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(GRADUATE PROGRAMME)**

**AN INVESTIGATION OF THE NATURE OF TRAINERS'
FEEDBACK PROVISION DURING PRACTICUM IV WITH
REFERENCE TO ENGLISH LANGUAGE TRAINERS AT
JIMMA TEACHERS COLLEGE**

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**ADDIS ABABA
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During Practicum IV with Reference to English Language
Trainers at Jimma Teachers College**

By: Alemu Disassa

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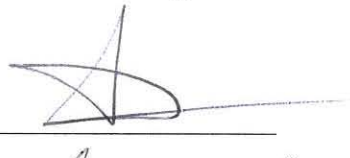
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Abstract

This study investigated the nature of trainers' feedback provision during Practicum IV at Jimma Teachers College. More specifically, the study explored ways of trainers' feedback provision, the common type of feedback, the main focuses of the trainers' feedback, the adequacy of the trainers' feedback and the extent to which the trainers' feedback provision practice is in consonance with the objectives of current teacher education program as stated in TESO national guideline.

For the study, eight English Language trainers/tutors, sixty student teachers who were assigned to teach English Language during Practicum IV and the practicum office coordinator were included as sources of data. Twenty four feedback sessions that the eight trainer/ tutors offered after their first round observation of their trainees' classroom were transcribed and analyzed. For the analysis, outstanding behavioral categories were identified by using the thematic analysis of the trainers' feedback transcripts. These are encouragement, appreciation, criticism, directing, general comment, request for self-reflection and rhetorical questions. The feedback transcripts were analyzed by using utterances as a unit of analysis. The utterances under each category were counted and put in percentage for the analysis. The focuses of each category of feedback were also identified and analyzed. For further consolidation, interviews were held with six tutors, seventeen student teachers and the practicum officer. The observation of twenty four student teachers' classes was also made and the observations checklists of the college used by the trainers during supervision were checked. Besides, fifty four student teachers answered the questionnaire used. The data collected was analyzed and discussed both qualitatively and quantitatively.

The result of the study reveals that the trainers' feedback was predominantly directive or prescriptive type. The trainers usually criticized, directed and gave judgments on the student teachers' classroom practice. They rarely allowed the student teachers for self-appraisal. The trainers gave the post observation feedback usually both orally and in written form. But most of them observed their student teachers only once and did not seem to give adequate feedback. The result also shows that most of the student teachers who were assigned to teach English Language have poor command of the language and inadequate skills of English Language Teaching methodology and classroom management. In general, the practice of feedback provision by the target trainer/tutors doesn't seem to be in consonance with objectives of the current teacher education program in our country as stated in TESO national guidelines. The recommendations made based on the above findings includes, among others, giving training for the tutors' on how to conduct supervision and feedback provision, revising the existing curriculum for English Language teachers training, introducing the practice of peer supervision and giving incentives for the tutors during practicum.

CHAPTER ONE



1. 1. Background of the Study

Literatures in the area of teacher education indicate that the previous teacher education programs in Ethiopia mainly focused on equipping the trainees with theoretical knowledge of teaching methods and approaches (Bridge, 1998; MOE, 2003). The only chance for the trainees to try out this theoretical knowledge in practice used to come towards the end of the training program when trainees go to the nearby schools for four weeks practice teaching out of which the first week is devoted to the trainees' classroom observation of the regular teacher (ICDR, 1999; MOE, 2003). The report in EESR, (1993) clearly states that the training curriculum has a theoretical approach to pedagogy containing only thirty days of practice teaching and is burdened by academic subjects. In this trend of teacher education, the trainees were usually applying the methods and techniques prescribed to them by their trainers at teacher education institutes. Put other way, the previous teacher education curriculum in Ethiopia seem to be based mainly on the Crafts Model of teacher education, which claim that knowledge and skills can pass from experts to trainees through imitation and repetition.

