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ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTEMENT OF FOREIGN LANGUAGES AND LITERATURE

AN INVESTIGATION OF THE PROFESSIONAL RELATIONSHIP IN THE PRACTICUM WITH PARTICULAR REFERENCE TO THIRD YEAR LANGUAGE MAJOR STUDENTS IN KOTEBE COLLEGE OF TEACHER EDUCATION (KCTE)

BY

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JUNE 2006

ADDIS ABABA

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Abstract

This research paper was aims at investigating the professional relationship in the practicum between language major third year students, tutors and cooperating teachers assigned to work with them in Practicum III.

The paper was designed to investigate the professional relationship among the practicum participants in 2005/06 in KCTE and the cooperating teachers in the schools the students go to do practicum activities. It thus investigated the extent to which tutors at KCTE and cooperating English teachers in the selected 2nd cycle primary schools perceive their supporting roles and participate in guiding and supporting the student-teachers who were assigned to work with them.

Four basic questions were asked to find out the prevailing situation. The questions were: What is the nature of professional support tutors and cooperating teachers offer to student teachers in Practicum III /actual teaching practice? What factors affect the extent of the professional support that has to be offered by tutors and teachers? To what extent do the perceptions each participant (tutors, teachers, and student-teachers) affect professional relationship in the practicum? What can be done to improve the professional relationship in the practicum situation in KCTE?

To find answers to these questions, different instruments were designed and administered. Three sets of questionnaire were developed and administered. Each set went to different subjects: a set to 60 third year language major students, a set to 14 tutors at KCTE, and another set to 22 to 2nd cycle primary school English teachers. Interviews were also conducted with the practicum coordinator at KCTE, 5 tutors and 7 student-teachers. Furthermore, classroom/school observation was made, and feedback conferences attended.

This study revealed the type of professional relationship among the subjects of the study. It has assessed the understanding, effectiveness of relationship and roles of practicum partners: cooperating teachers, student-teachers and tutors. Although it was found that there is a considerable good intent within the members of the practicum, the situation has been less than it should have been for all the members.

During the interviews held with the tutors they admitted that they did not support the students as much as they should. The majority of the students perceived the practicum to be indispensable. They believed that it has too many activities, although enjoyable. They also said the time allotted for teaching practice is short. Students perceived that peers, teachers and tutors were not supportive enough. It was generally felt by many students that this might be due to their lack of time or awareness about how their support is essential for the development of the students' future profession.

Based on the findings, recommendations were also made so that the practice in KCTE may improve and professional relationships in the practicum become stronger.

CHAPTER ONE

1. INTRODUCTION

The idea of studying the professional relationship in the practicum in Kotebe College of Teacher Education (KCTE) came to the researcher's mind when she read documents about the practicum. Because what is in the literature is very ideal, she was inspired to see the actual practice.

There is a practice that leads towards the practical teacher preparation. One way to facilitate this is by establishing a close relationship among participants in the practicum. The main participants, the students-teachers, are beneficiaries if they have strong relationship with their tutors, cooperating teachers and peers. This professional relationship is expressed through various activities: through observation, feedback, advice, support and mentoring practice.

The current role of practicum participants must be carefully examined. Defined roles in the literature direct towards active involvement because great involvement entails supporting the students now and building their future; however, there is little focus. There need to exist a focus on what should be done. The cooperating teachers need to be involved earlier in the practicum process, not only in the teaching practice time. The tutors need to be involved in the entire activities guide the students assess formatively and give feedback. Through such involvement, there is close relationship, and the effect will be a step forward in the student-teacher's professional life.

The practicum combines activities both at the college and in cooperating schools (see Appendix I for phases and number of activities in the practicum). This requires the student-teacher seek continuous support and guidance from tutors at the college and teachers at schools. This continuous support and guidance termed by the researcher as the professional relationship in the practicum, is what she intends to investigate in this study.

1.1. Background of the study

Teacher Education in Ethiopia is undergoing change, shifting towards an increased knowledge about how teaching and learning have to most effectively be carried out. This change has resulted in redefining goals and processes of teaching and learning (MoE, 2003).

Most teacher training components have been a mixture of college lectures and teaching practices. However, the literature about traditional teacher training courses shows that most of them share one characteristic: taking the trainee as the "empty vessel" (Rust & Dalin, 1990). In this regard, it is pointed out in MoE ICDR, (1999) that the actual practice until quite recently had been of traditional lineage. But currently changes have taken place following a significant paradigm shift in education, teaching and learning, which began in 1960 and has been widely underway since the 1970s (Stones and Morris, 1972).

Different scholars have argued about how effective teaching and learning should take place. For example, Davis (1981:182) has pointed out: "Lack of appropriate methods of teaching would result in incompetence in teaching." Scrivener (1994:4) has also stated that the knowledge of the subject matter alone cannot be the only determinant of success in teaching. What the scholars said seems to indicate that effective teaching combines both 'appropriate methods' and 'knowledge of subject matter'.

Historically, teaching practice was based on craft apprenticeship. The student-teacher and trainer relationship was that of imitation on the part of the apprentice that led into the mysteries of the craft by process of telling, demonstrating and imitating. The master-teacher taught the theory and modeled the practice, and the student followed the master teacher (Stones & Morris, 1972).

In the Ethiopian context, the practice of teacher education and training was marked by focusing on the theoretical aspects of subject knowledge (MoE, 2003). The teacher education curriculum had a theoretical approach to pedagogy. Subject content was treated as a separate entity. The practice of teaching and teaching methods has been treated in a theoretical way. Little attention was given to a host of variables in the interaction between student teachers, supervisors (instructors), regular teachers, and pupils and school

management. Supervision was less focused on giving feedback and supporting/developing the student-teacher. As research findings show, such practice has produced teachers who, though well grounded in their individual subject knowledge, are not necessarily good at teaching in schools using current learning methods, (MoE, 2003). So, profound changes and reorganizations of practice teaching programmes became questions, which needed immediate practical response in the light of applying the intents of the New Education and Training Policy (ICDR 1999: 239 – 240).

Recent trends show that changes in teaching practice have occurred following the paradigm shift. This paradigm shift was embraced in Ethiopia in 2003. In the MoE document, it is indicated that a series of research findings has demonstrated the need for a paradigm shift in pre-service teacher education in Ethiopia. From the findings, points considered relevant to this study are listed below (MoE, 2003:10-11):

1. The professional competence of teachers is deficient.
2. The content knowledge of teachers is unsatisfactory.
3. Teachers do not match up to the standards and expectations of their profession.
4. There is a mismatch between teacher education and school education.
5. There is lack of professionalism, and ethical values in the Teacher Education Programme.
6. The quality of courses and methods of teaching are theoretical and teacher-centred.
7. The practicum receives inadequate emphasis and is inefficiently implemented at all levels of Teacher Education.
8. Students assessment does not adequately identify difficulties and potentials in order to enhance students' learning.
9. Teacher education institutions (TEIs), schools and communities have insufficient links between them.

The above list indicates that teacher training did not seem to favor the student-teachers. It did not seem to allow them to have the knowledge the teaching profession required. (Types of knowledge will be discussed in Chapter Two). Based on the findings of the research (MoE, 2003:10-11), in order to remedy the perceived deficiencies in the traditional Teacher Education/Preparation programme, the practicum was accepted to be an important part of the whole training programme. The practicum has been prioritized and given sufficient time in

the pre-service teacher training. It is assumed that the student-teachers will become competent in using student-centred method. The teacher trainer doesn't only teach the theory and model, but also gives assistance and feedback on the performance of the student-teachers so that the student-teachers could develop competence before they resume actual teaching.

Before the paradigm shift, the trend in implementing teaching practice was sending out student teachers to schools only for a month. The practice mainly focused on classroom teaching. The role of tutors and associate teachers was to assess the student teacher and give marks. The quality of courses and methods of teaching were theoretical and teacher-centred. But today teaching practice focuses on providing student-teachers with the chance to apply what they found out in other practicum activities and professional courses (methodology) they have taken into real classroom conditions. Recent trends in the Ethiopian Teacher Education (MoE, 2003:11) show that the practicum is given sufficient time. It is practiced for all the duration the course allows, depending on whether the student-teacher is a certificate or a diploma student. The time therefore ranges from one year to three years

The teaching practice component of the practicum is usually set towards the end of student-teachers' training, Practicum III. This is considered to be the 'consolidating phase' of the practicum. The student-teachers who have been doing various practicum activities are given opportunities to actually try activities such as applying teaching methodologies, presenting lessons, and managing students' behaviour. The practicum is designed to broaden and widen the understanding capacity of student teachers while they are on the training programme. The purpose of the practice is not only to ensure student teacher's ability in putting learned skills of teaching into practice, but also to give background knowledge about the realities of existing school situation in primary/secondary level.

The paradigm shift in Teacher Education, seen after ten years in the 1970s almost everywhere in teacher education (Stones and Morris, 1972), made learning through practice or the practicum a component of change in 1987. As Richards and Crooks (1988) wrote the practicum had come to be acknowledged as an important part of the ESL (English as a Second Language) Teachers' Professional Preparation in many TESOL programmes since

1960. There were inquiries for an increase in the amount of time. Student-teachers spent only a month, in schools watching other teachers and then trying their own hands, as part of their initial training (Fish, 1989).

The practicum places a lot of demand on tutors, teachers, student teachers, and others concerned. Alen & Megan (1998:35-36) explain that the practicum engages lecturers and students in collaborative, reflexive learning context. It is underpinned by the belief that successful learning involves interaction between lecturers and students, between students and learning environment, among students themselves, among lecturers themselves, and between the educational context, and work place.

The practicum in Ethiopia is also designed to engage all parties to carry out their duties. Therefore all involved parties' duties and responsibilities listed in MoE, 2003:12-13 are similar to what Alen & Megan (1998) summarized (see Appendix II for the list of duties and responsibilities).

As mentioned earlier Ethiopia has accepted the practicum programme since 2003, which implies that teacher education colleges and institutions have also begun the practice. At Kotebe College of Teacher Education, for example as in the other five colleges and three universities that educate teachers, practicum courses are compulsory in each year of concurrent programme, depending on the year each level requires (KCTE runs 1 year programme for teachers who would teach in grades 1-4, and 3 years programme for teachers who would teach in grades 5-8).

The practicum programme functions with the aim of reducing perceived gaps between educational theory and school experience. A college of teacher education achieves this end by placing each student teacher in a primary school fortnightly (MoE, 2003) throughout the year when block practice is not in progress. In addition cooperating schools may offer regular experience of practicum activities throughout the year.

The practicum is organized into four parts/phases. Each practicum course has various activities in it. The activities require both the college and cooperating schools for a context.

They also demand the student teachers to seek information from the tutors at the college and the teachers in the cooperating schools to do activities.

So far, what is known is that there is an attempt to carryout the practicum programme in KCTE. Therefore, it can be seen that at least there are some duties fulfilled and responsibilities carried out. However as much is not yet known, it is worth exploring if the extent to which what is happening now in KCTE and the second cycle primary schools is in agreement with what each participant should do and is doing to help the student-teacher get the maximum benefit the practicum can offer.

1.2. Statement of the problem

Traditional teacher training had focused on a lot of theoretical input tested only by a short practice teaching usually supervised by 'experts' who evaluate and grade the trainee teacher. As different scholars say, for example James (1982), the general trend in Teacher Training Institutions is to train teachers involving both theory and practice. The practical aspect demands engagement in the actual teaching followed by observation and practical help from experienced teachers. In his article ' Letter from Paradise', James (1982) explains the importance of teaching practice under supervision. He states:

> There is the important difference between knowledge and the development of skills. Of course, you can impart knowledge to thousands at a time, but the development of professional skills requires a lot of one-to-one, supervisor-to-trainee relationship, (James, 1982:33)

Teacher training in Ethiopia had followed the same trend. It had focused on providing a lot of theoretical input which was tested on a one month teaching practice period. This teaching practice was supervised by college instructors and school teachers. The role of these 'supervisors' was very limited because teaching practice methods and other teaching related issues such as classroom management were treated in a theoretical way in the Teacher training Institutions (TEIs). From this kind of practice, TEIs have produced teachers who, although well grounded in theoretical knowledge, are less efficient in handling practical aspects of teaching (MoE, TESO document, 2003:10-12).

In trying to remedy this inefficiency, the Ministry of Education of Ethiopia had called for a complete Teacher Education System Overhaul (TESO). TESO comprised five sub-

committees engaged in ensuring that the implementation of change occurs successfully. One of these sub-committees was the pre-service teacher education sub-committee. From a shared vision in the Ministry which the committee took up, teacher training is trying to focus on training teachers who can become teachers who can easily handle teaching and teaching related issues. These would-be teachers will be trained taking practicum courses which will help them get the experiences required by the teaching profession from the beginning of their training. To this effect the practicum is embraced in all the TEIs in Ethiopia.

One of these TEIs, KCTE has embraced the practicum course as one component of its teacher education programmes since September 2003. However the inclusion of the course alone may not necessarily indicate effective implementation.

The Practicum is claimed to allow student teachers to have a wide understanding of subject knowledge, subject application, and classroom management. The practicum is also claimed to enable the trainees to assess and record pupils' progress and have some understanding of the school as an institution. In this respect the practicum integrates theory and practice. The former teaching practice, as shown by different scholars (see for example Dirribsa (2002); Solomon (2001), Marew (1995), and Kindalem (2005) was found to be unsuccessful in integrating theory and practice. These researches pointed out that despite the fact that Ethiopia acknowledges educational reforms from time to time; innovative practices were not yet fully underway. But admittedly much has been changed following the new education and training policy. However, more recent studies (see Kedir Assefa, 2006; Kindalem, 2oo5) also tend to note that one of the innovative practices, the practicum programme, is under criticism.

In practicum courses, the provision of continual support and guidance is made possible through the four practicum phases; however, a lot of activities take place during practicum III. During practicum III, student teachers are actively involved in actual classroom practices. This is when they test the theory they have learned, and see it for themselves. Practicum III is the phase in which the student-teachers practice actual classroom teaching, therefore, observation to see the type and extent of support and the whole relationship will be possible when the students are doing practicum III. It will also be appropriate to get a picture of comprehensive activities. It is the stage when the graduating (year three) students get the

chance to see what they have been investigating about classroom settings, the teachers' teaching methods, classroom management, classroom discipline, and pupils' learning styles, in the practicum courses they take prior to practicum III.

It is worth investigating the nature of the continual support and guidance provided to help learners get the maximum benefit intended from the practicum. This study is designed to investigate practices associated with practicum III. It is hoped to give an insight into the nature of the professional support offered to the student-teachers in KCTE.

1.3. Objectives of the Study and Research Questions

The Practicum is embraced in teacher education colleges as part of the paradigm shift in education. The goal of teacher education in including the practicum course is to help student-teachers get a real experience of school and students from the beginning of a pre-service teacher training course. The practicum is aimed at allowing the student-teachers to have informed learning theory about school organization, classroom observation, lesson planning, and actual teaching practice with a continual support from their tutors and teachers in partner schools.

The goal emphasizes on ensuring that student-teachers have as much supported experience as possible before they enter the classroom as a qualified teacher (ICDR, 1999). To achieve this goal, emphasis is given to an essential element of the practicum, which is the continual support and guidance, offered to each student-teacher by a tutor from the Teacher Training Institution (TEI) and from a teacher at the partner school.

The major objective of the study is to show the extent to which student teachers get continual support and guidance. The study has been designed to investigate the extent to which this is true. Therefore the aim of this paper is to investigate the extent of the continual support and guidance provided to the student-teachers by their tutors and teachers. Provision of continual support and guidance is what the researcher calls professional relationship.

This professional relationship is very crucial in shaping the student teacher and leading him/her towards personal as well as professional development (Allen & Natanya, 1998).

In view of the foregoing discussion, some pertinent questions are raised here in an attempt to attain the purpose identified in the study. Thus the study is aimed at answering the following questions:

The Research Questions

1. What is the nature of professional support tutors and cooperating teachers offer to student teachers in Practicum III /actual teaching practice?
2. What factors affect the extent of the professional support that has to be offered by tutors and teachers?
3. To what extent do the perceptions each participant (tutors, teachers, and student-teachers) affect professional relationship in the practicum?
4. What can be done to improve the professional relationship in the practicum situation in KCTE?

To address the above questions, an investigation into what the actual practice in the practicum practice in KCTE is made.

1.4. Significances of the study

The findings and recommendations of the study may be useful for the following reasons:

1. The study could provide KCTE and other colleges and universities, which run parallel practicum programs, with information about the actual practice of professional relationship in KCTE. This might help the College to make informed decision on matters related to the practicum.
2. The findings may also raise the awareness of teachers and tutors about their roles as providers of professional support.
3. It could initiate further similar research in KCTE, or in other teacher education institutions.

1.5. Delimitations of the study

Kotebe College of Teacher Education is the only government teacher training college in Addis Ababa. The student-teachers from the College go to many government and public schools in Addis Ababa to do practicum activities. However, although the student-teachers go

to many schools, only six second cycle primary schools were taken as sample schools for this study. The schools were chosen for their long experience in hosting practicing student-teachers and their proximity to KCTE. The researcher believes that data gathered from these schools will be sufficient to give insights into the problem under investigation.

1.6. Limitations of the study

As an additional source of data, the researcher had thought of inspecting documents such as student teachers' works, student diaries, tutor, and mentor/supervisor written feedback sheets. However access to these things was not possible.

1.7. Operational Definitions of Key terms

Professional relationship - Support and guidance given to student teachers by tutors and cooperating teachers in the course of their interaction in the practicum.

Practicum - it is referred to as field experience, practical experience, professional experience or field studies by student teachers on schools they will be assigned to as teachers.

Co-operating teacher /Teacher mentor - Normally, it refers to a classroom teacher, or teachers, at the school directly responsible for providing support to the college student. Sometimes it is referred to as field-based teacher educator or as supervising teacher in the practicum. **'Teachers'** refers to **cooperating teache**rs and **mentors**.

Student Teachers - Pre-service College students who are trained to become teachers who go to schools as part of the field experience component of their Diploma program.

Students - used instead of student-teachers.

Pupils - a term used to refer to the students in the cooperating schools.

Tutors - Instructors at the college, who are directly responsible for supervising, giving feedback and support to the student teachers. They are also responsible for evaluating the student teachers.

Practicum program coordinator - One who is responsible for the overall management of the practicum programme based in the college.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter reviews literature related to the practicum. It will review literature that relates to the practice of practicum in some countries where the practice is already established.

In most countries including ours initial preparation of teachers has practicum as one component of its training package. It is aimed at providing trainee teachers with the problem-solving capacity they need to deal with the rapidly changing tasks of teaching and of the teaching profession that can be expected in the coming years. The focus of this chapter will, therefore, be to review issues related to the practicum. It relates to a relevant instructional philosophy or theory, the emergence and development of the practicum, the rationale behind it, the concept of professional support that need to be provided to student teachers, and means of supporting them. These and other details in the practicum in teacher education will be discussed.

2.1. Philosophy of teacher education

In general terms philosophy according to Hornby (2003), is "A search for knowledge and understanding of the nature and meaning of the universe and of human life." But when it comes to different disciplines, this broad definition becomes shaped. Hornby further explains that philosophy is a guiding principle. In the light of this it can be argued that philosophy is the guiding principle of a discipline. For example as shown in the article 'Philosophy of Teacher Education'(2006:15) the proposed guiding principles of education are the following:

> The education of teachers is a lifelong pursuit encompassing pre-service preparation; graduate study; and professional development. The goal of the education faculty is the preparation of professional educators who are reflective, scholarly and people who are committed to the education of all learners. Students examine the theoretical foundations of learning and teaching in relation to psychological, philosophical, historical and sociological issues. This theoretical foundation is applied to the practice of teaching and learning as students engage in field-based experience in the context of a diverse, contemporary educational environment.

Therefore it can be said that philosophy of teacher education reflects guiding principles/purposes of teacher education. In Ethiopia as well, current teacher education follows the above mentioned guiding principles. The teaching experience is designed to prepare graduates who are self-directed learners, effective teachers, informed professionals and caring human beings committed to the education of all learners. (MoE, 2003)

The points mentioned above show that the current philosophy of education goes inline with the constructivist view of teacher education. This philosophy encourages the application of the practicum/practical knowledge as part of the paradigm shift in Teacher Education. As stated by the goal earlier in this section the practicum course is aimed at preparing student-teachers to learn both the theory and practices of teaching through recurrent practice from near the beginning of their raining. It is a departure from the traditional teacher preparation which bases itself on the positivist view of teaching/learning. In the positivist view, the knowledge base of teacher learning was the craft apprenticeship, the 'Craft Model', or the theoretical scientific knowledge, the 'Applied Science Model' (Wallace, 1991:8).

It is self-evident that responsibility for the preparation and continuing development of teachers must be shared by university college/faculty, educational practitioners, tutors, teachers and the state, through its certification of standards. This can be seen from the list of duties and responsibilities of parties involved in the practicum listed in (MoE, 2003:12-13). These duties can be summarized as follows:

> Teacher educators must prepare student-teachers for actual professional practice. They must be involved in both scholarly activities and the field of practice to continually asses student-teachers' performance and give feedback to expand the professional knowledge base. Teacher Education Institutions (TEIs) must systematically evaluate programmes, monitor and evaluate the commitment of partner schools, and commitment of teacher educators. TEIs also create assessment criteria for observation and assessment of student-teachers.

