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Pre-Service Teachers' Experiences of Teaching Practice: Case of South African University

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ABSTRACT The current study examined faculty of education students' experiences of the quality of teaching practice. The intent was to determine how to equip prospective teachers to effectively cope with feelings and common problems they faced during teaching practice. A qualitative research design was adopted using a case study. Semi-structured interview schedule was administered, while content analysis was used for analysing the data. The sample included forty- three pre-service teachers in a South African university. The data revealed that education pre-service teachers need to pay attention to (1) flexibility in time of course participation, (2) flexibility in content in the course, (3) flexibility in instructional approaches and learning materials, and lastly (4) flexibility in course delivery and logistics.