However, according to Stones and Morris (1973), the above model of teacher education has been globally found to be less effective in producing teachers with the necessary professional competence. The research findings in our country also revealed the same facts. For instance, the results of the study conducted by MOE, (2002) and Bridge (1998) and others showed that the graduate teachers in the previous teacher education program were found to have poor teaching skills, insufficient subject knowledge, and inadequate assessment and action research skills. These problems were mainly caused by the lack of sufficient time for practice and appropriate professional supports for the trainees. Confirming this, ICDR (1999:248) states that "the process of preparation of teachers starting from the recruitment right through the whole process of training is unsatisfactory...The major factor is the deficiencies observed in the execution of

teaching practice.” So, the previous teacher education curriculum of Ethiopia seems to be poor in integrating theory and practice. However, according to scholars in the area of teacher education, the most effective teacher training methodology is the one which emphasizes the early integration of theory and practice and critical reflection on or in action by the trainees (Gebhard et al, 1990; Richard&Nunan, 1990; Hailom, 1993, 1998).

It was with an attempt to curb these problems and producing confident and professionally competent teachers that the new curriculum of teacher education has been introduced to the TEIs curriculum in our country since 2003 (TESO, doc 2003). This new curriculum holds practicum as a core of teacher education program. The trainees are introduced to school experience and classroom teaching practices through different phases of the practicum. The new practicum course for diploma programs (10+3) is divided in to four phases as Practicum I, II, III, and IV. During all phases, tutors and mentors at cooperating schools are expected to give continuous feedback and support for their trainees. During Practicum I and II the tutors are believed to offer the feedback during reflection sessions arranged after each school visit of the trainees. During Practicum III and IV, however, the trainees begin the actual classroom teaching. And the trainers and mentors at school are expected to observe the trainees classroom and provide feedback to individual trainee. This is perhaps where the student teachers should get the appropriate professional support from their tutors.

The feedback given by the tutors during Practicum IV, which is the target of this study, plays a crucial role in developing the trainees' professional skills. Professionals' feedback is an important component of practicum and teacher education in general. Strengthening this, Phillip (1994:101) states, “ The crucial element of both pre-service and in-service teacher training is the lesson observation and feedback.” Richards and Nunan (1990:101) also express the importance of feedback in relation to second/foreign language teacher education as follows: “It is through the process of teaching a class of foreign language learners and receiving feedback that the student teacher has the chance to apply knowledge and skills gained elsewhere”. Freeman (1990) is also of the same

opinion. He confirms that the feedback that they receive during teaching practice “helps the student teachers develop practice and refine their competence as language teacher” (1990:103). This indicates that, sending trainees to school for practice teaching alone may not guarantee the trainees’ development of appropriate practical knowledge and skill. The practice need to be accompanied by appropriate professional support or feedback.

Therefore, it is very important to investigate whether or not tutors at TEIs are properly providing feedback during Teaching Practice (Practicum IV).

1.2. Statement of the problem

The trainers/tutors feedback to their trainees during practicum helps to enhance the trainees’ professional development. However, this depends on the nature of the feedback that the trainers provide. Feedback that trainers provide may negatively affect the trainees’ professional growth when it is offered improperly. The local researches so far conducted in this area by (Kindalem Damtie, 2005; Almaz Baraki, 2006; Hailu Wubishet , 2006) reveal that the feedback that trainers provide for their trainees during practicum was found to be insufficient. This mainly attributed to the trainers' lack of time and awareness about the importance of feedback. None of the above studies, however, attempted to investigate the nature or ways of trainers’ feedback provision process. Nevertheless, according to scholars in the field of teacher education, it is not only the amount of feedback that matters, but the kind and the way it is provided that largely affects its usefulness. As to this, Gibb (1964) quoted in Freeman (1990:105) says: ‘... Help however is not always helpful. The recipients may not see it as useful; the offerings may not lead to great satisfaction or better performance.’ Therefore, it is important to look into the nature of feedback that tutors provide for their students during practicum.