It is assumed that initial preparation can equip prospective teachers with all the skills and knowledge they need to carry out the tasks of the teaching profession and the challenges of society over a life-long career. However, there appears to be a claim and a growing recognition that teacher education programmes do not fully prepare beginning teachers for the

rigors of school teaching. To strengthen this point, scholars (Loughran and Russel, 1997) have expressed that it is not a new claim, but one that is far too often overlooked.

In teacher education programmes, there is multitude of demands that a fat packed curriculum cannot address (Reynolds, 1995; 1992). There is far more than that. Teachers ought to be prepared in such a way that they cope with the realities and demands of teaching and again to be equipped with a theoretical background to translate that into their teaching.

The practicum, as one of the aspects of current teacher preparation, through its various activities places demands on all the participants. In teacher education programmes as shown in MoE, 2003:10-11, different parties are involved: For example, the tutors/teacher educators in colleges or universities, the practicum office programme officers/coordinators, high school or elementary school principals, teachers, unit leaders, in the schools where the student teachers go to practice teaching, and the student teachers themselves. The roles of these parties have also shifted from single to multi roles along with the paradigm shift.

The literature on teacher education has shown the dimensions of institutional training, which can be offered, to ESL/EFL student-teachers (Richards and Nunan, 1990). In Britten (1985)'s terms one element of the training will be concerned with equipping student-teachers with competencies or micro skills which characterize effective language teachers. Effective language teachers are competent in using visual aids; introducing grammatical structures; asking questions and handling responses. They are also competent in teaching dialogue, and organizing group work activities, etc. However, there is more to teacher preparation than developing particular skills (Britten, 1985; Richards and Nunan 1990). Skills-based training needs to be complemented by a wider approach, professional practice aimed at developing not only the teacher's grasp of theoretical principles underlying particular teaching practices, but also those behaviours and attitudes to teaching which are the key to creating a positive learning enviournment. Qualities such as the ability to deal with the diverse learning styles of children, for instance, cannot be directly taught in training, but have to be nurtured through providing opportunities for observation, discussion, and reflection.

2.2. Emergence and Development of the Practicum

Many 'experienced' teachers, (we as well as our teachers and their teachers) have come to teaching with the results of our apprenticeship of observation. We all have gone through many years of being educated while observing our teachers and schools. This experience relates to what Wallace (1991:6) calls the 'craft model'. When actualized in teaching practice, the student-teachers did what the 'expert' in the craft, the master teacher told them. They imitated the teacher's techniques, and followed his instruction and advice. By this process, expertise in the craft is passed on from one generation of teachers to another generation. According to Stones and Morris (1972:7) this was how teaching practice was traditionally organized until about the end of the Second World War in 1945. Stones and Morris further argued that: "The master teacher told the students what to do, showed them how to do it and the students imitated the master." Stones and Morris related this method of professional training to the system where by new workers on an assembly line in a factory learned to do routine tasks. This training procedure was called 'sitting with Nellie', Nellie being an experienced worker who had been doing these routine tasks for years.

Similarly, teaching practice in Ethiopia had followed a similar line until recently. The trend was that student-teachers tended to teach the way they had been taught, (Tassew Zewdie, 1993:27). The tendency reflected that student-teachers reflected the experiences they had with their teachers when they were in elementary schools, high schools, and also colleges or universities. They tried to apply what they learned through observation, and what they were told to do, as is the case with most of us even today

This passing of 'skill' is 'static' as Stones and Morris, 1972 call it. It cannot serve all teachers at all times. Consequently, trends in education have been changing rapidly. 'New' models and approaches have been introduced and 'old' ones have been done away with. Traditional Teacher Education employed both the 'craft model' and the 'applied science model'(Wallace, 1991:8). From the 'craft model', for instance, the 'applied science model' followed. In the 'applied science' model, 'experts passed' on 'scientific knowledge' to be practiced by teachers/practitioners. This model also did not work well because the realities of the classroom- actual teaching, learner behaviours, and methods seemed to be neglected. In both

the models the tendency was that a teacher could be 'trained' and become competent in carrying out prescribed classroom procedures and in 'transmitting' or 'delivering' knowledge to students.

It is generally understood that education is context (time or place) bound. Therefore what the 'experts' researched in one area or at one time may not work in another area or at another time. The same is true with a theory formed to serve one set of learners. It may not serve another set of learners.

In the Ethiopian context, for example, from the traditional education 'church education' that prevailed up to the time when modern education was introduced (1908), teacher education systems have been changing along with government changes. During the Imperial period and the Military Regime, education reform attempts were made to restructure educational system and teacher education in the country. Similarly, changes in teacher education have taken place in the current Federal Democratic Republic regime of Ethiopia. The changes in the system imply that new modes of training teachers and curriculum were needed to accommodate the change, (Tirusew Tefera, 2006). Such changes are ongoing processes. Because of this teacher training as 'sitting with Nellie' doesn't serve all systems. Teacher education needs to change with changes in society, learners' needs, and job market needs.

Teacher/learning goals are now different. The trend is to help teachers become reflective practitioners (Schon, 1983), with sufficient subject-matter knowledge and a grasp of a range of practical approaches so that they can make informed professional choices. Although such a transformation does not happen overnight, programs work in the direction of preparing teachers to be empowered professionals. In teaching, as in any other profession, this is achieved not through a passive model of teacher learning but through an active and participatory model of teacher learning. Such model of teacher training has constructivism as its base; therefore experienced professionals are expected to construct inexperienced student teachers. Tutors and teachers are required to guide, observe, and give feedback so as to help the student teachers develop professionally before they go out to their respective work places as qualified/professional teachers.

2.2.1. Theoretical issues behind the practicum

The practicum bases itself on the constructivist learning theories; theories which create learning environments that come closer to real life environments. Knowledge in modern constructivist learning theories is seen essentially as a social phenomenon; a social construct. The learner builds on his prior knowledge and beliefs as well as on the knowledge and beliefs (and actions) of others, learning needs to be scrutinized in its social, cultural and historical context

The rationale behind the practicum is to effect change through multiple activities (Gebhard, 1985).The most important component of a professional preparation programme is the practical experience related to the demands of the profession concerned. It is this component which distinguishes a programme of current professional education from a programme of traditional education.

The rationale behind the practicum is to produce competent teachers who could meet the demands of the society as well as the demands of the students in the classroom, (Schofield, 1972). The student teachers are major participants in the practicum who will need to be supported by their tutors and teachers to reflect on/in action (Schon, 1983), test and improve their practicum practices. The practicum is an occasion for learning about teaching and teachers' work rather than a performance of routine set of skills and competencies, (Fish, 1989). The work teachers do as teacher educators, that is teaching and mentoring, is recognized and valued as key to pre-service teachers' learning and professional development through professional support (Cohen, Manion and Morrison, 1996).

As a rule, education is supposed to teach practices and activities required in the real world. Nevertheless, traditional education is often accused of teaching things in a way that students find it difficult to apply their knowledge to the complex problems of everyday life (Guyton and McIntyre, 1995). The practicum, undoubtedly, is a professional programme as it aims to prepare individuals to join the teaching profession, learning about teaching from near the beginning of their training and fulfilling the demands of the job because becoming a professional teacher requires building on the knowledge gained from college/university, to be tested through school practice, (Gray & Renwick, 1998).

2.2.2. A practicum for English Language Teachers

The practicum as explained in earlier sections helps students to have opportunities to practice, be supported by experienced professionals and become efficient teachers. In relation to this point, Richards and Nunan, 1990:101 said that the practicum, or teaching practice has become a central component in many teacher education programmes. The reason is that it is through this component that students test and improve their practices as a teacher. Richards and Nunan explain this teaching practice experience as follows:

> It is through the process of teaching a class of foreign language learner and receiving feedback that the student teacher has a chance to apply knowledge and skills gained elsewhere or to develop strategies for handling different dimensions of a language lesson. (Richards and Nunan 1990:101)

It is commonly true that there is interaction in practice teaching. The interaction allows for professional support which is usually exercised when there is interaction among the tutors, students and teachers who participate in the practicum. So the practicum or teaching practice is an opportunity for the student to practice and get professional support.

Teaching is a 'helping profession' which depends on the relationship created between the teacher and the learner (Freeman, 1989, in Richards and Nunan 1990:103). Here it is self-explanatory that students need relationship and interaction to benefit from the practicum. When and where they are taught to be competent teachers, support and cooperation from all persons involved is important.

Other scholars also have written about the practicum in preparing English Language teachers. For example, in their works (Crooks, 2003; Villegas-Reimers, 2003: Cohen, Manion and Morrison, 1996), they have shown what professional support is and what it focuses on. Based on the points they forwarded, the following ideas are presented. Below is the summary of the points they forwarded:

> The major objective of the practicum is to make interaction among participants possible. Each participant, the tutor, the teacher, the students, has roles in the practicum. Thus, by playing these roles effectively the student is helped to develop professionally. In the practicum, when playing the roles, there is interaction between the language teacher or tutor and the student. The interaction between the language teacher or tutor and the student who has taught language learners is the major element in the student's professional development.

The practicum, therefore, provides an opportunity in which knowledge and skills related to teaching can be developed. These skills related to teaching as Cohen, Manion and Morrison, 1996, describe them are skills such as classroom management, lesson planning, structuring and delivering.

Supporting students requires the knowledge, the context of help as well as the professional relationship in the practicum. The support, as mentioned elsewhere in this paper, is provided by the tutor, teacher, or peers. Therefore, in practicum contexts, both college/university and primary/secondary school, there need to be a relationship to provide support for the student-teachers to develop practice, and refine their competence as language teachers

The type of support depends on the activity. In written assignments both the tutor and the teacher give every piece of information to the students to help the students complete their written assignment. In the actual teaching practice, however, tutors and teachers need to be selective enough to give appropriate support, support that can help the student-teacher develop professionally. In this case, when giving feedback and support to student teachers, tutors and teachers need to focus on the types of knowledge the student-teachers need as a prospective language teacher.

The student-teachers need general pedagogical knowledge, subject matter knowledge, pedagogical content knowledge, and knowledge and skills on how to implement technology in the classroom (Villegas-Reimers, 2003: 39-40). Student-teachers, when they are involved in practicum activities, perform tasks to implement the types of knowledge. They get involved in what Reynolds (1992:9) calls pre-active, interactive and post-active tasks. In the pre-active tasks they present their subject using curriculum materials effectively, they understand and adapt their teaching methods to learners' needs. In the inter-active tasks they exercise classroom management, maintain respect for rules and model appropriate behaviour. In the post active-tasks, they develop the ability to reflect on their teaching and refine their teaching practice.

If helped during these tasks, the student-teachers will increase their areas of development. The success of the use of knowledge and competencies in involving in tasks for developing

student-teachers' achievement relies on the sensitive support given to them in the school by the teacher and in the institution of higher education by the tutor (Cohen, Manion, and Morrison, 1996:29).

2.2.3. Major Issues in the Practicum

To facilitate guided practice, and have strong professional relationship in the practicum, issues such as acceptance of the programme, the context, duration, organization and programme should be given due attention. Local literature related to this issue is very little; therefore literature from other countries is revised briefly to show the relevance of the issues to the smooth facilitation of the guided practice.

2.2.3.1. Acceptance of the practicum

Currently, following the paradigm shift, the Practicum has been introduced as one major component course in initial teacher education. Practicum is given a lot of emphasis everywhere. Lewin and Stuart (2003) reviewed the practice of the practicum in many countries (Australia, Asian Pacific countries, China, New Zealand, and some African countries: Ghana, Lesotho, Malawi, Trinidad and Tobago) to show the nature, length and professional relationships in the practicum. In most cases, studies have shown that the practicum is favoured by students, tutors and teachers The research in Africa, the MUSTER research, however, provided data that showed that the practicum was favoured only by students in Ghana, Lesetho and Malawi (Lewin and Stuart, 2003).

For instance, research by Renwick and Vize (1993) showed that of the 50 second-year students at the Auckland College of Education (New Zealand), most students regarded their teaching practice as the most valuable part of the course and would like more of it. About three quarters of all students nominated practical teaching as the most useful part of their training. The training components were 360 hours of practicum, 200 hours of school-based courses and 280 hours of university based courses. Although the practicum had more number of hours, the student-teachers still wanted more. Most teachers looking back on their teacher education also consider the practicum was the most valuable part of it (In this regard what the study reveals and what the teachers in this study say will be discussed later in Chapter Four)

On the other hand tutors and teachers in Ghana, Lesetho and Malawi thought it to be time consuming and exhausting. On this issue the researchers, Lewin and Stuart, 2003, have stated:

> Students commonly report this to be the 'most useful' part of their training. Tutors find it exhausting and time-consuming; for the college it is expensive and difficult to organise; schools are often unsure of their role and seldom organise the time to the mutual benefit of trainee and school. At one extreme, staff may take time off, leaving the trainee to sink or swim; at the other the teacher may re-teach each lesson so her class doesn't suffer (Lewin and Stuart, 2003: 83-90)

Most students in countries as in the example cited above take the practicum as a central component of teacher education programmes (Richard and Nunan 1990). In line with this, the Ethiopian MoE has incorporated it in its teacher education programme. The practicum is assumed to take place student-teachers are able to develop their knowledge and understanding of subject matter, children, teaching strategies, and the school curriculum, and to help them draw upon this knowledge in the shaping of their classroom practice.

From experience, it is true that student-teachers learn through various ways, for example, through lectures and from written sources. However, in order to have adequate knowledge about what they learned, they need to experience teaching, discuss classroom practices with tutors and teachers. Through encouraging them to reflect upon and analyze their own teaching, it is expected that student teachers will build a coherent, enlightened, integrated body of knowledge that will inform, and in turn be informed by classroom practice. In defining teaching practice Gower and Walters (1983:3) said:

> "TP (Teaching practice) is a time for experiment. It is one of the few opportunities you will ever have for trying out a new idea and perhaps having a critical but supportive set of observers. You also have real students who can make the most sensitive, well-prepared lesson turn out badly."

From the discussion above, it can be concluded that teaching practice bridges the gap between theory and practice. From experience, for example, when a lesson goes wrong, the student-teachers will use the wrong lesson as a teaching experience. They will reflect on and find out why it went wrong, examine methods; examine classroom activities; talk about it with peers, teachers or tutors and get feedback to have a better practice another time. Practicum gives

student-teachers a chance to practically learn about teaching and other teaching related issues such as student behaviours, classroom management, methods of teaching.

2.2.3.2. Context of the practicum

The practicum takes place both in college/university and a cooperating school. Scholars (McLaughlin & Talbert, 1990) have shown that in most countries college/university and cooperating schools are involved as contexts for practicum activities It is underpinned by the belief that successful learning involves interaction among all practicum participants in all practicum contexts.. Similarly in our context, student-teachers learn the theory at colleges/universities and go to schools to practice what they have learned. However, a study carried out by Villegas-Reimers, (2003), shows that more recently, some high income countries, such as UK have developed forms of training which reverse the school-college relationship. The trainees are based in school and go out to a campus for academic and professional training sessions. One can now gain 'qualified teacher statuses via such a school-based training route. This practice is seen by some as preferable because of its practical bias and criticised by others as lacking academic rigour (Villegas-Reimers, 2003). But, in low income countries, such training 'on the job' is mainly used to upgrade and certify unqualified serving teachers; it is not seen as a respectable pre-service route. However in countries such as Ethiopia where 'teachers' were hired without adequate content as well as pedagogical knowledge, such training was considered as a means of training and certification. For example, during the second half of the 1970s, the education system in Ethiopia had taken majors to improve the acute shortage of primary school teachers by hiring unqualified persons to fill the gap. These teachers called 'Digoma teachers' were sent to be trained and certified later in their career.

2.2.3.3. Duration of practicum

Theorists of professional learning point to the situated, contextual nature of much professional knowledge, and how it can be developed and built up through experience, they stress also the role of public propositional knowledge and the need for support and guidance from more experienced others through several stages beginning from context (college, cooperating school) observation to actual classroom teaching (Eraut 1994, Calderhead and Shorrock

1997). This suggests that professional learning takes places through alternating periods of input and practice over a considerable period of time. In our context, as suggested in MoE, 2003, and as the current practice in Ethiopia, the practicum lasts from one year for first cycle student-teachers to three years for second cycle student-teachers.

2.3. The concept of professional support

A lot of literature mentions that the practicum is vital to pre-service professional development. Pre-service teachers begin to acquire personal practical knowledge that serves them through out their professional lives. This personal practical knowledge, however, has to be guided and supported by others who are better experienced, preferably professionals. The following sub topics show the importance of professional relationship and the relationships that should exist between/among practicum participants.

2.3.1. The importance of professional relationship

The practicum provides an opportunity to test and confirm choice of vocation. Practicum is a task shared by the staff of schools and the University, as well as by pre-service teachers themselves. This collaboration makes it an educationally valuable venture.

Richards and Nunan (1990), for example, have written that the practicum components of pre-service teacher education cater for career-long professional learning and development. Similarly, Shantz and Brown, 1999; Eisen, 2001, have showed the source of professional support: "Professional support comes from the teacher and the tutor; peers could also provide professional support." Whoever provides it, professional support is usually planned. It bases itself on developmental learning experiences, with levels of assistance reducing as the pre-service teacher assumes increasing professional autonomy and responsibility (Gower &Walters, 1983:2). The professional support encourages student teachers to be flexible and prepared to actively engage in change as it occurs in education, including in the development of technology for educative purposes. It enables student teachers to be engaged in open dialogue, to reflect on the complex, diverse and multi-faceted nature of teachers work within classrooms, schools and the broader community. It gives the student teacher the opportunity to actively participate in shaping the teaching profession and to engage with others in critiquing particular educational practices in the light of contemporary theoretical

frameworks. The support from the teacher provides opportunities for student teachers to develop their personal philosophy of teaching and learning, to reflect on and articulate their values and beliefs and to challenge their assumptions about individual and socio-cultural differences (Gower &Walters, 1983).

To put this professional support into effect all the participants have to play their roles. In the literature, a great deal of emphasis is placed on the pre-service teacher's responsibility to act upon the situation they are in a teaching practicum (Baird, 2002; Moore, 1999; Laughran & Russell, 1997; Johnston, 1994). Student teachers are expected to interact with people around them. Teachers, tutors, and peers will provide them advice on how to handle problems, for example, classroom management. Moore (1999:3) summarizes this as follows:

> The fact that a student spends time in a knowledge rich environment does not necessarily suggest that she acquire that knowledge. What matters is the nature of her participation in workplace activities.

Laughran & Russell (1997:24) also argue:

> The teaching practicum can build pre-service teachers' knowledge as long as they are interactive in the environment. Peer support and self-reflection are part of the duties and responsibilities of student-teachers. They help the student-teachers' experiences come to the open, learn lessons from and choose what works

Tutors provide a relationship that is viewed upon as a core component of a practicum (Shantz & Brown, 1999). Assessment by tutors gives a real opportunity for pre-service teachers to learn about teaching through the positive and constructive feedbacks they will offer Tjeerdsma, 1998, (cited in Coulon & Lorenzo, 2003), argues that lessons learnt from direct feedback upon student's teaching in action are regarded as an ideal method towards improving pre-service teacher's ability. It is, therefore, implied that the tutors might prepare student teachers for actual school experience. They monitor, evaluate and practically support student teachers throughout the practicum. They assess students' performance according to the agreement of each cycle. They need to give oral feedback and written feedback within a day of observation.

According to Maitino (2000), the teacher supports the student teachers to examine their learning abilities and needs. Teachers monitor, evaluate and practically support student

teachers throughout the time they come to the school. They will assess students' performance according to the agreements for each cycle. They need to give oral and written feedback within a day of observation, preferably after a lesson the student teacher taught. They are expected to encourage student teachers to become actively involved in their lessons: helping to plan lessons, working with small groups, and taking sections of a lesson. The practicum demands four relationships that are of particular importance for student-teachers professional development: between student-teacher and tutor, between student-teacher and teacher, between tutor and teacher, and among student teachers. The following participant roles in each relationship are taken from practicum handbooks (Waikato practicum handbook, 2006; Ipswich practicum handbook, 2005; Ethiopia, KCTE 2004; MoE, 2003; TESO, 2003; Fenton, 1996). They are summarized below.

2.3.2. Relationships between/among the practicum participants

The student teachers benefit a lot from the professional relationship they have with other practicum participants such as tutors and cooperating teachers. These are people who are expected to provide appropriate guidance and support.

2.3.2.1. Relationship between student-teacher and tutor

The role of the lecturer is to prepare the students at the college for the practicum activities. He/she goes to the cooperating schools and discusses programmes with the teacher. He/ She works collaboratively with the teacher and with the school coordinator. He/She observes student teachers while they are teaching, undertakes subject evaluation, corrects practicum activities, and gives feedback. He/she supports and extends student-teachers' skills of reflection and self-evaluation (MoE, 2003).

