Choi and Tang (2009) described the love for students as an accumulated asset to the teacher which can carry the teachers through the unfavorable working condition and sustain their teaching commitment. In this study, the participants gave the similar responses as what Choi and Tang mentioned. No matter which practicum model the participants were from, they were all with the love for students. All participants agreed that they were satisfied and motivated when the students enjoyed the lesson and built up good relationship with them. Participant 5 said he wanted to improve his teaching strategies because he wanted to help his students. Even if some participants faced unfavorable working condition, the obstacles could be overcome since the participants experienced the love for their students. However, the participants who did Block Practice remarked that they wished to have more time to get along with their students. The length of the teaching practicum affects teachers' love for students directly.

Conclusion

The present project investigated the change in commitment of pre-service English teachers who were from two practicum models – Block Practice and FE Semester. Through the different settings of these two models, the participants in this study gave various responses towards questions about teacher commitment before and after the teaching placement. There are three major factors contributing to the change in teacher commitment: teacher-student relationship, collegial relationship, and the arrangement of supervision and feedback from supervisor.

Since the settings of two practicum models were different, the participants experienced the teaching placement differently. From the aspects of job satisfaction, the relationship

between practicum model and teacher commitment was not clear. However, teachers who were from FE Semester model showed higher teacher commitment from the perspectives of collaborative culture and love for students.

Word count: 5230

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Appendix 1 – Questions for the 1st interview

1. Why did you choose this programme (BEd-EL)?
2. Why did you choose BP/ FES? What are the factors that took you to consider?
What is the main factor?
3. Have you considered the workload in the period of practicum when you make decision about the practicum model? Why/ why not?
4. How would you evaluate your teacher commitment (e.g. aspiration to become a professional teacher) before BP/FES?
5. What preparation work have you done before or at the beginning of practicum?
What are you main concerns, worries and expectations?
6. What kinds of support do you get from your supporting teacher? How will you describe your supporting teacher?
7. Besides supporting teacher, who will you seek help from when you encounter difficulties?
8. What is your anticipated grade towards practicum? To what extent is the grade (not) important? Why?
9. What do you think about the culture of your host school e.g. policy, style, resources, performance, working environment, working hours...? What are within your expectations? What are not? Can you adapt to its culture so far?
10. Overall speaking, how do you perceive the career as teacher?

Appendix 2 – Questions for the 2nd interview

1. How much time did you spend on lesson planning? What kinds of preparation work did you do before a lesson? What aspects of the knowledge and skills you learned in teacher education before are the most useful?
2. Besides the normal lessons, did you perform the school administrative duties or participate in school activities? If yes, please give examples and what did you learn from these?
3. Please describe the collaboration and relationship with the teachers.
4. Please describe the relationship with the students.
5. Who did you seek help from when you encountered difficulties?
6. What do you think about the culture of your host school after the teaching practice? Could you adapt to its culture? What are the most challenging parts in your adaptation? What are the easiest parts? Why?
7. When did you feel confident and satisfied with the identity as a teacher during your teaching practice?
8. Did you feel exhausted or stressed during your teaching practice? If yes, when and how?
9. What comments did you receive from your supervisors? In what ways grades given by the supervisors reflect/do not reflect your performance? Are you satisfied with your grades given by the supervisors? Why?
10. If you can choose again, would you choose this practicum model? Why?
11. Overall speaking, how do you perceive the career as teacher after teaching practice?