Thus, in this study, the investigator has planned to investigate the nature of feedback that English language trainers of Language stream in Jimma Teachers College provide for their trainees during Practicum IV or actual practice teaching.

The immediate factor which initiated the investigator to conduct this study was his own personal observation of some problems related to the area, while he was working as teacher educator in the target college. During his stay in the college, the investigator used to hear the stories of trainer-trainee debate and confrontations during feedback conferences. These confrontations, according to him, could have been caused by the nature of feedback that trainers provide or the way they provided the feedback. In addition to this, trainers also complain about shortage of time for observing the trainees classroom practice and providing feedback. Therefore, the investigator believed that a careful investigation of this issue can help to identify the prevailing problems in the area and make the necessary adjustments on time. Thus, in this study, the investigator attempted to answer the following basic questions:

1. Do trainers provide adequate and timely feedback?
2. How do trainers at TEIs provide feedback during Practicum IV (Trainees Practice Teaching)?
3. What is the nature or types of feedback that trainers provide for their trainees?
4. What are the major focuses of the trainers' feedback?
5. To what extent do the trainers' feedback provision practices are in consonance with the objectives of the current teacher education program in our country, as stated in TESO national framework?

1.3. Objectives of the Study

In conducting this research project, the researcher has the following general and specific objectives in mind:

1.3.1. General objective

The general objective of this study is to identify the nature or type of feedback that trainers at TEIs provide for their trainees during practicum IV or actual practice teaching phase.

1.3.2. Specific Objectives

The specific objectives of the study are to:

- identify the way trainers provide feedback and the kind of feedback that they provide
- examine how far the current practice of feedback provision goes in line with the current paradigm of teacher education in Ethiopia as stated in TESO national guideline.
- find out how far the trainees are satisfied with the feedback that they received from their trainers during Practice teaching (Practicum IV)

1.4. Significance of the study

The researcher believes that the results of this study may provide important information for those bodies engaged in the area of teacher education among which the following are believed to be the major beneficiaries:

1. The results of this study could provide important feedback for TESO national committees and other government bodies in charge of designing curriculum for teacher education.
2. The result of this study may also help teacher trainers to critically re-examine their feedback provision practice and make the necessary adjustments.
3. Last but not least, the result of this study will pave the way for further investigation in this area.

1.5. The Scope of the Study ✓

Due to time constraints and unmanageability of the data, the study is confined to Language Stream Trainers and student teachers at Jimma teachers College. It is undeniable that the study could have yielded more comprehensive results by the inclusion of data from some other colleges.

1.6. Limitations of the Study ✓

It would have been good if the second and third observation feedback sessions had been included in this study. Nevertheless, most of the tutors observed their STs only once especially during the last two weeks of the Practicum. So, it was not possible for the investigator to go around the schools and observe and record the feedback sessions. Besides, some student teachers failed to respond to the open ended questions and the other six did not return the questionnaire.

✓ 1.7. Acronyms and Transcription Symbols ✕

The following acronyms and abbreviations were used in different sections of this research work with the given definitions.

TT= a teacher trainer or tutor

TTs= teacher trainers' or tutors

ST= a student teacher or trainee,

STs= student teachers or trainees

tran= translation from the student teachers' vernacular in to English

.... = silence

* = grammatical error(s) in the feedback dialogue

TESO= Teacher Education Systems Overhaul

Practicum IV= a one month Practice Teaching

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

The discussion in this chapter focuses on the review of literature mainly related to teacher education, practicum or practice teaching and feedback provision during practicum. The sources for the literatures include books, articles, local and international research reports, and internet sources.

The chapter begins with brief review of second language teacher education models, namely the Crafts Model, the Applied Science Model, Reflective Model and A Learning Centered Model. Then the new paradigm of teacher education, in Ethiopia the TESO guideline and the implementation plan of the new practicum is briefly discussed. Following this, issues related to the importance of practicum in general teacher education and in SL/FL teacher education, the place of feedback in practicum, the types of feedback provision have been thoroughly discussed.