2.3.2.2. Relationship between student-teacher and cooperating teacher

The role of the cooperating teacher is to establish a working relationship with the student teacher by ensuring that the student teacher is familiar with the school facilities and staff. The teacher clarifies expectations: teacher assistant responsibilities, routine responsibilities (supervision, greeting students), classroom assistance responsibilities, and working with individuals and/ or small groups to discharge their duties. The cooperating teacher supervises/observes student teacher's instruction in the classroom and he/she assists in the

educational development of the student teacher assisted by providing ongoing positive and constructive feedback, which includes specific strategies and techniques for improvement. The role of the teacher is to help provide opportunities for the student to develop a variety of teacher assisting skills and give feedback about the student's performance. (MoE, 2003)

2.3.2.3. Relationship between Tutor and Cooperating Teacher

From my experience serving as a cooperating teacher for six years (1986-1991), I can tell that there has been collaborative effort to assist the student-teacher in teaching practice. But the roles and type of collaboration was very limited. The tutor came as a supervisor to supervise the student-teacher and give final grade. The teacher also contributed to the grading of the student-teacher. He/she gave information on the student-teacher's performance in the classroom. Little was done to collaboratively support the student-teachers towards their professional development.

Although there is little or no local research evidence to tell how exactly tutors and teachers worked, literature from Australia, South Africa, Asian Pacific countries show that tutors should give more systematic support to teachers to help them become better at helping student-teachers. Equally, however, the researchers consider that teacher education institutions are also expected to make better use of the expertise of classroom teachers. There needs to be collegiality between tutors and teachers, but although this collegiality seemed to exist, the experience has been different. For example, a Study conducted by (Veal & Rikard, 1998) in St. Louis has this to say:

> In traditional student teaching, a triad has existed between the university supervisor, cooperating teacher, and student teacher. Neither university nor schools know much about collaborative professional relationships. Both teachers and teacher educators were more used to working independently than to collaborating with their colleagues.

These scholars showed that many university supervisors feel their role is not in a classroom, but only at the university, and some teachers feel it is the job of the university to prepare student-teachers. Because of limited time, many teachers would prefer free time to be used for preparation and many professors prefer free time to be used for research and writing. Hoy and Woolfolk (cited in Veal & Rikard, 1998) summarize that little evidence exists to show

that university supervisors and teachers work together to promote a positive learning environment for the student-teacher.

Korthagen & Kessels, 1999, state that in general the teacher tends to be more supportive than evaluative while the university supervisor tends to be more judgmental as the evaluator. However, Koerner, et.al (2002) in their study state that student teachers looked to the university supervisors to be supportive and understanding of their needs. Nevertheless, often the teacher and university supervisor exchange few words because of lack of time for meeting and lack of interaction. The problem encountered is that parties see their roles as independent rather than collaborative. Tensions arise between university supervisors and teachers because of a number of reasons: communication problems, undefined roles, and disagreement about university theories or regulations (Veal & Rikard, 1998). Sometimes the discussions between the traditional triad of university supervisor, teacher and student-teacher, are awkward since feedback might be interpreted as criticism to theory or modeled teaching (Keller & Grossman, 1994). To relate this issue to our context what the study has reveled will be discussed in Chapter Four.

2.3.2.4. Relationship among Student-teachers

Student-teachers work together in a micro-teaching [teaching a portion of a lesson], and peer learning. When the student-teachers play the roles of a teacher and a learner, they play supportive roles. In micro-teaching, they are grouped together to learn how to teach and to use peers, fellow student-teachers as support providers. Peers can help prepare student-teachers for feelings associated with learning in the workplace, such as being watched, not being perfect, not getting it right the first time and being dependent on others. Student-teachers can also support one another in all the practicum activities. They can as well talk and share experiences everyday (Solomon, 2000, Eisen, 2001).

Though the relationship between the tutor and the teacher seem full of different views by different scholars, the main objective of their involvement is to help/provide professional support to the student-teachers. As mentioned earlier in this paper, the student-teachers will be benefited teachers when they get professional support from tutors, teachers, and peers.

2.4. Means of supporting student-teachers

McNally and Martin, 1998:39-51 mentioned that many student- teachers at the beginning of the practice feel uncertain of their roles. A student- teacher may need help in adjusting to teachers and classes and in taking their place as a member of a team. They need to feel welcome and to be assured of support in establishing themselves as teachers. Some will need to be encouraged to ask questions and to participate in classroom activities; all will need to be closely guided in the implementation of their teaching programs. To this effect student teachers practice micro-teaching/peer-teaching (the experience in KCTE is conducting both as one) and the block teaching practice in which feedback from tutors, teachers and peers are obtained as a means of support.

2.4.1. Micro-teaching

For many years, Ethiopian teacher education has been trainer-centred in both approach and content. It would appear to be based on an 'applied science' model as described by Wallace (1991), which has the tendency to downgrade the value of the classroom teacher's expertise from experience (Wallace 1991:16). Similarly as Caldwell & Carter (1993:25) state:"...teachers have always learned about teaching in the dynamic and complex interaction in the classroom, but such learning has usually been a very idiosyncratic and lonely business."

Although pre-service courses had been a feature for many years in Ethiopia, using the classroom experiences and using them as a training component for professional and self development was rarely practised. However it is now welcomed by the Ethiopian Ministry of Education (MOE) through the pre-service teacher education and its component the practicum. In the practicum, student-teachers in micro-teaching sessions share experiences with peers and try out what they have learned then and use those learning experiences later in actual classrooms.

As Wallace defines it, "Micro-teaching is a training context in which the teacher's situation has been reduced in scope or simplified in some systematic way." (Wallace,1991:87). Parrott (1993:27) also says: "Micro-teaching is a training session in which participants are

encouraged to value their own experiences, beliefs, opinions and knowledge, and to reflect on these and evaluate them in the light of new input."

Other scholars have also shown what is in a micro-teaching session. For example Assinder (1991:225-6) cited in Sprat and Leung, (2000:218) has shown what he observed as follows:

> Micro/Peer teaching is a new way of involving students. The students who participated in micro-teaching had increased their motivation, participation, real communication, in-depth understanding, their sense of responsibility for their own learning, and their commitment to the course, as well as their self-confidence and respect for each other, the number of language skills and strategies they were able to practise and develop, and their language accuracy
> .

In micro-teaching sessions in college or in actual teaching sessions in cooperating schools, observation is no longer threatening, because the participants in the teaching context are co-participants in all the activities that take place there. On this point Wajnryb (1992:25) states:

> Observation of trainee teachers is crucial to the preparation of trainers for it is through observing that they may gradually become more familiar with trainees, more familiar and articulate about the classroom and learning/teaching process, and more conversant in ways of talking about classroom experience.

From the scholars' views it can be concluded that, in a micro-teaching session, learning by doing is facilitated, therefore, the student-teachers obtain new input to help them to develop as teachers.

2.4.2. Observation and Feedback

It is very important to use observation to provide information that student-teachers can use as a basis for future action. The feedback session after observation is when this information is given.

Experience shows that in Ethiopian schools' current observation and feedback practices still have traditional lineage. It is not common to involve the teacher to self-evaluate herself and reflect on what went bad and what went well. It is the observers/supervisors who give feedback.

Caldwell (1993:39) on this point argues, "Teachers are not used to seeing themselves as learners. Teachers have been considered 'knower and tellers' working in isolation with few opportunities to share professional knowledge." However, in current practices such as in-built supervision and the opportunities to share professional knowledge with the introduction of the practicum enable observation to follow a different trend. This trend is suitable for collaborative approach, which focuses on developing the observee. In regards to the collaborative approach Wallace (1991:111) points out the following:

> In the collaborative approach, the supervisor and the trainee are seen as colleagues....A main aim is to allow the trainee to express her own reflections and self-evaluation so that she can pursue her own professional development more effectively.

It is mentioned earlier that the practicum aims at involving all the participants (tutors, teachers and the student-teachers) to work collaboratively. To this effect, as indicated in MoE, 2003 (see Appendix II) the roles of the tutor and cooperating teacher are as observers and providers of feedback. By playing these roles, the tutors and the teachers can help the students be familiar and articulate about the classroom, (what the study has revealed in relation to observation and feedback will be discussed in Chapter Four).

2.4.3. Advising, Supporting and Mentoring

As part of learning, advising and supporting student-teachers is practised in the practicum when micro-teaching; classroom teaching or assignment feedback is given. This activity requires the student-teacher's readiness to take advice or comments and act accordingly. The student-teachers talk about their performances in order to get advice and support. The role of the advisors – tutor and the other participants is to facilitate the grounds for the student-teachers to talk freely through the process of 'Scaffolding'. Randall with Thornton (2001:52) explain this as follows:

> The process needed to guide the learner to new awareness 'Scaffolding'; the provision of focused challenges and questions to allow the teacher to internalize the new ideas. Through this process the teacher [participant] adopts and more importantly adapts the concepts thus constructing their own versions, (Randall with Thornton, 2001:52).

Sometimes 'Scaffolding' may not be easy. Advising and supporting becomes difficult when one cannot create a facilitated training atmosphere because student-teachers come with

knowledge and deep-rooted views and beliefs of their own which greatly influence their attitudes.

They may, for example, feel that the only support provider is the tutor/ teacher. However, the Mentor needs to tell them the importance of self-evaluation. A mentor is a non-threatening supportive supervisor in the learning process. He/She is a person in a higher position in the training process. Mentoring as a practice is caring, sharing, helping and giving priority to the mentee than the process. Caldwell & Carter (1993:25) define mentoring as "a way to break down teacher isolation and support professional learning in ways which focus on the teachers' daily work." Malderez and Bodoczky (1999: 17) summarize activities that mentoring involves as follows:

- thinking about individual participants
- identifying participants' 'problems' and help them solve the 'problems'
- facilitating open discussion
- being participant-centred
- being a patient and careful listener
- looking for something developmental
- advising and counselling

The above-mentioned activities help to facilitate professional learning. This professional learning is provided to the participant through his/her readiness to accept help. Student-teachers come with various experiences and the mentor 'excavates their ice-berg' (Malderez and Bodoczky 1999:18) to gather information so as to help them on their 'problems'.

In line with the constructivist view learners are expected to be responsible for their own learning. The student-teacher, thus, has to be self-evaluative. In self-evaluation, one sees what has gone on-the strengths and weaknesses of one's practices. This self evaluation can be done in different ways. For example one can do self-evaluation through reflective practice such as reflection on activities to tutors or peers, writing diaries or journals.

2.5. Conclusion

In the review of related literature an attempt has been made to show that the traditional teacher preparation programme, which was more theoretical, has been replaced by a more practical teacher preparation programme. Both programmes have been discussed, but with a major focus on the practical teacher training programme that involves the practicum.

Some issues in the practicum have been reviewed. From these issues, it is seen that the practicum programme allows interaction among participants. This interaction takes place in both college and cooperating schools by the students with their tutors, cooperating teachers and peers. In this interaction the students are expected to benefit from the sufficient and appropriate guidance, feedback and support their tutors and cooperating teachers offer them. Attempts have therefore been made to review the literature on why professional relationship is important. Observation, feedback and mentoring were also revised. What the results in this study show in relation to the issues discussed in the literature will be presented in Chapter Four. The following chapter deals with the methods of the study.

CHAPTER THREE

3. DESIGN OF THE STUDY

In this chapter the subjects of the study, methods and procedures of data gathering, the pilot study and lessons gained from it, and methods of data analysis are discussed

3.1. Subjects of the Study

The subjects of the study were 3rd year students at Kotebe College of Teacher Education (KCTE), tutors of these students, practicum coordinator at the college and teachers in six second cycle primary schools.

3.1.1. The students

From the ninety-six students who were in their final year of training at KCTE in 2005/06 to become language teachers, sixty students who taught English during teaching practice were used as the subjects of the study. Forty-five of these were male and fifteen of them were female.

3.1.2. The cooperating teachers

The twenty-two second cycle primary English Language teachers who were replaced by the student teachers during practicum III were the subjects of the study. These teachers taught in Karaalo, Wondirad, Salayish, Misrak Ber number one, Kokebe Tsibah and Misrak Goh primary schools.

3.1.3. The College tutors

Fourteen tutors were assigned to support the sixty students during teaching practice /practicum III. These tutors were taken as the subjects of the study.

3.1.4. The practicum programme coordinator

Two instructors were coordinators of the practicum programme in KCTE in 2005/06. One of them, however, had an additional duty as a tutor. The subject as the practicum coordinator for this study is the one who had no additional duty as a tutor.

3.2. Methods and procedures of data gathering

Three tools, namely questionnaire, interview and school and classroom observation were used to gather data for the study.

3.2.1. The questionnaire

Three sets of questionnaires were prepared and administered to the three subjects of the study: the student teachers, the cooperating teachers and the tutors. The participants in the study were selected from one teacher education college and six second cycle primary schools in Addis Ababa. (The questionnaire was adapted from Solomon Geda, 2001).

3.2.1.1. The student teacher questionnaire

This questionnaire for student teachers had three parts. (see Appendix III for the student teacher questionnaire). Questions in part one of the questionnaire were designed to elicit data on the students' perceptions of their teachers, tutors and peers as support providers. Questions in part two were designed to elicit data on students meeting frequency with teachers, tutors and peers and the support they offered them on lesson planning, classroom management, lesson presentation and the students' personality. Questions in part three were designed to gather data on the student teachers' knowledge and attitudes about the practicum and issues related to it.

3.2.1.2. The cooperating teacher (2nd cycle primary school English teachers) questionnaire

The questionnaire for cooperating teachers had four parts, (see Appendix IV for the 2nd cycle primary English Language teacher questionnaire). Questions in part one of the questionnaire were designed to elicit data on the cooperating teachers' background: their experience and knowledge of practicum. Questions in part two of the questionnaire were designed to elicit data on the teachers' perception of their supporting and advising roles. Questions in part three were designed to elicit data on factors that affect the teachers' support to the students. Questions in part four were designed to elicit data on the type and extent of support the teachers offered to the students

3.2.1.3. Tutor questionnaire

The questionnaire for tutors had four parts, (see Appendix V for the tutor questionnaire). Questions in part one of the questionnaire were designed to elicit data on the tutors' background: their experience and knowledge of practicum. Questions in part two of the questionnaire were designed to elicit data on the tutors' perception of their supporting and advising roles. Questions in part three were designed to elicit data on factors that affect the tutors' support to the students. Questions in part four were designed to elicit data on the type and extent of support the tutors offered to the students

3.2.2. The interview

Semi structured interviews were administered to students, tutors and the practicum programme coordinator. The purpose of the interviews was to get data that would supplement and further clarify the data obtained through the other tools used in the study (see Appendices VI, VII and VIII for full transcripts of the interviews)

3.2.3. The classroom and school Observation

Another data gathering technique employed was classroom and school observation. The researcher spent time in Karaalo, Wondirad, Salayish, Misrak Ber number one, Kokebe Tsibah and Misrak Goh primary schools during the two weeks actual teaching practice time to observe the relationship between tutors and student teachers, cooperating teachers and student teachers, and among the student teachers. The instrument the researcher used were a notebook to record what she observed and a tape recorder to record the feedback conference the tutors had with their students,(see Appendix IX for the full transcript of the feedback conference). The purpose of the observation was to get data that could substantiate the results gained from the other tools.

3.3. The pilot study

Ten student teachers questionnaire, five cooperating teacher questionnaire and five tutor questionnaire were piloted. The student teacher questionnaires were distributed to third year social science students in KCTE. They were students who taught English in their teaching

practice. The tutor questionnaires were distributed to instructors who were assigned as tutors to those students. The cooperating teacher questionnaires were distributed to English teachers in the 2nd cycle primary schools mentioned earlier, who were cooperating teachers last year.

Lesson gained from the pilot study

Most of the questions were found to be clear. However some questions were changed due to feedback from the pilot study. One student teacher commented that the open-ended questions may not be answered by all respondents because of time constraint; however, because the nine student teachers answered them and commented that most respondents will answer most of the questions if not all, only two open-ended questions were changed. As a whole it can be said only little change was made.

3.4. Methods of data analysis

The data were gathered through questionnaire, interview and observation. To analyze the data, both qualitative description and quantitative analysis were used. The quantitative data have been tabulated and descriptive statistics such as frequency and percentage used.

The qualitative data from the interview and the responses for the open-ended items were organized into groups and discussed. The qualitative data were used to strengthen the responses from the questionnaires that is the quantitative data.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

This chapter is divided into four sections. In each section data is presented, discussed and analyzed. The four research questions are addresses.

4.0. Introduction

Literature related to professional relationship was reviewed in Chapter Two. In this chapter the data gathered through questionnaire, interview and observation are categorized and discussed. The chapter is divided into four sections. Section one discusses data on the nature of professional support offered to students by cooperating teachers and tutors. Section two dwells on factors that affect the professional support that should be offered to student-teachers by cooperating teachers and tutors. Section three discusses the perceptions of the participants: students, cooperating teachers and college tutors. The final section discusses what could be done to improve the professional relationship in the practicum. The sections address the four research questions this study was designed to answer.

SCTION ONE: Support from Cooperating Teachers and Tutors

4.1 Professional Support offered to Students by Cooperating Teachers and Tutors

In this section data gathered to find out the nature of professional support is presented and discussed.

4.1.1. Professional Support offered to Students by Cooperating Teachers

5=strongly agree 4= agree 3=I have no idea 2=disagree 1=strongly disagree

(Adapted from Solomon Geda, 2001)

Table 1: Professional support offered by cooperating teachers during practicum III

	Number of respondents and **percent**age											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1. Cooperating teacher introduced the student to other teachers	11	18.3	12	20	-	-	19	31.7	18	30	60	100
2. Cooperating teacher introduced the students to administrative staff	9	15	10	16.7	-	-	23	38.3	18	30	60	100
3. Cooperating teacher oriented the students about school rules.	6	10	13	21.7	8	13.3	15	25	18	30	60	100
4. Cooperating teacher invited the students to observe him while he/she is teaching	10	16.7	8	13.3	-	-	23	38.3	19	31.7	60	100
5. Cooperating teacher oriented the students about classroom management	9	15	20	33.3	-	-	21	35	10	16.7	60	100
6.. Cooperating teacher sometimes helped the students in planning lessons	7	11.7	8	13.3	5	8.3	19	31.7	21	35	60	100
7. Cooperating teacher suggested to the students to use some models of current English language teaching	8	13.3	5	8.3	12	20	15	25	20	33.3	60	100
8. Cooperating teacher helped the students know the English language curriculum and syllabus	5	8.3	10	16.7	-	-	19	31.7	26	43.3	60	100
9. Cooperating teacher encouraged the students to freely express views about teaching	5	8.3	4	6.7	-	-	34	56.7	17	28.3	60	100
10. Cooperating teacher gave more practical help than tutors during teaching practice	8	13.3	17	28.3	2	3.3	23	38.3	10	16.7	60	100
11. Cooperating teacher did not offer help and practical experience as expected by the students	21	35	20	31.3	-	-	11	18.3	8	13.3	60	100

The data in Table 1 reveal that majority of the respondents in items 1 - 11 did not get sufficient help from their cooperating teachers. As seen in responses 1, 2 and 3 in the Table, not being introduced to other teachers and administrative staff, not being informed about school rules might possibly lead the students to feel unwelcome. This idea agrees with what the students expressed in their responses to item 5 in Table 4. Fifty three per cent have said that the situation they observed in the schools was not inviting enough to make them like the teaching profession. The students have expressed that they sometimes felt the teachers and administrative staff did not accept them and they thought that they disliked them. So it is

important that the teachers introduce students to other teachers and administrative staff to make the students feel welcome.

Lack of support in what are mentioned in items 1 - 3 contradict with what the role of the teacher is. The role of the cooperating teacher is to establish a working relationship with the student teacher by ensuring that the student is familiar with the school facilities and staff.

The disagreement to the idea that the teachers invited students to be observed while he/she was teaching (see item 4 in Table 1) by 70 per cent implies that the teachers did not invite those students to observe them. This point was supported in the interview. A student commented, "I met the teacher twice. First when I took the book and the programme and second when he came to take his book when I finished the teaching practice," (see Appendix VI for student interview). The teachers themselves supported this point. In response to the question "Did you allow the student teachers to observe you outside of the observation week? If 'No', Why?" (See Appendix IV teacher questionnaire item 44), one teacher replied that nobody informed her about students' observation time. She didn't think the five students assigned to her class were interested to observe her. It can be argued that this response might have emerged as the students expressed in their responses to item 5 in Table 4 from 'lack of awareness on the part of the cooperating teachers'.

In their responses to whether they are more appropriate in helping the students during practicum activities, majority of the teachers agreed (refer to Table 7 item 1). This might reflect that they are willing and adequate; however, the practice observed from the data is different. Students need support on most of the practical aspects of teaching such as classroom management and planning a lesson (see items 5 and 6 in Table 1). But only twenty nine students were oriented on classroom management. They were even fewer on lesson planning, only 25 per cent. The students' responses to item 35(see Appendix III) strengthen the idea that practical help on classroom management and lesson planning was little. The students were asked to list down some specific comments they got from different sources: from cooperating teachers, from tutors and from their peers. Respondents comments on lesson planning were summarized as follows: "The cooperating teacher told me to adjust time of lesson. She gave me format of school, the school lesson plan."

These two comments, which seemed more of administrative than practical help to plan lessons were given to the majority of the respondents; however, it should be noted that there were about 22.1 per cent who said that there were no comments, because nobody went to their classes or asked for their lesson plans.

The comments on classroom management were also summarized. Five students said that the teachers told them to 'punish students with bad behaviour.' Six students said the teachers told them to be serious in the classroom, but pay attention to all students. Five students said their teachers showed them the students who disturbed and told them to handle them wisely.

Item six refers to practical help on lesson planning. As was the case with classroom management, it can be argued that not enough practical help on lesson planning was given. Aspects like using current models of English Language teaching and knowing the English language curriculum and syllabus (see items 7 and 8) did not get due attention. To item 7, 58.3 per cent of the respondents replied that the teacher did not suggest to them to use some models of current English language teaching. In response to item 8, a significant number (75 per cent) said that they were not helped to know the English language curriculum and syllabus.

Eighty five per cent of the respondents have similarly objected to the ides that 'the teacher encouraged the student teacher to freely express views about teaching.'

Item ten revealed although not very few (41.6 per cent) noted that the cooperating teacher gave more practical help than tutors during teaching practice, the majority (55 per cent) stick to the idea that she/he did not.

The response to item eleven strengthens this view. Forty one respondents (66.3 per cent) have expressed that the cooperating teacher did not offer much help and practical experience the students expected. The teachers claim that they have offered practical help. For example, the teachers were asked to list down aspects in which they have practically helped the student teachers during practicum III (actual teaching practice)e.g. On lesson planning (see item 45 Appendix IV), the teachers listed that they have shown the students formats of the school lesson plan, have given them teaching materials, have helped some of them in planning their

lessons, have advised them on how they should handle problems they face in the class, have invited them to observe their classes, have observed them and advised them to have an all rounded teacher personality, and have advised them to be punctual, disciplined and well dressed.

From the responses to all the items in Table 1, and what the teachers claimed to have done in Table 7, it can be argued that the teachers' practice in offering help is a mismatch between what they claimed to have done and what they actually do. In their response to item ten in Table 5, 63 per cent of the respondents (student teachers) have disagreed to the idea that 'the cooperating teacher was a good model as a teacher.' The source of their disagreement might possibly be their experience as shown in Table 1. The experience that the teachers did not help them during practicum could have led them to decide that the teachers were not good models.

The students were also asked to indicate the frequency in which they met with their cooperating teachers, tutors and peers during Practicum III, (see Appendix XI). Their responses are summarized below:

Thirty eight of the students said that they met their cooperating teachers once a week or once in two weeks. Six of them reported they did not meet at all, and five of them did not respond. This agrees with the responses of the majority to items 6 and 7 in Table 5. From the thirty-eight, the thirty (50 per cent) said 'once in two weeks.' It seems here that the students' and the teachers' relationship was loose. It is not as what the twenty-two teachers (100 per cent) claimed that they create close relationship with the student teachers (see item 12 in Table 7) This response supports what some students commented in the interview.

> 'I met the teacher when I first went for teaching practice. The practice was for two weeks. He came, gave me the book and the time table, introduced me to the students, that is all.'

Those who said after each practicum activity, 8.3 per cent said it was only for a very short time, no long discussion. Another question was asked to assess the practical help students were offered on feedback, on English teaching, lesson planning, and classroom management (see Appendix XII for tabulated data)

Only twenty five per cent claimed the feedback to improve English teaching skills was good. Sixty per cent rated it fair to poor. Ten per cent said they were given no feedback at all, and five per cent did not respond. The data show that feedback on English teaching was not satisfactory.

The responses to the item 'feedback to improve lesson planning' were rated better. Forty per cent said it was very good and good; however, the majority (41.6 per cent) said it was fair/poor. Still ten per cent claimed they got no feedback, and the 5 per cent did not respond.

The third item was related to feedback to improve classroom management. Twenty seven respondents said they have very good and good feedback. Forty one point seven per cent said it was fair/poor. Those who did not get feedback remain the same (10 per cent). The feedback on classroom management was higher in very good and good; it was not a significant number, but better than feedback on English teaching and lesson planning.

Richards and Nunan, 1990 (Chapter Two of this paper) have said that getting feedback after teaching a class helps the student teacher to develop strategies for handling different dimensions of a language lesson. From the responses it can be concluded that a very important means of supporting students was neglected.

The students were asked if the teacher wanted them to teach just like them and criticized the students when they did not do that(refer to Appendix XIII for tabulated data for items 15 and 18 in Appendix III). Twenty students (36.7 per cent) supported the idea that the cooperating teachers wanted the students to teach just like them. Fifty eight per cent did not. The same per cent also objected that they were criticized when they did not teach just like them. This practice was commented on in the interview by a student, "How can she tell me what to do when she is not with me?" The teachers' practice could be considered as detachment from the traditional teacher training 'craft model' when students sat with 'Nelly', "Nelly being the master teacher and do what they see he did". However from what the data revealed in Table 1, 'the teacher was not available', does not seem it is a detachment from the traditional teacher role.

Their practice agrees to what is referred to as 'time off' by Lewin and Stuart, 2003:

> Students commonly report this to be the 'most useful' part of their training. Tutors find it exhausting and time-consuming; for the college it is expensive and difficult to organise; schools are often unsure of their role and seldom organise the time to the mutual benefit of trainee and school. At one extreme, staff may take time off, leaving the trainee to sink or swim; at the other end the teacher may re-teach each lesson so her class doesn't suffer (Lewin and Stuart, 2003: 83-90)

Teachers' role at the first teaching practice stage, is establishing close relationship and supporting the student-teachers. They have to pave the way for professional development and tested practice although they can reduce their level of assistance as the student teacher assumes professional autonomy and responsibility as Scrivener, 1994:3 has said.

4.1.2. Professional Support Offered by College Tutors during Practicum III

Table 2: Professional Support Offered by Tutors

Items	Responses											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1. Gave clear directions before student-teacher went out to the school for practice teaching.	8	13.3	13	21.7	2	3.3	16	26.7	21	35	60	100
2. Didn't have enough time to correct the assignments and give student-teacher timely feedback.	16	26.6	12	20	4	6.7	16	26.7	12	20	60	100
3. Advised student-teacher to work with the cooperating teachers and report back to her/him.	4	6.7	15	25	--	--	26	43.3	14	23.3	60	
4. Gave feedback that helped student-teacher improve lesson planning, classroom managing, and classroom teaching.	14	23.3	9	15	3	5	19	31.7	15	25	60	100
5. Was friendly enough to discuss student-teacher's practicum activities with him/her.	9	15	11	18.3	4	6.7	16	26.7	20	33.3	60	100
6.Was supportive enough to help student-teacher learn more about the practicum	5	8.3	16	26.7	4	6.7	26	43.3	9	15	60	100

As can be seen from Table 2 the disagreement outnumbers the agreement. Asked if the teacher gave clear direction before student teacher went to the school for practice teaching (see item 1 in Table 2). The majority (61.7 per cent) disagreed. Forty six point seven **percent** noted that the tutor did not have enough time to correct the assignments and give timely feedback. The same number did not agree. Only thirty one point seven per cent supported the idea that the tutor had advised them to work with the cooperating teacher, but 66.6 per cent replied that they were not advised. Although fewer students (38.3 per cent) said that the tutor's feedback helped them improve lesson planning, and classroom teaching, the majority (56.7 per cent) did not. Similarly, the disagreement of 60 per cent to item five (see Table 2 above) and the disagreement of almost the same number (58.3 per cent) adds to the disagreement to all the items about the professional support offered by the tutor.

In the interview, most of the tutors (80 per cent) admitted that they have not offered help to the student teachers as much as was expected. One tutor when asked 'to what extent do you think you have supported your tutees, especially the third year?'

He said:

> Because I observed them only for two days, I don't think I gave them enough support. I couldn't give enough support. I could not give enough support in two observations. They should have been observed from five to seven times. One observation you may advise on classroom management, another time on how to design lesson plan objectives, etc.

Another tutor added:

> I don't think I gave support as I would have liked to. I think I have done what I should do, but I don't feel it is enough.

The third tutor said:

> I managed to observe my third year students only once. They went out for two weeks, but I went out only once, for one period.

The fourth tutor said:

> For those who do practicum activities other than teaching, I just evaluated and graded their work. I didn't have the time to give them feedback. With the teaching practice I checked them in the classroom, I gave them feedback immediately they are out of the classroom.

Hundred per cent of the interviewees have admitted that they did not work with the cooperating teachers. In an open-ended question (item 35 in Appendix III) the students were asked to list down comments they got from their tutors on lesson planning, classroom

management and their personality. Fifteen respondents said that their tutors showed them directions to write correct lesson plan. Five students had no comment; they said they were not observed. On classroom management some comments were

- pay attention to every student
- involve in your learners' group work and see how well they are doing.

The students were also asked how often they met their tutors (see appendix XI for tabulated data). Ten per cent said they met their tutors after each practicum activity. Of these seven per cent said, it was at the college when they went back. Tutors asked them how their days were. Three per cent said their tutors observed them and gave them feedback. To add to this point in my observation during the two weeks of teaching practice I saw two regular tutors in two different schools. Their feedback session after observation was tape recorded (see Appendix IX). Twenty two students said they met with their tutors once or twice a week. The majority (68.3 per cent) said once in two weeks. This is more than the number of students who said they met their cooperating teachers, (see Appendix XI).

From the preceding discussion, it can be concluded that the tutors have not given sufficient professional support to their tutees. The disagreement of the majority in the discussion above leads to comment that there is a very loose professional relationship between tutors and students and hardly any relationship between tutors and teachers. Each participant, the cooperating teachers as well as the tutors have given reasons for not offering appropriate support. This loose/no relationship is not up to what the practicum requires (refer to section 2.3.2. on pages 24-26, Chapter Two). In the next section the factors that could possibly affect the teachers and the tutors in offering professional support will be presented and discussed.

SECTION TWO: Factors that Affect Professional Support Offered to Student teachers

4.2.1. Factors that Affect the Cooperating Teachers

5=Not a problem at all. 4= It causes some problem. 3 = I am not sure
2 = It is a serious problem 1 = It is a very serious problem

(Adapted from Solomon Geda, 2001)

Table 3: Factors that Affect the Cooperating Teachers

Items	Responses											
	5		4		3		2		1		Total	
	No	%	No.	%	No	%	No	%	No	%	N0	%
1. More number of student teachers assigned to you than you could manage to work with	12	54.5	7	31.8	2	9.1	1	4.5	--	--	22	100
2. College's lack of provision to let you know the objectives of the practicum	4	18.1	8	36.4	5	22.7	2	9.1	3	13.6	22	100
3. Lack of College representative's timely contact to discuss problems of student teacher with you	1	4.5	8	36.4	4	18.1	6	27.3	3	13.6	22	100
4. Lack of assistance from the school administration	6	27.3	8	36.4	7	31.8	1	4.5	--	--	22	100
5. Lack of student teachers' readiness to discuss problems and exchange ideas.	7	31.8	9	40.9	3	13.6	1	4.5	2	9.1	22	100
6. Lack of punctuality of student teachers.	6	27.3	9	40.9	2	9.1	5	22.7	--	--	22	100
7. Low language command of student teachers while teaching	1	4.5	12	54.5	3	13.6	3	13.6	3	13.6	22	100
8. Student teachers' inability to behave in a professional manner when they interact with students.	4	18.1	4	18.1	3	13.6	6	27.3	5	22.7	22	100
9. Student teachers' reluctance to create interaction with other teachers in the school.	8	36.4	6	27.3	2	9.1	5	22.7	--	--	21 1*	95.5 4.5
10. Poor preparation of student teachers before they come to class.	6	27.3	6	27.3	2	9.1	6	27.3	2	9.1	22	100
11. Overuse of mother tongues of the student teachers while teaching English	3	13.6	11	50	3	13.6	2	9.1	2	9.1	21 1*	95.5 4.5
12. Inability of student teachers to manage classes very well	4	18.1	7	31.8	2	9.1	6	27.3	3	13.6	22	100

* No response

The Table reveals the following summary of responses. The data are classified according to their degree of seriousness.

1. Student teachers inability to behave in a professional manner by eleven respondents (50 per cent) (see item 8)
2. Lack of College representatives' timely contact to discuss problems of student teachers with the cooperating teachers, and inability of student teachers to manage classes very well by nine respondents (40.9 per cent) (see items 3 and 12)

3. Poor preparation of student teachers before they come to teach by eight respondents (36.4 per cent) (see item 10)
4. College's lack of provision to let the teacher know the objectives of the practicum (see item 2), lack of punctuality of student teachers (see item 6), and student teachers' reluctance to create interaction with other teachers in the school (see item 9) by five respondents (22.7 per cent).
5. Overuse of mother tongue by student teachers while teaching English by four respondents (18.2 per cent) (see item 11), and
6. More number of student teachers assigned to the cooperating teacher than she could manage to work with (see item 1), lack of assistance from the school administration (see item 4), and lack of student teachers' readiness to discuss problems and exchange idea (see item 5) rated by 1 respondent each (1.7 per cent).

In all the stages 1-6, the major problems that affected the cooperating teachers from offering professional support were identified to be students' activities. It seems that the blame is put on them; however, in a course such as the practicum, one participant alone cannot take the blame. For the practicum to be effective all the participants have to play their roles. Therefore, if there is blame, it should be placed on every participant.

In the literature, Cohen, Manion and Morrison, 1996, have stated that teacher educators contribute to pre-service teachers' learning and professional development through professional support. It is clear that the student teachers who participate in the practicum are inexperienced learners who need a lot of guidance and support from experienced teachers such as their tutors and cooperating teachers, but the experience with the subjects of the study has not been the same.

It can be understood from the earlier discussion that the majority of the respondents indicated that they did not get as much guidance and support as they should have from their tutors and cooperating teachers. Therefore, it will be too early to expect inexperienced participants who did not get appropriate guidance and support to act in a professional manner. For this reason, the blame has to be shared by all the participants.

The college and the college representative for the practicum programme were also identified as another major source of problem. This might be fair because from what is observed, the college has not established a close link with the cooperating schools and the teachers.

From his response, the practicum coordinator has shared what the teachers said (see Appendix VIII for the full transcript of practicum coordinator interview). He said that the college is to blame, he is to blame. The summary of the major points he mentioned were:

- programme was not dispatched ahead of time. Sometimes it is changed now and then;
- the tutors cooperating teachers and school staff did not get orientation;
- there is no close relationship between the college and the schools.

For these problems, the reasons he gave were

1. practicum office is not given due attention by the college,
2. practicum course itself - it is designed to be done in a well organized manner, but for various factors it is not yet implemented in that way.

He finally said, "All contribute to the problem, but it is mainly the college."

The discussion above leads to divide the sources of the major problems into two:

1. the students
2. the college and the practicum office

To be specific items 5, 6, 8, 9, 11 and 12(see Table 3) are related to the students. Of these, overuse of mother tongue and lack of student teachers' readiness to discuss problems and ideas are rated as problems that affect the cooperating teacher least.

The factor that was considered not a problem at all by 45.5 per cent referred to the number of students assigned to the cooperating teacher to work with. In the same questionnaire, (see Appendix IV) the teachers were asked an open-ended question. In their response, summarized below, they have mentioned their perceptions:

- Most student teachers do not love the profession, this contributed to their carelessness.
- Some are too young to be teachers; their dressing style is not good.
- We put the major blame on the college which never informed us about the practicum.

The student teachers' not being punctual is another problem. It should be noted that problems not serious or less serious to the cooperating teacher could be very serious to others.

4.2.2. Factors that affect the tutors

Tutors and students were also asked to identify the sources of problem. The tutors' response showed the following result (see Appendix X for tabulated tutor response on problems that affect the tutor to offer professional support).

The problems are listed according to their degree of seriousness:

1. Low language command of student teachers in practicum activities/teaching practice,
2. More number of students to work within the practicum, poor preparation of student teachers before they come to class, inability of the student teachers to manage classes very well.
3. Lack of punctuality of student teachers for submitting practicum assignment(s).
4. College's lack of provision to let the tutor know the objectives of the practicum, lack of student teachers' readiness to discuss problems and exchange ideas with the tutors and take advice from them.
5. Student teachers' reluctance to create interaction with other teachers in the school.
6. Lack of practicum coordinator's release of programme and assignment in time, lack of assistance from the college administration while the tutor was working with student teachers, student teachers inability to behave in a professional manner.

The first major source of problem rated by 11 respondents (78.6 per cnet) (see item 7 Appendix X) is related to low language command of student teachers in practicum activities and teaching practice. The two tutors I tape-recorded when they gave feedback to their tutees after observation also emphasized this point.

For example, Tutor One expressed:

> You have low language command, you are confident. You speak without being afraid, but the English you use is very poor. As far as you teach English, you have to use English, read and improve your English.

The student teachers also agree they have low language command. In the interview a student has commented:

> I need feedback because I want to know whether I have used correct word, grammar. I know I have a problem.

As seen from the comments, this problem is a felt problem which is identified by both the tutors and the students. This may imply that the students need to work on their language

command. In Cullen 1994:165, it is shown that a teacher with low language command suffers in the classroom. She cannot present her lesson well.

At this point the role of the cooperating teachers and the tutors observation and feedback could be mentioned. They have agreed that it is their duty to observe and give feedback to the students although their practice does not imply that. Seeing what the tutor commented, the others could as well have contributed to help the students be well aware of their low language command and improve.

The second set of serious problems identified by 64.3 per cent respondents were (see items in Appendix X)

1. more number of students to work with during the practicum (see item 1);
2. poor preparation of student teachers before they come to class (see item 10), and
3. inability of the student teachers to manage classes very well (see item 12).

In response to item number one, nearly all the tutors who were interviewed have stressed that having more number of tutees is a major source of problem. One tutor said, "A tutor can have tutees from first year to third year, including from extension. I have about twenty two tutees. So it is too much for a tutor to give guided and organized feedback and tutoring."

From the tutor's comment, it can be argued that there is no guided and organized feedback and tutoring. This might possibly have resulted in the problems in items ten and twelve. Student teachers need feedback to improve. Earlier it was mentioned from the students' responses that they did not get appropriate feedback on lesson presentation and classroom management (refer to Appendix XII)

The third major problem is lack of punctuality for submitting assignments. This was identified as a serious problem by seven respondents (50per cent). On this issue the students have commented that because the tutors do not return the assignments, they are not motivated to do other assignments. Most of the respondents have mentioned that activities are too many to do. This might have made the students not to submit assignments on time.

The fourth set of problems referred as a major problem by 27.3 per cent lies between the college and the students. The problem referring to the college (item 2) relates to what the practicum program officer said. In his response, the practicum coordinator has admitted that orientation to participants was not given (refer to page eleven). On this issue, tutors were asked if they are clear about the objectives of the practicum, in the interview all replied 'yes'. They might possibly have got it from the instructions on each activity. For example, one tutor's response in the interview said:

> I cannot really say I am aware, but in the activities there are instructions. The objectives could be understood from the instructions.

The other item on the fourth set referred to lack of the students' readiness to discuss problems and exchange idea with the tutors and take feedback from them (refer to item 5). Item nine referred to a similar problem. It was on the students' reluctance to create interaction with cooperating teachers in the school. It was mentioned earlier that the cooperating teachers did not introduce the majority of the students to other teachers and the administrative staff (refer to Table 1 items 1 and 2), so it is not uncommon to see less interaction in such a situation. Additional problems (see question 37, Appendix V) mentioned by tutors were:

- lack of managing tutor programme as to assist student teachers during practicum
- student teachers unwillingness to do activities, but demand good grades
- lack of student teachers' internal drive and determination to get things done according to instruction
- lack of clear and up to date teaching practice and tutoring assignment schedule; and name lists dispatch
- lots of workload

Items two and eight were identified major problems by the cooperating teachers, but not by the tutors. In this section, an attempt was made to show the problems that affect the cooperating teachers and the tutors give feedback and support to students. In the next section, perceptions of the Practicum participants will be discussed.

SECTION THREE: Perceptions of the Practicum participants

4.3. Perception of the Practicum Participants

In this section, data regarding perceptions of participants in the practicum: students, teachers and tutors about what the practicum is and what they do in order to establish relationship will be presented and discussed. Questions that are closely related to one another are put into the

same table. In the discussion, though, specific references are made to the questions wherever needed.

4.3.1. Perception of Student Teachers

5= strongly agree 4=agree 3=have no idea 2=disagree 1=strongly disagree

Table 4: Student teachers' perceptions of the overall aspects of the practicum

Item	Responses											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1.Practicum is indispensable	32	53.3	15	25	5	8.3	5	8.3	3	5	60	100
2.Activities in the practicum are enjoyable so that they encouraged the students to become competent teaches	31	51.7	10	16.7	4	6.7	9	15	6	10	60	100
3.Activities in the practicum are too many to do them well	18	30	17	28.3	5	8.3	17	28.3	3	5	60	100
4.Time of practice teaching is too short to acquire enough practical teaching skills	14	23	16	26.7	7	11.7	14	23.6	9	15	60	100
5.Observed situations in the schools are not inviting to like teaching profession	13	21.7	19	31.7	7	11.7	13	21.7	8	13.3	60	100

As seen in the table above (see item 1) about seventy eight per cent of the respondents agreed that practicum was indispensable. Thirteen point three per cent, however, have disagreed. The agreement of the majority might have emerged from understanding what the activities in the practicum offer.