2.2. Models of SL Teachers Education

There are three models commonly known in the area of pre - service second language teachers' education. These are the Crafts Model, the Applied Science Model and the Reflective Model (Wallace, 1991). However, there is the fourth model called "A Learning Centered Model" which was developed by Hailom Banteyerga (1993) based on the inadequacies of the Reflective Model.

The Crafts Model, also called ' "apprentice-expert" model is based on the theoretical assumption that learning takes place through imitation and repetition. The trainees watch the experts, copy and do what they are told to do. There is no room for trainees' reflection or questioning of the experts skill. According to this model, knowledge passes

from expert to novice with little or no any alternation (Ibid). According to Stones and Morris (1972), this was the predominant model in teacher education up to 1940s.

The second model is the Applied Science Model. It is also called "rationalists learn - the - theories-and-then-apply-it model" (Ur, 1992: 56). This model is based on the assumption that "teaching is a science and as such can be examined rationally and objectively "(Day [online]). In this model, new findings or scientific knowledge that is discovered by researchers are conveyed to by trainers and trainees are required to apply them in practice. Like that of Crafts Model, knowledge is believed to flow from one end to the other usually in top-down approach (Wallace, 1991). For instance, if a new language teaching method or approach is discovered, trainees will be taught its principles and then apply as they are told to do. If it fails to work, it is believed to be due to the trainee's weakness in applying it, not due to the problem with the method itself (ibid). As can be seen from the discussion above, both the Crafts Model and the Applied Science Model can be categorized under 'transmissive' model, which consider the trainer as giver and the trainee as receiver of knowledge and skills.

Both the Crafts Model and the Applied Science Model seem to be less effective in the area of language teacher education. In the case of Crafts Model, for example, a second language teacher who is a perfect model with all the necessary qualities to be imitated rarely exists. On the other hand, some trainees apprenticed to teachers with poor competence, may end up being poor teachers. In the case of the Applied Science Model, getting a theory or method of language teaching with universal applicability is hard because teaching language is highly unpredictable and context-bounded.

In both models, there is no room for the trainees to reflect on what they did. They are considered as passive recipients. But language and language learning has social nature which requires interaction among the participants. So, these inadequacies with the above models forced educators in the field of second language education to look for another better model and latter reflective model emerged.

The reflective Model is the third type of teacher education model which is based on the assumption that professional knowledge can be developed through practice and reflection (Schon, 1983; Wallace, 1991). According to this model, trainees come to the training program with some insights or knowledge they obtained through life time observation and experience. They use this 'experiential knowledge' as a tool for critical evaluation of the new knowledge which they obtain through training. For instance, if a trainer wants to introduce a new method, first he tries it out or let the trainee do so. Then the trainees reflect on it. They tell how well it worked, identify its weakness and strengths and finally suggest how it can be improved or adapted to various contexts (Wallace, 1991). Concerning the importance of reflection in teacher education, Posner (1989: 22) states that reflective thinking helps student teachers" to devise new ways of teaching rather than being slave to traditional ones and to interpret new experience from a fresh perspective." Ghaye and Ghaye (1998) also define reflection as a way of looking back to what we did, for the sake of improving our future practice. In general reflection is believed to be a crucial element in the professional growth of teachers.

⊗ The fourth model is the Learning-Centered Model. It was developed by Hailom Banteyerga (1993) based on the inadequacies of the Reflective Model. According to Hailom, the Reflective Model has unclear perception of teaching as a profession with a knowledge base to be accessed. It also promotes reflection which comes after action. However, Hailom believes that reflection should start before practice in the form of awareness raising activities. Before the trainees' start the practice, their attitudes and beliefs and values towards teaching profession, the roles of the teacher and students, their learning strategies or preferences, their likes and dislikes and others need to be excavated based on their school experience. This helps the trainees to critically evaluate the existing methods of teaching and explore new techniques or strategies (Hailom, 1993).

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However, both the Reflective Model and The Learning Centered Model share more commonalities. For instance, they both encourage learning through practice and critical reflection. They both give value for the trainees' background knowledge.