The idea that activities in the practicum were so enjoyable that they encouraged students to become competent teachers (see item 2) was supported by 68.4per cent of the respondents This seems to indicate that the practicum is a good component of teacher training in which would-be teachers exercise activities from the beginning of their training. A point that supports this view is stated in Chapter One of this study. The activities, therefore, seem to have helped the respondents to articulate their views about becoming competent teachers. Similarly, in response to the interview conducted with seven students, six consented to the idea.

Among the views (See Appendix VI for the transcript of students' interview) were:

1. Practicum is very helpful. Student teachers will be aware of what teaching is. You know what you are going to get [face]. You see what teaching problems are and relate it[them] to the theory. If a teacher tell [tells] us a theory that is not applicable to Ethiopia, we tell him that it won't be applicable. Methodology could be applied to all courses. Every student has started to design his/her methodology. Hopeless student can even believe that he/she can become a teacher. Before, the 12+2 programme was highly theoretical, the 10+3 programme has a lot of practical skills.

2. Practicum is very necessary. You will be attached to schools. You learn about student and teacher behaviour. You know the materials. This has told [led] me not to be afraid of being a teacher.

Tutors were also asked about their overall attitudes towards the practicum activities in preparing. Below are extracts taken to demonstrate their attitudes (see Appendix VII for the transcript of tutor interview), some of the responses were:

The activities are really, really decisive and important.

1. Actually the literature says that practicum is just one major component of the teacher training package. Therefore, they are highly indispensable. They are very useful for the personality of the teacher [student-teacher].

2. The practicum activities are basically meant to familiarize students with school situations they would face when they leave this college. Students will know something about schools. This is good because students won't be new to these things when they join the real world of teaching.

As shown in Table 4, twenty five per cent have disagreed with the idea that the activities were enjoyable. In the interview (see Appendix VI) there was an indication that the reason for their disagreement could be what two students have commented.

Student one said:

> I was not given feedback on the activities I did. So I don't know whether I am right or wrong. Activities are repeated.

Student two added:

> There is no orientation/familiarization before we do activities. We are too young to do many activities. We have no experience to do them. Tutors do not help. Cooperating teachers do not also help.

Going back to those students who responded to item 2 in Table 4, 4 students have said they had no idea. This may be they were not involved in doing the activities in the practicum. For activities in the practicum to be successful/ fulfilled, all parties should be involved: "The

success and fulfilment of the required tasks depends on all participants. It depends not only on the student-teacher but also on persons that should give professional support to the student-teacher". Therefore, the students may not want to agree to the idea that practicum activities are good as they did not do the activities and seek guidance and support from their peers, tutors or cooperating teachers.

About sixty eight per cent of the respondents said that the activities in the practicum were so enjoyable that they encouraged them to become competent teachers in the future. But fifty three per cent said that what they observed in the schools was not inviting enough to make them like teaching (see item 5 in Table 4). This could be due to lack of orientation on the part of the teachers and the school administration. In the interview (see Appendix VI), a student commented,

> Cooperating schools do not know what they do in practicum. The directors and teachers need workshop. There is lack of awareness. Sometimes they don't accept us; we think they don't like us.

Thirty five students replied that practicum activities were too many to do (see item 3 in Table 4). It seems sound for students who do not feel welcome by staff in the cooperating schools. This idea was supported by responses in the interview (see Appendix VI). Their reasons were that students could not do the activities which were too many, repetitive and difficult. In order to do the activities effectively, they needed background knowledge. The students said they were young and inexperienced; therefore, they required support from experienced people. The practicum has 8 to 10 activities a year. This amounts to 24 to 30 activities for the diploma programme (see Appendix I). So, although the majority believed that the activities were enjoyable and important, they also claimed that the activities were unmanageable because of quantity.

Nearly fifty per cent of the students replied that the duration of practicum was too short for them to acquire enough practical teaching skills (see item 4 in Table 4). Their view is the same as what most student-teachers in their third year of practicum in other countries said,"...although the practicum had more number of hours, the student-teachers still wanted more." Thirty eight per cent have objected to the idea that the time is short. About twelve per cent said they had no idea. It might be because they still hold the view that most of the

teaching activity should be done by the 'experienced teacher'; or may be they felt the whole attempt has been a waste of time perhaps because they feel they did not learn enough from the experience. So they may not want additional time to do practicum activities and acquire practical skills. The following table reveals perception of the students on ideas related to time and availability of participants.

Table 5: Students' perception of time and availability of peers, cooperating teachers and tutors

Item	Responses											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1.peers/fellow student- teachers had no time to share experiences	12	20	20	33.3	11	18.3	9	15	8	13.3	60	100
2.Peers didn't help to improve activities	9	15	17	28.3	7	11.7	2	33.3	7	11.7	60	100
3.Peers were not happy to work together	5	8.3	5	8.3	11	18.3	2	33.3	19	31.7	60	100
4.Peers not willing to give and take comment	8	13.3	6	10	9	15	3	51.7	6	10	60	100
5. Tutors do not have enough time to correct assignments and give timely feedback	16	26.7	12	20	4	6.7	1	26.7	12	20	60	100
6..Cooperating teachers are available whenever wanted for discussion or consultation	5	8.33	12	20	5	8.3	2	38.3	15	25	60	100
7.Cooperating teachers accept student- teachers' discussions warmly	2	3.3	12	20	14	23.3	1	28.3	15	25	60	100
8..Cooperating teacher was inviting	15	25	23	38.3	---	-----	1	21.7	9	15	60	100
9.Cooperating teacher was approachable	18	30	18	30	12	20	5	8.3	7	11.7	60	100
10.Cooperating teacher was a good model as a teacher	5	8.3	5	8.33	12	20	2	33.3	18	30	60	100
11. Tutor was friendly enough to discuss practicum activities	5	8.33	5	8.33	12	20	2	33.3	18	30	60	100
12.Tutor was supportive enough to help student-teachers learn more about practicum	5	8.3	9	15	3	5	3	63.3	5	8.3	60	100

As can be seen from the Table (see item 1), about fifty three per cent of the students reported that their fellow students did not have time to share experiences with them. On the other hand, 28.3 per cent of the respondents objected. Still 18.3 per cent said that they had no idea.

The evidence that the majority noted on lack of time could have resulted from experience. It was earlier mentioned that there were many activities in the practicum. Therefore, it could not be uncommon for the student-teachers to be busy with their individual assignments. The literature shows how important peer relationships are. Student-teachers should share

experiences:" Peers have the ability to provide solutions to each other's problems through combined knowledge. They also enhance one another's path towards learning," (Solomon, 2000). On this issue about peers, 43per cent said peers did not help to improve activities (see item2 in Table 5). Sixty five per cent , however, objected to the idea that peers were not happy to work together and almost the same per cent (62) disagreed to the idea that peers were not willing to give and take comments (see items3 and 4 in Table 5). The data on peers, therefore, could be summarized as follows: Although peers did not help to improve activities due to lack of time, they were willing to give and take comments and happy to work together. Therefore student-teachers need to buy (find) time to share experiences and help to improve fellow students' activities in the practicum.

In response to the statement 'whenever you wanted the cooperating teacher for discussion or for any sort of consultation he/she was available' only 28.3 per cent supported, whereas 63.3 per cent objected (see item 6 in Table 5).

Similarly to item 7, twenty three point three per cent of the respondents argued that cooperating teachers accepted students' discussions warmly (see item 7 in Table 5), but the majority 53.3 per cent did not agree that the cooperating teachers accepted their discussions warmly.

These two items, six and seven, tend to show that the teachers were almost not available to accept student teachers' discussions warmly. This idea could reflect the literature review on page 20, Lewin and Stuart, 2003 have stated: "Schools are often unsure of their role and seldom organise the time to the mutual benefit of the trainee and school. At one extreme, staff may take time off leaving the trainee to sink or swim" The teachers' absence could have resulted from thinking that students teaching practice time was 'time off' for them. At the time of observation, from the twenty two teachers I took as subjects of my present study, only four were regularly present in their schools. Most teachers stayed in the school for a period or two and left. There were six teachers I did not meet at all in my fifteen days of observation.

The respondents' perceptions to items eight and nine were, however, different from what was discussed above. Sixty three per cent have agreed to the idea that their teachers were willing

to help. Sixty per cent also consented to the statement that their teachers were approachable. It could be said that the fact that the teachers were willing to help and approachable could facilitate professional relationship very well; however, if there is no availability and there is reluctance to accept discussion warmly as the data in items six and seven in Table 2 have revealed, it does not appeal to help much.

In response to item ten in Table 5, it can be seen that the respondents did not have close contact with the teachers. When asked 'if the cooperating teacher was a good model', about 17per cent supported while 63 per cent objected, and 20 per cent said they had no idea. As regards this point, the students pointed out that it was from first impression that they said the teachers were willing to help and approachable. In the interview, (see Appendix VI), one student commented, "I met the cooperating teacher when she gave me the book to teach from." Another student said," I met the teacher to receive the programme and textbook, after that I did not meet him." To summarize, it can be said that the students perceived the teachers as willing to help and approachable at their first meeting, but the majority can not be taken as good models because they did not spend time with the students to give them support.'

Items eleven and twelve in Table 5 referred to the students' perception of their tutors. Few respondents (13.3 per cent) said that their tutors were friendly enough to discuss practicum activities. About sixty three per cent on the contrary, did not agree that their tutors were friendly enough. Twenty per cent said they have no idea (see item 11 in Table 5). Five students said that their tutors saw what they were doing and gave them feedback after observation. This could be supported by the recorded feedback sessions by two tutors (see Appendix IX for the full transcript of the feedback session).

In response to item twelve, the majority (71.6 per cent) objected to the idea that their tutors were supportive enough to help students learn more about the practicum, however, 23.3per cent of the students agreed and 5 per cent said they had no idea. The responses of those who have objected to the idea could be strengthened by reasons given in the interview. In the interview made with students, pieces of evidence were mentioned to strengthen each response (see Appendix VI) Student 1 commented. 'Tutors have no time to read and give feedback to our written assignment.' Student 2 added that' may be she does not have time; she learns at university, she did not observe me when I teach.' From this, it can be concluded

that there were tutors who were not supportive enough to help the students in teaching practice as well as other practicum activities.

During the interview held with the tutors they admitted that they did not support the students as much as they should. Based on the responses shown in Tables 4 and 5, it can generally be argued that the majority of the students perceived the practicum to be indispensable. They believe that it has too many activities although they are enjoyable. They also said that the time allotted for teaching practice is short. Students perceived that peers, teachers and tutors were not supportive enough. It was generally felt by many students during the interview that this might have happened due to their lack of enough time or lack of awareness about how their support is essential for the development of the students' future profession.

4.3.2. Cooperating teachers' perceptions of their own supporting roles

The fact that a cooperating teacher accepts students to work with, may not necessarily show that he/she will offer a better practical help but it might add to positively try to carry out his/her roles as a cooperating teacher. Table 6 shows whether the cooperating teachers volunteered to accept the students to work with or not.

Table 6: Whether or not the cooperating teachers volunteered to accept the student teachers to work with

Item	Responses	No. of respondents	%
Did you volunteer to accept student teachers to work with?	Yes	21	95.5
	No	1	4.5
	Total	22	100

The Table shows that the majority (95.5 per cent) accepted the student teachers to work with. Such willingness could help to establish close relationship, and work with the students cooperatively.

Table 7: Cooperating Teachers Perception of Their Supportive Role

Item	Number of respondents and **percent**age											
	5		4		3		2		1		Total	
	No.	%	No.	%	No.	%	No.	%	No	%	No.	%
1. The coopering teacher is more appropriate in helping student teachers during practicum	6	27.3	10	45.5	4	18.2	2	9.1	---	--	22	100
2. The college tutor is appropriate in helping student teachers during practicum	5	22.7	6	27.3	5	22.7	4	18.2	2	9.1	22	100
3. The coopering teacher is engaged in extra work during practicum	6	27.3	8	36.4	1	4.5	6	27.3	1	4.5	22	100
4.The Cooperating teacher should be paid for practicum period	8	36.4	8	36.4	-	-	1	4.5	5	22.7	22	100
5.Time of practicum activities should fit teacher work schedule	13	59.1	5	22.7	-	--	3	13.6	1	4.5	22	100
6. The cooperating teacher serves as an advisor and supporter of the student teachers during practicum	14	63.6	5	22.7	-	-	2	9.1	1	4.5	22	100
7.The cooperating teacher repeatedly observes the student teacher while teaching.	6	27.3	10	45.5	1	4.5	5	22.7	-	-	22	100
8. The cooperating teacher gives feedback after observation	11	50	7	31.8	1	4.5	2	9.1	1	4.5	22	100
9. The cooperating teacher gives oral feedback	9	40.9	9	40.9	2	9.1	1	4.5	1	4.5	22	100
10. The cooperating teacher gives written feedback	2	9.1	9	40.9	8	36.4	2	9.1	1	4.5	22	100
11. The cooperating teacher looks upon the student teacher as his peer/colleague	7	31.8	12	54.5	3	13.6	-	-	-	-	22	100
12. The cooperating teacher creates a close relationship	9	40.9	13	59.1	-	-	-	-	-	-	22	100
13.The Cooperating teacher does not have adequate knowledge to give the student teachers feedback effectively	2	9.1	1	4.5	1	4.5	8	36.4	1	4.5	22	100
14. Teaching practice time is not enough to effectively help student teachers	5	22.7	8	35.4	2	9.1	7	31.8	-		22	100

As shown in Table 7 (see item 1), 72.8 per cent stated that they were of more help to the students during practicum. It is evident that more than half of the respondents accepted that it is their duty to support the student teachers. This confirms with what Cohen, Manion and Morrison, 1996 said. The scholars said that the work teachers do as teacher educators is recognized and valued as key to pre-service teachers' learning and professional development through professional support. At this point, one could suggest that the teachers' recognition of their being of help could contribute to the students' professional development.

The agreement of fifty per cent of the teachers (see item 2 in Table 7) to the idea that college tutors were more appropriate in helping students during practicum seemed to emanate from their belief that practicum demands cooperative effort. The agreement could have emerged from the feeling that both tutors and teachers should jointly train the student teachers. 27.3 per cent disagreed with the idea. Their responses contradict the idea that supporting and training students was the duty of the teacher. This may reveal that they were not clear about the context of the practicum. On this issue, McLaughlin & Talbert, 1990, as referred to earlier, have shown that in most countries college/university and cooperating schools are contexts for practicum activities. This implies that what the students learn at colleges is practiced in schools; therefore, both tutors and cooperating teachers are involved in helping student teachers during practicum.

Items three and four refer to whether helping students during practicum is seen as an extra duty or not and deserves payment. About sixty four per cent of the respondents have noted that teachers were engaged in extra work during practicum (see item 3 in Table 7). The majority (72.8 per cent) also demanded payment for practicum periods (see item 4 in Table 7). About thirty two per cent did not agree to the idea that being engaged during practicum was an extra work. Twenty seven point two per cent didn't as well demand payment. From the data above, it is seen that although the cooperating teachers held the view that it was their duty to help students during practicum, some still thought it was an extra work which required payment. It can, therefore, be argued that cooperating teachers have to either be well oriented or persuaded to believe that it is not additional work but an additional duty to support the students, or be paid to support student teachers.

The data in Table 7 item five revealed that 81.8 per cent of the respondents suggested that the time of practicum should fit teachers' work schedule. This agreement might have emerged from the concern that the teachers may not get free time to support the students if the time of practicum did not fit their work schedule

The responses to items six to ten in Table 7 depict what the cooperating teachers do. In their response to whether the cooperating teacher had to advise and support the student, 86 per cent said that they had to. About 73 per cent also replied that the teacher should repeatedly observe the student teaching and give feedback. To this point, twenty three per cent objected and five per cent had no idea.

In their response to item eight, nearly eighty two per cent supported the idea that the teacher had to give feedback after observation. In response to items nine and ten, 82 per cent suggested that the type of feedback be oral (see item 9), whereas fifty per cent said that it has to be written feedback (see item 10). From the data it can be concluded that the majority supported the idea that cooperating teachers have to advise, support, repeatedly observe students while teaching and give students feedback after observation. Although the majority seemed to favour oral feedback, forty six per cent said they had no idea. This may lead one to think that some teachers needed orientation on the types of feedback they have to give to the students.

In the same Table (Table 7), items eleven and twelve are concerned with teachers' relationship with students. The table shows that eighty six point three per cent looked upon the students as their peers/colleagues (see item 11). Hundred per cent also noted that the teacher had to create close relationship with students (see item 12). Although nearly fourteen per cent were not sure as to whether to look upon students as peers/colleagues, they were aware that they should create close relationship. These positive responses by slightly over three-fourths of the subjects to items 11 and 12 might show that there could be a favourable ground for the students to get help and support.

Earlier in this thesis from McNelly and Martin (1998), it is mentioned that students need to feel welcome and to be assured of support in establishing themselves as teachers. Hamilton &Riley (1999) also argue that concerns student teachers share are about the new school enviournment and staff. So if the teachers exercise what they had agreed to, they will lay a favourable ground

for the students to establish themselves as teachers. This in turn could establish professional relationship between teachers and students.

Item thirteen shows whether or not the teachers do not have adequate knowledge to give students feedback effectively. About fourteen per cent of the respondents replied they do not but 81.9 per cent said they have knowledge. Because the majority said that they have knowledge to give feedback adequately, it is self-evident that the teachers are confident.

The responses to the last item (item 14 in Table 7) which asked 'whether teaching practice time was enough to help students effectively or not' reveal that 58.1 per cent said it was not enough to effectively support students but 9.1 per cent said it was enough. As can be seen from the responses in Tables 7 and 8, it can be concluded that the teachers have positive attitude to work with the student teachers. They have adequate knowledge to give feedback effectively and prefer to give oral feedback. The last part in this section will show the perception of the college tutors about their supporting roles.

4.3.3. College Tutors' Perception of their supporting roles

In the literature (MoE, 2003:11-13), the role of the tutor is to prepare students for actual teaching experience, monitor evaluate and particularly support student teachers throughout the course. He/She also assesses the students and gives oral feedback and written feedback. This is what others expected of the tutor. What the tutor perceived of his/her roles as learnt from the data is discussed below.

Table 8: College Tutors' Perception of their supporting roles

Item	Responses and **percent**age											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1.The tutor is more appropriate in helping the student teacher during practicum	4	28.6	3	21.4	1	7.1	6	42.9	--	--	14	100
2. Training the student teacher is basically the responsibility of the tutor	3	21.4	2	14.3	1	7.1	7	50	1	7.1	14	100
3.The tutor is engaged in extra work when working with the student teachers.	2	14.3	4	28.6	1	7.1	4	28.6	3	21.4	14	100
4.The tutor should serve as an advisor and supporter of the student teachers during the practicum.	7	50	4	28.6	--	--	1	7.1	2	14.3	14	100
5.The tutor should repeatedly observe the student teacher teaching and give feedback.	2	14.3	5	35.7	2	14.3	4	28.6	1	7.1	14	100
6.The tutor should look upon the student teacher as his colleague.	1	7.1	4	28.6	3	21.4	3	21.4	-	--	11 *3	100
7.The tutor should create a strong and close relation with the student teacher he /she works with.	6	42.9	6	42.9	--	---	1	7.1	1	7.1	14	100
8.The time of the practicum activities should fit the college tutor's work schedule.	5	35.7	6	42.9	-	--	1	7.1	1	7.1	13 *1	100
9. The tutor should be free to shoulder responsibilities he/she assumes during the practicum	--	---	2	14.3	1	7.1	4	28.6	7	50	14	100
10.Teaching practice time is not enough to effectively help the student teachers given to you to work with	7	50	6	42.9	-	---	1	7.1	1	7.1	14	100
11.The tutor should consult the cooperating teacher to know about the student	4	28.6	5	35.7	3	21.4	1	7.1	1	7.1	14	100

*shows 'No response'

As revealed in Table 8 (see items 1 and 2), fifty per cent suggested that tutors were more appropriate in helping students during practicum than the teachers. But fewer, 35.7 per cent supported the idea that training students was basically the responsibility of the tutor. Responses to these two items seemed to reveal that these tutors might not be clear about their roles. In the interview with tutors, however, the roles seemed clear. One tutor was asked,' whose major role do you think supporting and guiding the student teachers is?', and his response was:

> Both of us: the theoretical aspect has been given by us tutors like me at the college and we use checklist to check that, but the actual classroom guidance should be given by the cooperating teachers.

Another tutor had added that it is 'a shared duty, all of them should own it'. In this regard some cooperating teachers have also said that 'it is a shared duty'.

The tutors were also asked if working with students during practicum was extra work (see item 3 in Table 8). Unlike the majority of the cooperating teachers who argued that it was an extra work, half of the tutors50 per cent replied it was not.

In their response to item 4, the majority of the tutors 78.6 per cent have reported that they should serve as advisors and supporters of the students during practicum. Fifty per cent believe that the tutor has to repeatedly observe the student while the student is teaching and give feedback. Thirty six per cent, however, did not support the idea (see item 5 in Table 8).

As can be understood from Table 8 (see item 6) only thirty six per cent of the tutors looked up on the students as peers or colleagues. The disagreement of the twenty one per cent could reflect the traditional student-teacher relationship. They might hold the view that the teacher is the 'master 'and the student 'a follower'. In response to item seven, eighty six per cent of the tutors have replied that they should create strong and close relation with the students they work with. Only fourteen per cent disagreed. This agreement by the majority could create a favourable ground for the professional relationship required in the practicum.

It is generally believed that work needs to fit a worker's schedule to be effectively done. This might, therefore, be why a significant percentage about seventy nine per cent of the respondents supported the idea that time of practicum activities should fit college tutors' work

schedule. The same percentage of the subjects has also suggested that the tutor had to be free during practicum to shoulder the responsibilities he/she assumes. This agreement by the majority could perhaps oppose the idea that practicum is not an extra work but it is what the tutor had to do in addition to his/her regular work. Similarly the same percentage has replied that the tutor should be free during practicum to effectively carry the responsibility he/she assumes (see items 8 and 9).

To the tenth item in Table 8, ninety three per cent have argued that teaching practice time is not enough to effectively help student teachers given to them to work with. The response that teaching practice time is not enough is similar to all the respondents.

Item eleven refers to whether or not tutors consult cooperating teachers to know about students or not. Sixty four per cent feel that they should consult the cooperating teacher; however, the practice as revealed from the data in the interview with tutors showed they did not. For example tutors in the interview were asked "Did you have any relationship with the cooperating teachers whom your tutees replaced for teaching practice?", only one tutor said that he had met the cooperating teacher. The others, four of them said they did not meet the cooperating teachers. To cite one tutors comment, he said the following:

> No, I didn't. I went to the school, introduced myself to that particular teacher, but next time I went, he was not around. He left everything to the students and went. I wanted to ask him to give me feedback about the students but I couldn't meet him. I don't think that the students had any relationship either, my tutees told me later,(see Appendix VII for the transcript of tutor interview).

From the above discussion, it can be concluded that the majority of the respondents perceived that both offering help and training students during practicum are not only tutors' responsibilities but also teachers' responsibilities.

Many tutors feel that working with students during practicum is not an extra work. They said there are tutors who serve as advisors and supporters of students who repeatedly observe student teachers teaching and then give feedback. The majority claim to be free during practicum. They hold the view that they look upon the students as peers and colleagues, and create strong and close relationship with them. This shows that the tutors perceive their roles positively.

Although the actual practice seemed less effective, the data in Section Three have revealed that both the teachers and the tutors perceive their supporting roles positively. The teachers have claimed they have enough knowledge to support and give feedback. The tutors have also expressed they are well aware of the objectives of the practicum. Both want to work with the students. The students have also positive attitude towards what the practicum offers them although they expressed their dissatisfaction with the amount and type of support they were offered by their tutors and cooperating teachers. Because all participants believe this year's (2005/6) practicum program was not marked by strong professional relationship between the students and their tutors, the students and their cooperating teachers, the practicum office and the tutors and the cooperating teachers, solutions to current problems were suggested by all the participants to improve the practicum practices in the coming years. These suggestions are presented in the next section.

SECTION FOUR: Suggested Solutions from the Practicum Participants

4.4. Solutions

Question 39 (see Appendix III) referred to what the students think the objectives of the practicum are. Given choices A - D

- get practical experience about teaching skills
- learn/know about school administration, facilities, resources
- work with others, that is tutors, school teachers, peers
- learn how to reflect on and improve experiences
- others if any

The responses revealed the following result. Fifty eight point three per cent chose all, 8.3 per cent chose 'B', 6.7 per cent chose 'C' and 26.7 per cent chose 'D'. Some selected more than one. Those who wanted to add more mentioned the following:

- adapt to school environment
- have communication between students, the school management, and teachers.

In the interview, one student stated:

> The objective of the practicum is clear. We can see from the activities we do, the problem is work with others. We work among us, peers, but difficult to work with teachers and tutors.

From the responses, it can be argued that the majority take all the choices as the objectives of the practicum. What is more interesting is all have replied that they know the objective(s) of the practicum by showing a choice. Similar question 'Are the objectives of the practicum clear to

you?' was put to the teachers and the tutors (see Tables 9A and 9B).

Table 9A: Whether or not the cooperating teachers are clear with the objectives of the practicum

Item			Responses			
	Yes					
	No	%	No	%	No	%
1. Clear with the objectives of the practicum	7	31.8	15	68.2	22	100
2. Participation in workshops, seminars or any sort of training related to the practicum	12	54.5	10	45.5	22	100
3. Access to reading about the practicum	8	36.4	14	63.6	22	100

Table 9B: Whether or not the tutors are clear with the objectives of the practicum

Item			Responses			
	Yes		No		Total	
	No.	%	No.	%	No.	%
1. Clear with the objectives of the practicum	9	64.3	3	21.4	12 2*	86.7 14.83*
2. 2. Participation in workshops, seminars or a of training related to the practicum	3	21.4	11	78.6	14	100
3. Access to reading about the practicum	2	14.3	12	85.7	14	100

*No response

The majority (64.3 per cent) of the tutors agreed they were clear with the objectives of the practicum; (see item 1 in Table 9B) however, it was less than half of the teachers (31.8 per cent) who agreed to that. The majority of the teachers (68.2 per cent) explained that they had no workshop, 45.5 per cent had no seminar, and 63.6 per cent had no access to reading (see Table 9A). Similarly the students had mentioned they were not given clear instruction or orientation. Nearly seventy nine per cent of the tutors also said they had no participation in workshops or seminars and 85.7 per cent reported they had no access to reading about the practicum, (see items 2 and 3 in Table 9B) but the majority of the tutors and all the students have agreed that they knew the objectives from the activities.

Question Forty referred to the things the students liked most about practicum.

Given choices A-D:

A. the cooperating teacher's support
B. the college tutor's support
C. length of the practicum
D. time when teaching practice programme is conducted (see Appendix III, item 40),

Nearly seventeen per cent chose 'A', 30 per cent B', 5 per cent 'C' and 43.3 per cent 'D'.

Five per cent said 'none' and wrote things they disliked:

1. writing reports the tutor doesn't read and doesn't give feedback on it.
2. doing lots of activities without support from tutors

The data revealed that the majority have chosen that the thing they liked most is the teaching practice time. In the literature (Chapter Two of this paper) it is mentioned that teaching practice time is the most valuable part; this is what this study has also revealed.

The students were asked if they had micro/peer teaching practice before they had actual teaching practice. Slightly more than ninety three per cent said 'yes'. Only one student said 'no' because she was ill and absent on the day she was assigned (see question 41)

Those who said 'yes' were asked to show the extent to which the skills they gained from the micro-teaching practice (see item 42). In response to this question 31.7 per cent said 'very high', 51.7 per cent said 'high' 11.7 per cent said 'low and to a lesser extent'. Two students (3.3 per cent) said they could not rate it because it was only a brief experience. What is very interesting here is nobody rated it not applicable at all. Their response agrees with what is mentioned by scholars in the literature (refer to page 27-28 of this thesis). From what the data on the responses to questions 41 and 42 (see Appendix III) revealed, it can be concluded that the student might have liked the actual teaching practice because they all had participated in peer teaching and were able to transfer the skills they got from it to the actual teaching practice.

In response to question 43(Appendix III), which asked them the extent to which the year 2005/2006 practicum programme was successful in equipping them with practical teaching skills, 33.3 per cent replied 'to a great extent'. This may agree with what one student said in the interview: "Activities are sequential in the practicum. The activities we did this year have helped us to build on what we did in the past two years." Sixty six point seven per cent said it was 'to some extent'. This reply might have emerged from similar experiences as one student in the interview expressed: "Sometimes repeated activities do not teach a new thing". Student 2 said, "I don't know whether I am wrong or right, but I do the activities. Because I did them I have practiced a lot, but because I did not get feedback, I cannot say to a great extent."

In the literature (Chapter Two of this paper) it reads "... it is self-explanatory that the student teachers need help to benefit from the practicum. When and where they are taught to be competent teachers support and cooperation from all persons involved is important." The response of the majority 'to some extent' may lead to the conclusion that they have not benefited as they should have because of little guidance and support from their tutors.

The students were asked if the practicum courses are adequate enough in preparing the prospective teachers of English. Seventy five per cent said 'they are' whereas 21.7 per cent said 'they are not', but 3.3 per cent had no response. Nearly twenty two per cent wrote other reasons (see items 10, 11). They said "particular English teaching skills were not focused on. Feedback to see if the language in the reports we wrote was 'wrong' or 'right' was not given. Some tutors observed us only for 2 – 3 minutes and did not point out weakness to be improved." Those who said 'yes' however pointed out that practicum goes across all the courses. A language teacher does not only need grammar, but also other skills. Their response agrees with the point the literature on page 19 shows: "students get involved in ... post active tasks. ... adapt teaching methods to learners' needs. ... exercise classroom management, maintain respect for rules and model appropriate behaviour. ... develop ability to reflect on their teaching and refine the teaching practice."

As seen in the discussion above on items 39 -49, the majority of the student teachers

1. are aware of the objectives of the practicum,
2. have chosen the teaching practice time to be the thing they liked most in practicum,
3. had peer teaching and the skills they got from the peer teaching were applicable to the actual teaching practice
4. benefited to some extent from the 2005/2006 practicum programme. The fourth point shows that the majority were disadvantaged. Being disadvantaged might lead to contribute to the practicum programme as students now and as teachers later in their working place to help their junior be beneficiaries from the practicum activities they practice in.
5. practicum programmes are adequate enough.

Some of the questions were aimed at finding out about the extent and ways of contributing to improve the practicum. In question 46 the students were asked "to what extent are you prepared to contribute to the improvement of the issues related to the practicum now as a student teacher?" What is very interesting is 98.3 per cent have suggested contributing; 48.3 per cent to

a great extent and 50 per cent to some extent. Only one student said he does not want to contribute because he does not want to be a teacher.

Similarly in response to question 47, "To what extent are you prepared to contribute to the improvement of issues related to the practicum later in life as a teacher?", 55 per cent have agreed to a great extent, and 35 per cent to some extent. Six students (10 per cent) do not want to contribute. Their reasons were, they feel they are not well prepared as student teachers, they cannot decide now, but they may when they know better about teaching when they become teachers.

Another question asked them the way they would like to contribute (refer to item 48, Appendix III). Six point seven per cent chose writing activities and putting them in portfolio (A); five per cent chose reflecting on past experience from portfolio (B); 1.7 per cent chose in asking advice from peers; 1.7 per cent chose by sharing other pupils' experiences. The majority (68.3 per cent) chose all. However, although the students included 'portfolio', the respondents in the interview disclosed that they do not have the practice of compiling portfolios. The reason one student gave was "tutors do not give us our works back. The reason they tell is that many students copy from others, they don't work." On this issue, tutors in the interview also commented the same thing: "The major problem is the students copy. Some do not care my being aware of their cheating. Last semester, one of my students copied. She photocopied the other's work and brought it as it is," (Tutor 4). Tutors keep students' works because cheating is a major problem; so they just post grades at the end of the semester.

In their response to question thirty nine, the students have identified the objectives of the practicum. They then consented to contribute to practices in the practicum. Question 49 referred to what they thought they should do to meet the objectives of the practicum (see Appendix III). Their responses were summarized as follows:

1. The objective is to face life and improve teaching so I will face life, do all activities in the practicum, learn what teaching is and improve it.
2. I should know the activities clearly and do them.
3. I will try to get practical experience about teaching skills; to make observation about school and administration, facilities and resources.
4. I have to be interested in the profession. I have to list down the problem during practicum and find solutions to them.

These responses represent groups of students. 5 students (8.3 per cent) did not respond. The responses by 55 students (91.7 per cent) show that the students have decided to contribute to the improvement of the practicum programme. This willingness might contribute to improving the practicum for the next cohort of student teachers.

4.4.1. Solutions suggested by student teachers

The last question (see question 50 Appendix III) asked for the students' suggestions to improve the existing practicum programme. Their responses focused on what the programme office, tutors and teachers need to do. It might be because the programme lacked the points they suggested during their practicum courses.

Fifty four (90 per cent) of the respondents have given suggestions to both the open-ended question (see question 50 Appendix III) and interview data (see Appendix VI) related to time, activities, tutors, cooperating teachers and programme office. Their suggestions are presented as follows.

Time:

- Teaching practice should be each semester to provide students sufficient time to learn skills and the teaching/learning enviournment.
- Teaching practice should start from 1st year. Students should have reflection on it and improve it for the 3rd year.

Activities:

- number has to be minimized.
- should not be repeated.
- must have clear instructions.

Tutors:

- should not keep students' works.
- should have to be there throughout practicum activity to help the students. They should stick to consultation hours, listen to complaints from us and help us. They should make sure who cheated before they give marks. They should follow common assessment criteria.
- should observe teachers during practice teaching and give timely feedback.
- should be trained for practicum course.

Cooperating teachers:

- need to know about practicum objectives.
- should be trained for the practicum course.

College and the programme office:

- There has to be clear programming.
- Prepare appropriate practical papers.
- Design the activities of practicum in accordance to the purpose it should achieve.

- Have close contact with school administration, organize and design the time for departure and communicate with cooperating teachers by informing them the goal of the activities to help and get information on how they should cooperate with the student teachers to meet the goal.
- Give strict orders to tutors, student teachers to share their experience.
- Create coordinated effort to support learners.
- Provide appropriate facility, such as transport.
- Appoint a supervisor to monitor if tutors and cooperating teachers are doing their work.
- Monitor student teachers day to day activities.
- Tell careless tutors and most cooperating teachers that they should help students.
- Establish close relationship and common understanding with cooperating schools.
- Encourage student teachers.
- Let student teachers choose school and time.
- Don't load tutors.
- Orient cooperating teachers very well.
- Prepare different useful materials that could give proper guidance to all people involved.
- Gather problems from student teachers and use them as experience to improve for the next students.
- Improve the rate of cooperation and organization at the college and elementary school.

4.4.2. Solutions suggested by tutors

From their responses in the interview, tutors have suggested the following points:

1. There has to be orientation for all concerned parties. They should be very well informed about what the aspiration of the practicum programme is.
2. The time factor, work load, number of tutees should be considered – there should be careful programming.
3. The time when the tutor teaches at the college and when he goes to observe students has to match.
4. Assignment to schools should be adjacent – not very much scattered.
5. The practicum programme office should have more manpower, additional experienced officers.
6. Practicum activities should vary to minimize cheating.
7. There should be tutors who only observe and support students during practicum, who are free from their teaching duties, if that is not possible tutors' load should be minimized.
8. Incentives must be given to cooperating teachers.

4.4. 3. Solutions suggested by the practicum office coordinator (refer to Appendix VIII)

1. The practicum programme be well planned and organized.
2. Assignment be dispatched on time.
3. Practicum office be given due attention by the college.
4. Distribution of tutees be carefully planned to help tutors get the time to support.

In this section, an attempt has been made to show what the students knew and gained from the practicum. It has also been attempted to list the possible solutions suggested by students, tutors and the practicum coordinator. The next section will present the conclusions, summaries and recommendations of the chapter.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of this research work was to investigate the professional relationship during practicum practices between students and tutors in Kotebe College of Teacher Education (KCTE) and cooperating teachers assigned to work with them.

In order to achieve this, four basic questions were raised.

1. What is the nature of professional support tutors and cooperating teachers offer to students in Practicum III /actual teaching practice?
2. What factors affect the extent of the professional support that has to be offered by tutors and teachers?
3. To what extent do the perceptions of each participant (tutors, teachers, and students) affect professional relationship in the practicum?
4. What can be done to improve the professional relationship in the practicum situation in KCTE?

The study was conducted on 60 Language major students who participated in teaching English in grades 5-8, fourteen tutors and one practicum office coordinator from KCTE and twenty two cooperating teachers from six second cycle primary schools in Addis Ababa. The schools were selected using convenient sampling technique.

Three instruments, namely, questionnaire, interview and classroom/school observations were used to collect the data necessary to answer the questions above. Questionnaires were distributed to the student teachers, cooperating teachers and tutors; interview questions posed to some of the students, some of the tutors and the practicum coordinator, and classroom observation and feedback conference held with two tutors and five students.

The data obtained from close-ended items in the questionnaire were interpreted using number and percentage. Extracts taken from the data obtained through open-ended items in the questionnaire, interview questions and feedback conference were described briefly.

The research questions were addressed in each section. Based on the analysis the following results were obtained:

1. On what the nature of professional support tutors and cooperating teachers offer to students in Practicum III /actual teaching practice is, the support focused on support on lesson planning, classroom management and teaching English, but it was only to some extent. The tutors were better than the cooperating teachers in offering professional support to the students. Professional support on classroom management was better than on lesson planning and teaching English.
2. The factors that affect the extent of the professional support that has to be offered by tutors and teachers were the following:
   - Students' inability to behave in a professional manner.
   - College's lack of provision to let the teacher know the objectives of the practicum.
   - More number of students than a tutor/cooperating teacher can manage to work within practicum.
   - Inability of students to discuss problems, to manage classes, to be punctual, to be interactive with teachers, etc.
   - Student teachers' low language command.
   - Delay caused by practicum coordinators to release students'/tutors/ placement in schools.
3. Whether or not the participants'(tutors, teachers, and students) perceptions affect professional relationship in the practicum obtained the following responses. The majority of the students perceive the practicum to be indispensable. They believe that it has too many activities although enjoyable. They also say that teaching practice time is short.

   Students perceive that peers, teachers and tutors were not supportive enough. However, although they saw their peers, the teachers and tutors unwilling and unfriendly or not supportive enough, they admit that it was mainly because of lack of time for tutors and peers, and lack of awareness for cooperating teachers. The cooperating teachers as well as the tutors also perceive themselves as supporters and advisors to the students.
4. The solutions suggested by the subjects of the study in order to improve the existing practicum practice in KCTE were:
   - Time for teaching practice should be added;
   - Tutors should check written assignments, observe students and give feedback in time;
   - All participants need to share responsibilities in the practicum;
   - The college and the programme office have to establish close relationship with cooperating teachers and their schools

5.2 Conclusions

Based on the findings given in section 5-1, the following conclusions can be made. It is seen that both teachers and tutors want the students to be 'professionals', but they invest very different meaning in that concept. Teachers emphasize that the students should behave in a professional manner and get prepared before they come to class to teach. However tutors stress that the students have to improve their low language command.

Although the tutors and the cooperating teachers were well aware of their roles, they had reflected mixed feelings. Some tutors believed it was their responsibility to support the students, some teachers believed it was theirs, and others say it was both the tutors' and the cooperating teachers' responsibility. But finally there seems to exist a positive attitude and willingness to support the students.

Concerns arise in respect to students' claim that they were not offered sufficient support. This shows the gap between realities and official publications. The subjects in the study, tutors and cooperating teachers did not, for example, seem to meet the demands of the tutors' and the cooperating teachers' role definition the literature shows. The students complain about cooperating teachers and tutors not offering them the support they needed. Therefore, there has been little or no professional relationship.

The students stated that they have learnt from the practicum activities. Whatever they learnt, they seemed to have picked up most of it on their own. Very few tutors have observed their tutees and given them feedback. This practice can set a good example. Still, the type and extent of practical help offered to the students during practicum III was little.

From what the data revealed, all participants are willing enough to admit to past faults. The participants' awareness of the problems and suggesting solutions is promising. It is an indication that the next cohort of student-teachers will have a better professional relationship.

5.3. Recommendations

Based on the findings and the conclusion, the following recommendations are made.

1. The teaching practice time should be extended to help students have enough classroom practice.
2. Tutors and teachers observe students and give feedback on actual classroom teaching and teaching related issues because the students will improve their skills learning from the comments in the feedback.
3. Tutors check students' work and give feedback on time. This will help the students perform better in other activities.
4. The practicum office in KCTE needs additional staff to do programme clearly and effectively. Additional staff will add efficiency to the programme office.
5. Successive seminars and workshops be given to tutors and cooperating teachers and other school staff. It is seen that teachers and tutors need orientation and briefing before each practicum assignment to help them know how/what help to offer to the students.
6. Tutors' workload, when engaged in practicum, be reduced. This can be done by hiring additional staff or planning the tutors' time tables carefully.
7. Supervisors to monitor the programme need to be assigned. Although this may seem threatening, organizational supervision has to be introduced.
8. Assignments need to be notified to tutors, students, teachers, schools in time. It will be possible with additional staffing to the practicum office.
9. Regular contact and strong link between the college and cooperating schools be established. Regular school visits by college practicum officers or regular meetings with cooperating schools will establish ownership and understanding of the demands of the practicum.
10. A close professional relationship be established between students and cooperating teachers, between cooperating teachers and tutors. This can be established when the schools and the college create strong link.