Therefore, the later models of teacher education seems to be the better approach in producing teachers with better professional competence and teachers who can make wise and principled decisions. Unlike the previous two models, which advocate transmissive approach or top-down flow of knowledge, reflective model has closer relation with the constructivist theory of learning which claim that knowledge is the result of social interaction (Ur, 1992; Livingstone, 2001).

Since language and language learning have social nature, reflective model can be better model for training second language teachers. Currently, the Reflective Model is getting focus in the general professionals training institutions too (Day, [online]). As to this, Livingstone (2001) states, " over the past decade or more, the reflective view has become increasingly influential in planning teacher education programmes. . ." (2001: 13). Fish (1989) also shares this view. He confirms that Reflective Model is the most current and most relevant and sophisticated model of teacher education. The new paradigm of teacher education in Ethiopia is also based on the principles of Reflective Model (Melkamu Woldie, 2001).

2.3. Teacher Education in Ethiopia

2.3.1. The Previous Curriculum

According to Stones and Morris (1973) and Freeman (2001) there has been a global shift of paradigm in the area of teacher education since 1970s. The previous approach of teacher education in the world was mainly based on Crafts Model and Applied Science Model. The case of Ethiopia is not an exception to this. This approach, however, had many weaknesses. Among the weakness observed in Ethiopia, for instance, were

insufficient time for practice, too much focus on pedagogic theories and academic contents, loose integration between theory and practice , etc (Hailom,1993: Bridge,1998; Livingstone, 2001). According to Hailom, 1998, the teachers at schools also reflected the way they learned in the TEIs. They were found to be transmitters of the contents of the text books and syllabuses usually without any modifications. The students were also preoccupied with memorizing what they have been told rather than generating or developing their own knowledge. In short, the emphasis was on “content knowledge at the expense of procedural knowledge” (Hailom Banteyerga, 1998:40).In other words students were not equipped with the skills which helps them for independent learning.

Thus, owing to the weaknesses mentioned above, a shift of paradigm in the teacher education has been made in Ethiopia as well, though very late as compared to the global shift. New programme or curriculum for TEIs has been developed by TESO national committee. And this new Programme began to be implemented in TEIs as of 2003 (MOE, 2003). This current trend of teacher education in Ethiopia has more leanage to the Reflective Model of teacher education (Melkamu, 2001).

2.3.2. The TESO Guideline and the New Practicum

The TESO (Teacher Education System Overhaul) committee is composed of professionals drawn from various TEIs and Universities that are engaged in teacher education. This committee has prepared a national guideline that can help to implement the change in the training of teachers in Ethiopia. Several changes have been introduced to teacher education programs through this new TESO guideline with the aim of producing competent teachers who:

- are academically qualified, professionally skilled, attitudinally and ethically committed to their profession,
- have the knowledge and ability which fosters constructive student inquiries and interaction.

- can make professional decisions in solving problem related to teaching
- can produce responsible teachers who actively encourage student to develop their learning potential
- Can foster students' willingness and ability to take responsibility for their own learning. (TESO, 2003:38/9).

Among the major changes introduced by TESO guideline is the new practicum. Unlike the practice teaching in the previous curriculum, the new practicum is aimed at introducing trainees to school environment and classroom practice beginning from the first year of the training. In addition to facilitating an early and continuous integration of theory and practice, the new practicum strengthened the link between TEIs and schools. As stated in the TESO document, " the new practicum is designed to ensure that student teachers have as much supported experience as possible, before they enter the classroom as a qualified teacher" (2003:46). In Ethiopia, in short, the introduction of the new practicum to teacher education seems, to be an attempt to shift attention from the Crafts Model to investigative or Reflective Approach.

In the Pre-service Second Cycle Primary teacher education, practicum is implemented in four phases (Practicum I, II, III and VI). Practicum I and II are held in the four semesters of first and second years respectively. During these phases, trainees observe school environment and regular teacher classes and write report for post-observation reflection which they hold with their trainers at TEIs. During the third phase, trainees start planning lesson and actual classroom teaching (for two weeks). In the fourth phase of the Practicum, which is held during second semester of the third year, trainees are engaged in four weeks blocked teaching. During the last two phases, the trainer/tutors are supposed to continuously observe trainees in the actual classroom and provide the necessary professional support usually in the form of post observation feedback (TESO doc, 2003).

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2.4. Practicum in Teacher Education

For a long time, teacher education institutes had been preoccupied with equipping the trainees with academic subject knowledge and pedagogical theories. The practical aspect of the program was withheld up to the last phase or until the trainees internalize the theories. However, this delayed integration of theory and practice was found to be less fruitful in producing practically and professionally competent teachers.

For instance, Ur (1992: 57-8) has stated the trainees' dissatisfaction with what she calls 'learn-the-theory-and-then-apply-it' approach as follows:

. . . typically, they [trainees] feel that theoretical component of their courses fail to contribute significantly to their professional learning and this resulted in the claim that there is not enough practical teaching experience or that formal theoretical studies are relatively useless.

According to Ur (1992), the dissatisfaction with learning too many theories also resulted from the inconclusive nature of some theories. This dissatisfaction has called for an early and continual integration of theory and practice. As to this Ur (1992: 59-60) quoted Calderhead (1988: 9) saying, "The relationship between theory and practice in teacher education is not one of implementation theory being translated in to practice, but a continuously interactive one." Wallace (1991:54) also states that "the treatment of theory and practice as two faces of the same coin is believed to promote critical awareness." One way of integrating theory and practice on continuous base is through practicum.

The other justification for the early integration of practicum to teacher education program emanates from the view of constructivists psychology. According to the theory of constructivism, "learning to do is achieved by doing that involves thinking". (Livingstone 2001: 3). As can be seen from this quotation, it is not only practice but practice with critical thinking that can result in development of practical knowledge. Dewey, (1933) quoted in Livingstone (2001: 3) clearly states this "We learn by doing if

we reflect on what we have done." Wallace (1991:54) also stresses, "By and large Practice is valuable for professional development to the extent that it is reflected up on."

Therefore, to bear the desired fruit, practicum in teacher education program must include self-reflection as its central component. So, sending the trainees to school for observation or practice teaching alone doesn't guarantee the trainees' acquisition of good practical knowledge. Trainees must reflect on what they observed during school visit or their own practice teaching. According to Schon (1983) reflective practice is cyclical in its nature. For example after we teach a lesson, we reflect on it and find out what worked well and what went wrong and why? Then we decide on areas to work on next. Again we repeat the same after the second lesson. This kind of practice helps trainees acquire life long learning skills (Schon, 1983).

So, an early integration of practicum into teacher education program helps to produce independent and competent teachers who can cope with the dynamic and uncertain nature of the field of teaching. The practicum should be an occasion for learning about teaching and teachers' work rather than doing the routine tasks of teaching (Fish, 1989). In general, practicum can help student teachers develop self-knowledge and knowledge of the students" (Richards and Nunan, 1990:101).

2.5. Practicum in SL/FL Teacher Education

Second language teacher education curriculums often focus on theories of second language acquisition, linguistics and language skills methodology. The core, teaching has been marginalized (Freedman, 1989). Usually, due to unsettled controversies in the area of theories of language learning, "the effort to educate individuals as language teacher often lack coherent and commonly accepted foundation (Freeman, 1989: 27).

According to Thomas (1987) and Day [on line], Second Language Teachers are required to have mainly three types of competences: explicit knowledge of how the target

language works, competence in using the language and appropriate pedagogic competence in teaching language. The three are inseparable. The pedagogic competence can not be realized without linguistic and communicative competence and vice-versa. Therefore, the three types of competences should be presented integratively in the second language teacher education. And the best way to integrate this is through the use of practicum. Stressing the importance of practicum in the area of second or foreign language teacher education, Richards and Nunan (1990: 101) state:

It is through the process of teaching a class of foreign language learners and receiving feedback that the student - teacher has a chance to apply knowledge and skills gained elsewhere to develop strategies for handling the different dimensions of language lessons .