Before I conclude, I would like to recommend further research be conducted on similar issues in KCTE.

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APPENDICES

APPENDIX I: The practicum

Year	Phases and description of practicum	Cr.hr. /cont.hr	Number of activities	Objectives
1	*Practicum I* Fortnightly observation, research & reflection	2/1(Sem.1) 1 2/1 (Sem.2)	4 4	Will enable students to: - understand the classroom situation - analyze teaching and learning process - identify and address problems - observe and establish relations with the school community - be familiar with school organization, rules, regulations and disciplinary procedures - provide some practical assistance to teachers and practice basic teaching skills (including joint lesson planning and small group work)
2	*Practicum II* 2 week block observation and assistance	2/3(Sem.1) 2/3(Sem. 2)	4 4	Will enable students to: - understand the classroom situation - identify and address problems disciplinary procedures
3	*Practicum III* Fortnightly skills practice, research and reflection	5/8(Sem.1)	5	Will enable students to: - have a supervised 'short' teaching practice - produce a portfolio
3	*Practicum IV* 4 week block full integration	5/12(sem.2)	4	Will enable students to: - have experience of responsibilities: meeting parents; assessment (including testing and giving feedback) and planning; curriculum adaptation; material production using local resources - have a supervised teaching practice in order to practice basic teaching skills - produce a portfolio - use differentiated learning

MoE(2003: 40-43)

APPENDIX II: Duties and Responsibilities of Parties Involved in the Practicum

The teacher educators' (tutors')duties and responsibilities are to:

1. prepare students for actual teaching experience;
2. monitor, evaluate, and practically support student teachers throughout the course:
3. assess students' performance according to the agreement for each cycle;
4. give oral feedback and written feedback within a day of observation.

The teachers' duties and responsibilities are to:

1. monitor, evaluate and practically support students throughout the year;
2. assess students' performance according to the agreement to the cycle;
3. give oral feedback and written feedback within a day of observation;
4. encourage students to become actively involved in the lessons (helping to plan lessons, working with small groups, taking sections of the lesson, etc);

The students' duties and responsibilities are to:

1. become actively involved in the lessons where appropriate, (helping to plan lessons, working with small groups, taking sections of the lesson, etc);
2. internalize constructive criticism and feedback and use them to develop their teaching;
3. attend all actual school experience lessons;
4. participate fully in the school activities;
5. reflect on his/her experience.

TEI's deities and responsibilities are to:

1. set up links with partner schools, and support them throughout the course;
2. organize a time table with partner schools, and monitor and evaluate commitment of partner schools;
3. organize transport (when necessary) to and from partner schools; ensure that every student is assigned a Teacher Educator who will give support and guidance throughout the course;
4. monitor and evaluate the commitment of Teacher Educators;
5. create assessment criteria for observation and assessment of students;
6. ensure enough resources materials, textbooks, and teacher guides are available for the practicum and that students have accesses to them;
7. ensure that the practicum is allocated sufficient funds form the budget to cover all the necessary expenses;

Partner schools' duties and responsibilities are to:

1. organize a timetable with the TEI that ensures every student has the correct amount of actual school experience of all appropriate grade levels and subjects;
2. ensure that every student is assigned to a teacher who will give support and guidance throughout the year;
3. ensure that students experience all aspects of the school environment.

(MoE, 2003:11-13)

APPENDIX III: Addis Ababa University, School of Graduate studies Questionnaire to be filled by student teachers

Dear Student Teacher,

The purpose of this questionnaire is to gather data for a study designed to explore the type and extent of professional support you get from the cooperating teachers who were working with you, from your tutors at the college, from your peers, and from what you yourself did in all the practicum courses including the actual teaching practice you had last January.

The questionnaire has three parts. Part one is about your perceptions of the practicum. Part two is on the practical help or professional support you gained from your tutors, cooperating teachers and peers. Part three is about the problem(s) you might have faced during the practicum .This part also asks you to suggest ways that future student- teachers may not face the problems you faced.

I, therefore, kindly request you to read all the questions in this questionnaire and give your responses clearly. Your genuine contributions are essential for the success of the study.

Thank you in advance

Part One: **Questions on your perceptions of the practicum**

Directions: Please indicate your responses by putting a tick (√) mark in one of the boxes against each statement.

Use this **scale** to answer questions in **sections A-D**

5. Strongly agree ***3. Have no idea*** ***1. Strongly disagree***
4. Agree ***2. Disagree***

A. Overall aspects of the practicum

		5	4	3	2	1
1	Practicum is a very important aspect of training without which training would be incomplete					
2	I enjoyed all the activities in the practicum and was thus encouraged to become a competent teacher in the future					
3	The cooperating teacher gave me more practical help than my tutor or the college supervisor during the practice teaching.					
4	The practicum activities were too many for me to do them well					
5	I did not gain as much help and practical experience as I had expected from the cooperating teacher					
6	The cooperating teacher did not suggest to me to use some model of current English language teaching practices					
7	The time of the practicum was too short for me to acquire enough practical teaching skills					
8	The situation I observed in the school was not inviting enough to make me like the teaching profession					

B. Questions related to other student teachers

		1	2	3	4	5
9	Your fellow students didn't have time to share their experiences before activities with you and to discuss yours with you.					
10	They didn't share what they knew and help you improve your activities					
11	They were not happy to work with you.					
12	They were not willing to comment on what you did and to let you comment on what they did.					

Use this **scale** to answer questions

5. Strongly agree ***3. Have no idea*** ***1. Strongly disagree***
4. Agree ***2. Disagree***

C. **Questions related to the cooperating teacher**

		5	4	3	2	1
13	Your cooperating teacher was inviting to you					
14	Your cooperating teacher was approachable to you					
15	The cooperating teacher wanted you to teach just like he/she taught.					
16	The cooperating teacher introduced you to other teachers.					
17	The cooperating teacher introduced you to the administrative staff					
18	He/she criticized you when you didn't teach the way he/she does.					
19	He/she encouraged you to freely express your views about teaching					
20	He /she invited you to observe him/her while he/she was teaching out side of the observation week(s)					
21	The cooperating teacher helped you to know the English language curriculum and syllabus.					
22	He/she sometimes worked with you in planning the lessons					
23	He/she oriented you adequately about school rules.					
24	He/she oriented you adequately about class room management.					
25	He/she was a good model as a teacher for you					
26	Whenever you wanted the cooperating teacher for discussion or any sort of consultation, she/he was available.					
27	Whenever you wanted the cooperating teacher for discussion or any sort of consultation, she/he warmly accepted you					

D. Questions related to the college tutor

		5	4	3	2	1
28	The tutor gave you clear directions before you went out to the school for practice teaching.					
29	The tutor didn't have enough time to correct the assignments and give you timely feedback.					
30	The tutor advised you to work with the cooperating teachers and report back to her/him.					
31	The tutor's feedback helped you improve lesson planning, classroom managing, and classroom teaching.					
32	The tutor was friendly enough to discuss your practicum activities with him/her.					
33	The tutor was supportive enough to help you learn more about the practicum					

Part Two: Questions related to you

Directions: Indicate your responses to the following questions by writing the letter of the correct response. Please write answers when alternatives aren't given.

34. How often did you meet with the following to discuss your teaching and other related issues during the practice teaching time?

A. After each practicum activity B. More than twice a week

C. Twice a week D. Once a week

E. Once in two weeks

With the cooperating teacher _____ With tutors _____

With peers _____

35. Please list down some specific comments/ support that are relevant to the following in which you think you got support:

The support obtained	From the cooperating teacher	From the tutor	From your peers
lesson planning			
class room management			
your personality			
presentation,			
Others…..			
…….			

36. How do you rate the usefulness of the feedback you got from the cooperating teacher in improving your *English teaching skills*? Please circle your choice.
A. Very good B. Good C. Fair D. Poor

37. How do you rate the usefulness of the feedback you got from the cooperating teacher in improving both your *lesson planning* and *class management* skills? Please circle your choice.
A. Very good B. Good C. Fair D. Poor

38. How do you rate the usefulness of the feedback you got from the cooperating teacher in improving your *classroom management* skills? Please circle your choice.
A. Very good B. Good C. Fair D. Poor

Part Three : Directions: Please indicate your responses by circling one or more of the letters of the given alternatives. Write your answer if alternatives are not given.

39. What do you think are the objectives of the practicum? Choose all you think are Possible. It is to help student teachers:
A. Get practical experience about teaching skills
B. Learn/know about school administration, facilities, resources
C. Work with others that is tutors, school teachers, peers
D. To learn to reflect and improve experiences
E. others if any_____

40. What are the things you like most about the practicum?
A The cooperating teacher's support
B. The college tutor's support
C. Length of the programme
D. Time when teaching practice programme is conducted.
E. Others, please write your reasons
_____

41. Did you have micro- teaching, or peer-teaching practices?

A. Yes B. No * micro teaching and peer teaching are the same

42. If 'Yes', what is the applicability of the skills that you gained from the micro-teaching lesson to the actual teaching situation?

A Very high B. High C. Low D. To a lesser extent E. not applicable at all

43. In your opinion, to what extent is this year's practicum practice programme Successful in equipping you with practical teaching skills?

A. To a great extent B. To some extent

44. Do you think the practicum courses are adequate enough in preparing the prospective teachers of English? A. Yes B. No

45. If "No", what problems would you point out:

1. _____
2. _____
3. _____

46. To what extent are you prepared to contribute to the improvement of issues related to the practicum now as a student teacher?

A. To a great extent B. To some extent C. Not prepared to do it

47. To what extent are you prepared to contribute to the improvement of issues related to the practicum later in life as a teacher?

A. To a great extent B. To some extent C. Not prepared to do it

48. If you agree to contribute, in what way should you do it? Circle your choices.

A. By writing your activities and putting them in your portfolio.
B. By reflecting from your portfolio D. By sharing other people's experiences
C. By asking advice from peers E. All of them

49. What do you think should be done by you to meet the objective(s) of the practicum?

_____

_____

50. Please give suggestions for improving the existing practicum programme

_____
_____
_____
_____
_____

Thank You!

Appendix IV: Addis Ababa University, School of Graduate studies
Questionnaire to be filled by 2nd cycle Primary English teacher

Dear teachers,

The purpose of this questionnaire is to gather data from co-operating teachers for a study designed to determine the amount and nature of support given to student-teachers in practicum activities.

The questionnaire has four parts. The first part contains questions on the cooperating teacher's background information. The second part is about his/her perception of supporting and advising role. The third has questions on factors that may affect the cooperating teacher's effective discharging of his/her supporting role and other related issues. The fourth part has questions to asses the type and extent of support given to student teachers.

I, therefore, kindly request you to provide appropriate responses to all the questions in the questionnaire. I also assure you that your responses will be used for the research purpose only and will be confidential. Your genuine contributions are essential for the success of this study.

Thank you in advance.

Part one: Background information

Directions: Put a Tick (√) mark for you answers in the boxes for questions no. 1 – 13

1. Age (in yrs.)/ / 20-30 / / 31-40 / / 41-50 / /

2. Sex M / / F / /

3. Your highest qualification Certificate / / Diploma / / B.A/B.E.D / Other / /

4. Your experience as an English teacher in grades 5 to 8 5 years or below / /

6-10 years / / 11-15 years / / 16-20 years / / 20+ years / /

5. Number of years you have served as a cooperating teacher: _____ years

6. Have you ever participated in a workshop, seminar, or any sort of training related to the practicum? Yes / / No / /

7. If 'Yes' to item '6' above, How many?_____ What were the focuses on? _____

8. Do you have access to reading about the practicum in general and the roles of the

A) Cooperating teacher in particular? A) Yes / / B) No / /

9. If 'Yes' to item '7' above, What materials?_____

10. Are the objectives of the practicum clear to you? Yes / / No / /

11.. Did you have a teaching practice experience when you were being trained to become a teacher? Yes/ / No / /

12 If your answer is 'Yes', to what extent did you have support such as the following: advice, encouragement, assistance during observation, assistance during lesson planning,?

13. To what extent did you get appropriate feedback on how to improve your teaching?

A. To a large extent/ / B. To some extent / / C. To a little extent / / D. To no extent / /

Part Two: Perceptions of cooperating teachers about their supporting roles.

Directions: Please indicate your opinions about the following statements by putting a tick (√) mark in one of the boxes (1-5) against each statement.

5 = strongly agree 4 = agree 3 = no idea 2 = disagree 1 = strongly disagree

		5	4	3	2	1
14	The cooperating teacher is more appropriate in helping the student teacher during practicum					
15	College tutors are more appropriate to help student teachers during practicum activities					
16	The cooperating teacher is engaged in extra work when helping the student teachers					
17	The time of the practicum activities should fit the cooperating teachers work schedule					
18	The cooperating teacher should be paid for the extra responsibilities he/she assumes during the practicum.					
19	The cooperating teacher(s) should serve as an advisor and supporter of the student teachers during the practicum					
20	The cooperating teacher should repeatedly observe the student teacher while teaching.					
21	The cooperating teacher should give feedback after observation					
22	The cooperating teacher should give both oral and written feedback					
23	The cooperating teacher should look upon the student teacher as his peer/colleague.					
24	The cooperating teacher should create a strong and close relation with the student teacher she/he works with.					
25	Teaching practice time is not enough to effectively help the student teachers.					
26	Cooperating teachers don't have adequate knowledge to give the student teachers feedback effectively					

Part Three: Questions to assess the problems that could possibly affect the cooperating teacher's support to student teachers.

Directions: Please put a tick (√) mark and indicate the magnitude of the following problems in one of the boxes against the statement.

5= Not a problem at all.
4= It causes some problem.
3 = I am not sure
2 = It is a serious problem
1 = It is a very serious problem

		5	4	3	2	1
27	Number of student teachers assigned to you is more than what you could mange to work with					
28	The college's lack of provision to let you know the objective(s) of the practicum					
29	Lack of college representative's timely contact to discuss problems of student teachers with you					
30	Lack of assistance from the school administration					
31	Lack of student teachers' readiness to discuss problems and exchange ideas with you					
32	Lack of punctuality of student teachers from their assigned class					
33	Low language command of student teachers while teaching					
34	Student teachers' inability to behave in a professional manner when they interact with students					
35	The student teachers' reluctance to create interaction with other teachers in the school					
36	Poor preparation of student teachers before they come to class					
37	Overuse of mother tongues of the student teachers while teaching English					
38	Inability of student teachers to manage classes very well					

39. If some of the problems faced in the efforts you've been making to support student teachers during practicum courses over the last three years are not included in the above list, please list them below.

_____

Part Four: Questions to assess the type and extent of support given to student teachers.

Directions: Please indicate your responses by putting a tick (√) mark to the following questions. Write your responses briefly to the open-ended questions.

40. Did you volunteer to accept student teachers to work with? A. Yes / / B. No/ /

41. How often during a week did you observe the student teacher teaching?

A 3 times / / B. two times / / C.. once/ / D. once in two weeks / /

42. How often did you discuss with the student teacher issues related to their actual teaching practice?

A 3 times a week / / B. two times a week/ / C.. once a week / /

D. once in two weeks

43. How often did you discuss with the student teachers issues related to teaching

A 3 times a week / / C.. once a week / /

B. two times a week / / D. once in two weeks / /

44. Did you allow the student teachers to observe your classes outside of the scheduled observation week? A. Yes / / B. No / /

45. Please list down aspects in which you have practically helped the student teachers during the practicum other than evaluating them using the check list provided by the college.. E.g. on lesson planning

1. _____

2. _____

3. _____

46 List some of the weakness which were characteristics of the student teachers you thought were less successful. e.g. poor classroom management

1. _____

2. _____

3. _____

47. List characteristics of the student teachers you thought to be more successful during your classroom observation of practicum courses?

1. _____
2. _____
3. _____

48. List any pieces of advice you would like to give to student teachers to become more successful in the profession.

1. _____

2. _____

3. _____

APENDIX V: Addis Ababa University, School of Graduate studies

Questionnaire to be filled by Kotebe College of Teacher Education English teachers as Tutors

Dear tutor,

The purpose of this questionnaire is to gather data from tutors for a study designed to determine the amount and nature of support given by tutors to student teachers in practicum activities

The questionnaire has four parts: The first part has questions on the tutor's background information. The second part is about the tutor's perception of his/her supporting and advising role. The third part has questions on factors that may possibly affect the tutor's effective discharging of his/her supporting role and other related issues. The fourth part is on questions to assess the type and extent of support given to student teachers.

I, therefore, kindly request you to provide appropriate responses to all the questions in the questionnaire. I also assure you that your responses will be used for this research purpose only and will be confidential. Your genuine contributions are essential for the success of this study.

Thank you in advance.

Part one: Background information

Directions: Put a Tick (√) mark for you answers in the boxes for questions no. 1 – 13

1. Age (in yrs.) 20-30 / / 31-40 / / 41-50 / /
2. Sex M / / F / /
3. Your highest qualification
   B.A/B.E.D / / M.A. / / PhD / / Other / /
4. Your English teaching experience in the college/other colleges
   Less than 5 years / / 6-10 years / / 11-15 years / / 16-20 years / / 20+ years / /
5. Number of years you have served as a practicum tutor (please write your answer)_____
6. Have you ever participated in a workshop, seminar, or any sort of training related to the practicum? Yes / / No / /
7. If 'Yes' to number '6' above, what were the contents of the workshop/ seminar?
   _____.
8. Do you have access to reading about the practicum in general and the roles of the
   A. tutor in particular? Yes / / B) No / /
9. If 'Yes' to item '8' above, What information did you get from the materials? _____
10. Are the objectives of the practicum clear to you? Yes / / No / /
11. Did you have a teaching practice experience when you were a student in TTI or TTC?
    A. Yes / / B. No / /
12. If your answer is 'Yes', to what extent did you have support such as the following:
    advice, encouragement, assistance during observation, assistance during lesson planning?
13. To what extent did you have appropriate feedback on how to improve your teaching?
    A. To a large extent / / B. To some extent / / C. To a little extent / / D. To no extent / /

Part Two: Perceptions of college tutors about their supporting roles.

Directions: Please indicate your opinions about the following statements by putting a tick (√) in one of the boxes (1-5) against each statement.

5=strongly agree 4. agree 3. no idea 2. disagree 1. strongly disagree

		5	4	3	2	1
14	The tutor is more appropriate in helping the student teacher during practicum					
15	Training the student teacher is basically the responsibility of the tutor.					
16	The tutor is engaged in extra work when working with the student teachers.					
17	The tutor should serve as an advisor and supporter of the student teachers during the practicum.					
18	The tutor should repeatedly observe the student teacher teaching and give feedback.					
19	The tutor should look upon the student teacher as his colleague.					
20	The tutor should create a strong and close relation with the student teacher he /she works with.					
21	The tutor should be free to shoulder responsibilities he/she assumes during the practicum					
22	The time of the practicum activities should fit the college tutor's work schedule					
23	Teaching practice time is not enough to effectively help the student teachers given to you to work with					
24	The tutor should consult the cooperating teacher to know about the student teacher					

Part Three: Questions to assess the problems that could possibly affect the college tutor to give support to student teachers.

Directions: Please put a tick (√) mark and indicate the magnitude of the following problems in one of the boxes against the statement.

5= Not a problem at all. 4= It causes some problem 3 = I am not sure
2 = It is a serious problem 1 = It is a very serious problem

		5	4	3	2	1
25	Number of student teachers assigned to you is more than what you could mange to work with					
26	The college's lack of provision to let you know the objective(s) of the practicum					
27	Lack of practicum coordinator's release of programme and assigned student teachers' name list in time					
28	Lack of assistance from the school administration while you were working with the student teachers					
29	Lack of student teachers' readiness to discuss problems and exchange ideas with me and to receive advice from you					
30	Lack of punctuality of student teachers for submitting practicum assignments					
31	Low language command of student teachers in practicum activities/ teaching practice.					
32	Student teachers' inability to behave in a professional manner when they interact with students					
33	The student teachers' reluctance to create interaction with other teachers in the school					
34	Poor preparation of student teachers before they come to classes					
35	Overuse of mother tongues of the student teachers while teaching English					
36	Inability of the student teachers to manage classes very well					

37. If some of the problems faced in the efforts you've been making to support student teachers during practicum courses over the last three years are not included in the above list, please list them below.

_____
_____
_____

Part Four: Questions to assess the type and extent of support given to student teachers.

Directions: Please indicate your responses to the following questions by putting a(√) mark in one of the boxes. Please write your responses briefly to the open-ended questions.

38. Did you volunteer to accept student teachers to work with? A. Yes / / B. No / /

39. How often did you observe a student teacher teaching? A. 3 times a week / /

B. two times a week / / C. once a week / / D. once in two weeks / /

40. How often did you discuss with the student teachers issues related to their actual teaching?

A. 3 times a week / / B. twice a week / / C. once a week / / D. once in two weeks / /

41. How often did you discuss with the student teachers issues other than teaching?

A. 3 times a week / / B. twice a week / / C. once a week / / D. once in two weeks / /

42. Did you let the student teachers practice **micro/peer teaching**?

A. Yes B. No

43. If your answer is 'Yes", did you give them feedback? A. Yes / / B. No / /

44. If 'No' What were your reasons?

1. _____
2. _____
3. _____

45. Please list down aspects in which you have practically helped the student teachers during the practicum other than evaluating them. E.g. on lesson planning

1. _____
2. _____
3. _____

46. List some of the weakness which were characters of those student teachers you thought were less successful, e.g. poor classroom management

1. _____
2. _____
3. _____

47 List characteristics of the student teachers you thought to be more successful during your classroom observation of practicum courses?

1. _____
2. _____
3. _____

48. List any pieces of advice which you would like to give to the student teachers to become successful teachers.

1. _____
2. _____
3. _____

Thank you very much.

APPENDIX VI: Transcript of Students' interview

Al- What is your attitude towards the practicum? What benefits did you get from the practicum courses?

St. 1- It is good. It is very necessary. It has helped me to have relation to schools and know student behaviours, teacher behaviours and the teaching materials.

Al- What problems did you face in the practicum or what are the things you didn't like?

St1-Boring repeated activities programme is not clear. No orientation from tutors, no sufficient feedback, Tutors do not come to school to visit our class and give feedback because the schools are very far, if they come only I time in fifteen days. The Mentor introduced me with students, oriented me about how to handle students but no teaching with me, no helping in lesson planning.
We were not given teaching methodology course before the practice. There was Peer-teaching ,from peer-teaching feedback on time management, lesson objective and lesson planning was given.

Al- What problems did you face in the actual teaching practice?

St 1- class management, time management, students need translation, my low English- I cannot speak well

Al- What do you suggest should be done to improve the practicum programme in KCTE?

St1-1Tutors must be told to visit us and give us feedback.
2. Activities should not be repeated - practicum
3. We should be given awareness, orientation before going out for practicum activity
4. The cooperating schools need to be notified before we go.
5. Schools must have willingness to help us and take us.
6. Orientation to all, programme office should notify teachers as well as students and cooperating schools ahead of time.
7. Activities are many, we need enough stationery

Al- What is your attitude towards the practicum? What benefits did you get from the practicum courses?

St 2- It is helpful - students will be aware of what teaching is, know what you are going to be. You can realize what teaching problems are and relate it to the theory. You will relate yourself with the theory. If a teacher tells you a theory that couldn't be applicable in Ethiopia. We'll tell him it won't be applicable. It is related to all courses eg. easy to conduct action research , easy to sue current methodology because we have seen in the practicum activities. Every student teacher has started to design his/her own methodology. Activities are logical. We can understand problems. Hopeless student even could believe that he is a teacher - practicum is a good advisor. If you compare the 12+2 programme and the 10+3 programme, 12+2 is much theory but 10+3 is practical skills in the practicum

Al- What problems did you face in the practicum or what are the things you didn't like?

St 2- Loaded activities - age factor/background knowledge. We need a lot of support and we do get it. The programme should have been tried first. Cooperating schools do not know it. Workshop is necessary. They lack of information. College and cooperating schools should have close contact.

Al- What do you suggest should be done to improve the practicum programme in KCTE?

St2- The problems must be solved. That is what I suggest

APPENDIX VII: Full transcript of practicum coordinator's interview
Al- Almaz(the researcher)
Pco-(practicum coordinator at KCTE)

Al- How did you become a practicum coordinator?
Pco-I was assigned by the office.
Al-For how many years have you served as a practicum coordinator?
Pco-. For about eight months.
Al-. How do you plan the practicum program?
Pco-. There are about three, four groups: diploma, degree, certificate programmes - three programmes. It is very difficult - the duration, transportation is difficult teaching practice assignment.
Al-How much time ahead do you dispatch the practicum programme? For the tutors how much time ahead do you inform them?
Pco-. I guess not anytime ahead. The reason is this office is new and at least 3 or 4 more people are needed only two of us can't do it effectively.. The moment we dispatch the programme, action starts. Most of the time programme and action go parallel.
Al-. For tutors or cooperating teachers or student teachers or schools, it is immediate. You don't give them the programme ahead?
Pco-Actually we inform them a week ahead, I don't feel it is enough time but we need to amend the assignments, we collect the programmes again, sometimes by the time programmes are amended and sent back, they start actual practice next day.
Al. You don't feel you have dispatched the programme ahead?
Pco-. No, I don't.
Al.. Is it the same for the students?
Pco.. Yes.
Al. You are saying that it is momentum. How do you select the tutors?
Pco. There are different streams, each stream, we assign teachers according to the subjects they teach.
Al. Do you just assign them, or are there selection criteria, for example, do you give it to the department heads and they assign tutors?
Pco. No, I just assign them.
Al. I have seen Amharic teachers going to English classes, how is that?
Pco.. Language students teach Ethiopian languages as well as English, so any language teacher can be a tutor.
Al. But as you told me earlier, teachers should be related to the subject. What if the students need subject support, how do you think the Amharic could give the English teachers English subject matter support? Let's say there could be areas the English teacher specifically needs?
Pco. I see that should be the case. We try to do that, but sometimes it happens that English teachers are not enough to accommodate all student teachers who teach English, so we assign Amharic teachers.
Al. The number doesn't agree.
Pco.. Yes.
Al.. Do you orient all practicum participants how to go about the practicum programme you set?
Pco.. No orientation.
Al. You send papers and they just do it.
Pco.. I think they know it. It is not the first time ...
Al. Is it also your responsibility to assign student teachers?
Pco. Yes.
Al.. How do you assign them?
Pco.. Randomly. Usually based on the school programme - student may teach any of the three subjects he/she majors. But at times students from regions - Somali or Gambella, who couldn't teach in Amharic, would teach only English. Based on the subjects the students would teach, I assign them to the tutors.

Al. How many do you assign for a tutor?
Pco. Five to ten.
Al.. Do you think this is a reasonable number?
Pco.. No, it is not because a tutor doesn't shoulder this task alone. He/she is fully loaded. There are also other tutees - about 20 students in addition to those who go to the teaching practice. I guess half the load should be reduced.
Al.. Do you think on your part the programme was planned well?
Pco.. No.
Al.. What do you think is the reason?
Pco.. To plan well, time is necessary. In my case I just jumped into the job. I started planning when I came. I had not experience. It is only a semester. It needs a year. It has to be planned ahead, say before the school year begins, the whole year's plan.
Al. Were you oriented or shown how to plan it?
Pco. No.
Al Are there problems you faced in executing it? You said it was not well planned, but you have planned it already?
Pco.. Yes.
Al.. What are these problems?
Pco.. Major problem is, there are demands.
Al.. What are these?
Pco.. They demand we train the students in a better way. They also demand payment.
Al. Where does the major problem lie?
Pco. All contribute, but it is mainly the college.
Al. Can we list down major problems within the college?
Pco. 1. Practicum office is not given due attention by the college.
2. Practicum course itself - it didn't envisage that teachers are doing other things as well; they do the job but do not do it properly. It is designed to be done in a well organized manner. It requires a lot of help. eg. For a single activity, students write a teacher needs time to read the written work, give feedback and meet/call on the students for reflection, but it is not possible.
Al. The teacher doesn't do that.
Pco.. The teacher couldn't do that. The number is not reasonable, the teacher just gives grades.

APPENDIX VIII: Transcript of tutors' interview
Al-almaz (the researcher)
T- tutor (English instructors at KCTE)

Al-For how many years have you served as a practicum tutor?
T1- For more than 20Yrs. All the years I have been here, I have been tutoring teaching practice activities, but in the new curriculum, I have resumed additional roles. As far as I am a teacher here, I am assigned to be a tutor every semester.
Al. Is it the same for everybody?
T1-. Yes.
Al-. How many tutees did you have last semester?
T1-. 20 to 22. This semester the number is growing.
Al-. What kind of activities were you doing with the 22 students you had last semester?
T1-. The 22 are from 1st year 1st semester to 3rd year this semester. They are for all the practicum activities, not only for actual teaching.
Al-. Are you aware of the objectives of the practicum?
T1-. Yes, well, the major problem is not in the objective, it is in the approach. In the old curriculum, it was doing the observing and analyzing situation in the school and things related to the school in general.
Al. Did you have any seminars or worships to familiarize you with the new practicum activities?
T1-. There was one, but it was in general terms. It was not on what we actually should do, so we lack some orientation on what we are supposed to do. There is no agreed type of move. Everybody does it in his own intuition.
Al-. What is your perception about your role as a practicum tutor?
T1-. It is just providing options. We tell them what to do and not to do in relation to, for example, classroom management, and so on. The actual teaching has to be done by the teacher himself. What we do is show them options, help them to reflect and see what they did and why they did it.
Al-. Did you have meetings after observation so that you give them the options?
T1-. Yes, after each observation, there is a feedback session. And usually what I do is ask them why they did what they did and that action helped them to arrive at their objectives.
Al--. How many times were you able to observe their classes in the past teaching practice?
T1-. Each one three times and for each session I gave them feedback.
Al-. How many is a manageable number for you to give appropriate feedback and support?
T1-. Well, now the practicum is in its full swing. Form 1st year 1st semester to 3rd year 2nd semester. In all the six semesters, there are many activities. In the final year, they have 4-week block teaching. A teacher can have any from 1st to 3rd year students, plus extension students and the certification section. So it is too much for a tutor to give guided and organized feedback and tutoring.
Al-. Because the number of students is mixed, and the activities are different, that is activities for 1st year are different from 2nd year and so on, isn't it hard to be a good mentor? Is it easy to follow the real mentoring path?
T1-. It is difficult to conclude that way. But I think there are some discrepancies from what should have been done. We need to be organized on ways that some teachers focus on some students which they could follow up from the beginning to the end. Say from 1st year through the 3rd year so that they could see the development or change. Otherwise it is difficult to have an organized perception of the students to see how they are changing. I can't see the progress.
Al-. Besides having these different groups, what other problems did you face?
T1-. The major problem is that activities are many, at lease 4 activities. They go out to the schools and observe 4 times and write long reports. There is no way of checking whether they have written the reports themselves or they have copied them from others. The other problem is teachers have full load here. But this is actually I can't call it an additional load because it is our work, but it is an excess of load on the teachers.

Al-. What is your overall attitude about the practicum activities in preparing student teachers to their oncoming jobs as teachers?
T1-. They are really, really decisive and important. Actually the literature says that the practicum is just one major component of the teacher training package. Therefore, they are highly indispensable. They are very useful for the personality of the teacher. But the problem is administering them, putting them into practice vis-à-vis teachers' loads.
Al-. Did you have any relationship with the cooperating teachers whom your tutees replaced for the teaching practice?
T1-. No, I didn't. Last year and before last year, I tried to contact them because they were teachers I knew. I had the time then and I have few tutees I tried to coordinate our work. They were very enthusiastic about working together.
Al-. Do you think the support from cooperating teachers is valuable to the student teachers?
T1-. Yes, it is very valuable. They can work together as team teachers. They can also assist them in classroom management. And they should observe them. They are meant to observe them. Their experiences are very important to the student teachers.
Al-. When you give grades, is there a percentage you get from the cooperating teachers or is it all you?
T1-. There is a percentage. I think there should be. There is an understanding we should work together. I guess this. But there is no one wholesome information for all is not provided yet. We lack that .There is no way in which we are told how to do things.
Al-. Do you mean for the cooperating teachers as well as you?
T1-. Even amongst ourselves here at the college. Everybody goes his own way. The list of activities the students have to do is given to us, but our activities are not defined. By the tacit understanding that I know it and that teacher X, Y knows it. But I don't think we have common understanding of the required responsibility.
Al-. What do you think should be done on the part of the practicum office, you, cooperating teachers for the smooth running of the practicum?
T1-. The practicum office is flooded with a lot of coordination work, however, they are trying their best, trying to appear here and there in schools scattered all over the city, tutors are also busy working here, many of them are graduate students and they have some devotion to their own studies, I think the number of trainees is beyond what the tutors could manage, therefore, I don't' have a readymade solution other than saying when the number of students and the number of teachers normalize, things would come to a better condition.
Al-. Would you like to add other things you think that affect the whole practicum course?
T1-. Well, things that have to be thought about are the

1. assignment - the distance of schools and the assignment of teachers. For example, I am assigned to different schools which are far apart. It was good if the office could assign teachers to schools that are adjacent so that tutors wouldn't have to go here and there.
2. I think it is because it is the first time that we are less coordinated or less efficient. As we go into the practice, we may see into the techniques of relieving some of the things we are doing the hardest way.
3. the schools to where the students go are very much scattered. Some solution has to be found.

APPENDIX IX Transcript of Feedback Conference

Reflection

T- There could be many factors that could affect your emotion for example because of your relation with the students, you personal problem etc. but in spite of that how do you think your performed in the classroom. Tell me about your classroom management lesson presentation. Evaluate your selves.

St1. Because l didn't have the teacher's guide and the book, l was not clear with the lesson. I know I had to finish relative pronoun but because the teacher ordered me to give a test to a test tomorrow, I became confused. I prepared a not from other materials and taught them. Yesterday I told them to prepare to do group work, but I saw them today and I thought the students do not like to do group work, so I used lecture method. The students are not familiar with group discussion.

St2. I have used lesson plan. I have given them a short note. I have asked questions. There was student participation. Some students disturbed me, but I have used my time properly.

St3. The school programme did not match my plan. Group work was difficult because of the seats. I did not put them in to groups. I helped them to check their errors.

Feedback: Tutor's feedback to student

- you were teaching relative pronouns but you gave nouns as examples. You looked angry. Some thing could have irritated you but should you have a grim face like that? The students may start not to like you. You tried to give them many things at one time so their faces looked worried. Although they want to know many things, I think may be you felt like that, they are only grade seven students, so you have to teach them bit by bit they can not learn many things at one time. Your voice was also very low.

St1- I did not speak loud because of stage fright.

T1. Don't say don't be afraid but you should show them smiley face, be energetic, in the lesson and approachable so that the students like you and participate in the lesson.

St1- I was serious because the teacher took the book so I was not prepared. I was not confident. I had prepared short notes from other books, but it did not help me to have good interaction with the students.

T1- when you teach English, try to help the students to be active, make your class interactive. Your voice reflected what you felt.

St1- They disturb they don't like group work, they don't write.

T1- But you should know they are not the only source of problem it could be their teachers, their peers or the whole situation in them as the only source of problem.

St1. yes you are right but I have tried many things. I have tried to tell them not to be afraid of me and the like.

T1- But don't you think showing them practically for example by being friendly, by not showing them a serious face, is better than telling them not to be afraid in words.

St1-Yes I admit.

T1- The other thing is your lesson presentation was not up to their standard. You gave them a note but they couldn't understand it. Many students were idle, not interactive. Although you cannot bring a significant change within fifteen days, you have to contribute to change to some extent. Improve your language. The lesson might not allow you to prepare a teaching material. But you have to prepare one. There is no pedagogical centre in the school, but you have to try. You are as a group expected to introduce bring change in language teaching. You need to introduce group work, pair work, improve English teaching in the schools. You are going to prove lecture method is dull. So you have to work harder on that. Focus on communications, apply the methods, create relation-ship with the senior teachers and show them what you are doing.

Tutors feedback to student 2

T1- You have low language command. You should work very hard on that. Students imitate you, you are a model. You have to first practice what you have to do in the classroom. Check the

spelling of words use correct grammar. You write what you are going to teach on a piece of paper before you come to class. Students may not know it now, they will think you are correct and take it, remember you are shaping generation. You have to help them.
St2_ I will improve my language. They disturb very much. It is difficult to help them.
T1- I know they disturb, they are many in the classroom, but it is a problem every where. What we have to do is to contribute to bring a change. Use visual support.

Tutors feedback to student 3
T1- You have tried to give a warm up activity but you did not give clear instruction. Instead of going around the bush you could have given clear instruction. Your language has a problem. You have to read or ask people who can help you. The students do not have chances to go and refer, so let us give them correct input. Your lesson plan preparation needs improvement. Your voice was low.
St3- Yes, I think I felt less confident, I did not motivate the students very well. I don't think I managed the time well.
T1-your poster work is good.
ST3-yes, I thought it would help, so I prepared a chart.
T1-the students were not active, may be it was the 5th period.
ST3-yes may be. They also seemed confused I wanted to give them another warm-up activity but it was in the middle.
T1- No problem in giving warm-up activity in the middle of a lesson. Why do you think they seemed confused?
ST3-The cooperating teacher should have seen my note and at last guided me, students seemed confused because their teacher taught them a kind of formula, students think they should learn a formula. There is a problem of the students viewing language as a means of communication.
T1-Yes, but you have to try our best to help them learn better. You can leave when you do not want to but as far as you are in the profession show interest. You complain the students do not know group work/pair work so you have to fill the gap. You have to implement what you learn at the college orally here in the school practically.
Tutor 2's Feedback to student 1
Your good points are:
You gave the chance to students who interact. You asked your students, you tried to call your students by name. Children like that, it is very good. You moved around and checked their books. There are students who do not have books. It is a strong point. You used spider diagram, charts asked students who didn't raise their hands. You gave chance to the students to participate keep it up.
The points that need improvement are:
There are also some points I would like you to improve. You didn't write answers, when they gave you the answer and when you give answers to exercises write them on the blackboard. There may be some students who didn't listen to the answers. The objective-the lesson plan objective is not clearly stated. You have to write specific objectives. The topic is not clear. The introduction and the presentation section is not also clear. Speaking about oral exercise, your class work stated 'write' so it is not oral exercise, make it oral. The stabilization part, you said the students will do exercise, but you have written it under the teachers column. During stabilization give them something that stabilizes.

The evaluation part, I will check their work is part of the task, what you are going to check. You have to say 'I will give them to do exercises and check their work.' The 15 minutes in the plan are not given task. What are you going to do at that time? Plan what you do if you do not it do not plan.

APPENDIX: X Data on factors that affect tutor from offering professional Support in Prac. III

Items	Responses											
	5		4		3		2		1	Total		
	No	%	No	%	No	%	No	%	No	%	No	%
1. More number of students assigned to you than you could manage	2	14.3	3	21.4	--	--	3	21.4	6	42.9	14	100
2. College's lack of provision to let you know the objectives of the practicum	2	14.3	2	14.3	4	28.6	1	7.1	5	35.7	14	100
3. Lack of practicum coordinator's release of programme and assigned student teachers' name list in time	3	21.4	8	57.1	--	--	2	14.3	1	7.1	14	100
4. Lack of assistance from the college administration while you were working with student teachers	5	35.7	4	28.6	2	14.3	3	21.4	--	--	14	100
5. Lack of student teachers' readiness to discuss problems and exchange ideas with you and to receive advice from you	5	35.7	3	21.4	--	--	5	35.7	1	7.1	14	100
6. Lack of punctuality of student teachers for submitting practicum assignment	3	21.4	3	21.4	1	7.1	4	28.6	3	21.4	14	100
7. Low language command of student teachers in practicum activities/teaching practice	1	7.1	1	7.1	1	7.1	3	21.4	8	57.1	14	100
8. Student teachers' inability to behave in a professional manner when they interact with students	2	14.3	2	14.3	7	50	3	21.4	--	--	14	100
9. Student teachers' reluctance to create interaction with cooperating teachers in the school	1	7.1	--	--	8	57.1	5	35.7	--	--	14	100
10. Poor preparation of student teachers before they come to classes	1	7.1	2	14.3	2	14.3	5	35.7	4	28.6	14	100
11. Overuse of mother tongues of the student teachers while teaching English	4	28.6	--	--	4	28.6	3	21.4	3	21.4	14	100
12. Inability of student teachers to manage classes very well	2	14.3	2	14.3	1	7.1	7	50	2	14.3	14	100

Appendix XI: Meeting frequency to discuss teaching and other teaching related issues during teaching practice

Question number	Meeting with	After each practicum activity		More than twice a week		Not at all		Once a week		Once in two weeks		No response		Total	
		No.	%	No	%	No	%	No	%	.No	%	No.	%	No.	%
34A	Cooperating teachers	5	8.3	6	10	6	10	8	13.3	30	50	5	8.3	60	100
34B	tutors	6	10	7	11.6	--	--	--	--	41	68.3	6	10	60	100
34C	peers	24	40	10	33.3	15	25	--	--	7	11.7	4	6.6	60	100

Appendix XII: Feedback to improve skills in:

Item	Item	Very good		Good		Fair		Poor		No feedback		No response		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	English teaching	2	3.3	13	21.7	15	25	21	35	6	10	3	5	60	100
2	Lesson planning	11	18.3	13	21.66	5	8.3	20	33.3	6	10	3	5	58 2*	96.7 3.3
3	Classroom management	15	25	12	20	9	15	16	26.7	6	10	2	3.3	60	100

* 2 students rated feedback on lesson planning **very poor**

Appendix XIII: Whether or not the cooperating teacher wanted the student to teach just like him/her

Items	Responses											
	5		4		3		2		1		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1.Wanted student-teacher to teach just like he/she taught.	9	15	13	21.7	3	5	17	28.3	18	30	60	100
2.Criticized student-teacher when they didn't teach the way he/she does.	4	6.7	7	11.7	13	21.7	19	31.7	16	26.7	59 1*	98.3 1.7

*No response