So, to make it more fruitful, the practicum in teacher education need to be accompanied by supervision and feedback from experienced or skilled professionals usually tutors and mentors.

2.6. Supervision and Feedback in Practicum

2.6.1. Supervision

A supervised classroom teaching is one of the central components of practicum. It helps to collect the necessary information about the trainees' performance. This in turn helps to provide appropriate feedback for the trainees (Richards and Cookes, 1988). Therefore the supervisors need to carefully plan and record the student teachers classroom practice. This can be done by using video, checklists or teachers short notes. During recording, the observer should record both the weaknesses and strengths of the student teacher. Otherwise, the post observation feedback may not have good ground. Before conducting the observation, the two parties need to meet and discuss the focus of the observation. This helps shape the post-observation feedback provision (Gaies and Bower, 1990). The observer also needs to stay in the trainees' classroom for the whole period and record the events. Besides, appropriate recording of the trainees practice helps the tutors to check the progress of their trainees.

In general, the supervision during practice teaching is meant to identify the status of the student teachers and provide appropriate professional support through pre and post observation feedbacks.

2.6.2. Feedback Provision

Practicum helps trainees to acquire appropriate practical knowledge if it is accompanied by continuous and appropriate professional support of better experienced professionals such as teacher trainers and mentors. One way of providing professional support to trainees, perhaps the common one is through feedback conference that are held before or after trainees classroom teaching (Gower and Walter, 1983; Freeman, 1990). "Feedback refers to facilitating the professional development or growth of another person during pre - or in-service training . . ." (Underhill, 2007 [online]). Although peer feedback and mentors' feedback are possible, feedback on students' [trainees'] performance during practice teaching originated most often from the supervisor" (Richard and Cookes, 1988:19). Reece and Walker (2003) also claim that tutors can provide more effective feedback because of their ample experience in observation. Gower and Walter (1983) are also of the same opinion .They confirm that providing helpful post-observation feedback during practice teaching is among the major responsibilities of tutors and mentors.

The practicum feedback also called 'intervention' in practice teaching ' (Freeman, 1990: 105) is offered based on the "assumption that one person can teach another person to teach."

Frequent feedback, but not too much at a time, is good for trainees to develop and refine their practical knowledge (Fletcher, 2000).According to Hailom Banteyerga (1997), post-observation feedback between the trainer and trainee has mainly three significances. "It helps to make (a) a change of attitude on practice (b) explore new tacit to be followed in

the subsequent teaching practice, (c) understand what has been done and what should be done" (1997: 7).

So, in short, feedback helps the trainee as well as the trainer to have a clear vision of what to do next to achieve optimal success in the trainees' development of practical knowledge.

However, the effectiveness of feedback in bringing about what have been mentioned above largely depends on the way it is offered, and its content. For instance, feedback which focuses on prescription, judgment and evaluation of the trainees practice is believed to be less productive. It makes the trainee more dependent and less confident in taking responsibilities for making independent decisions (Freeman, 1990).

On the other hand, feedback which encourages trainees' self-reflection helps to produce more critical and independent teachers with good competence (Freeman, 1990; Schon, 1983). Accordingly to Smith (1972), trainees' self-reflection is considered as primary feedback which should come prior to trainers' or mentors feedback which he regards as secondary feedback. Strengthening this, Hailom (1997: 23) suggests; "In practicum, priority should be given to self understanding and appraisal. External appraisal should be used as facilitator and resource for self appraisal". Reece and Walker (2003) also confirm that "the only true evaluation, however, is self-evaluation" (2003: 375). So, the trainer-trainee feedback conference during practice teaching should be conducted smoothly in the sense of helping the trainee develop critical self-evaluation and good professional skills not with the primary aim of evaluating and grading the trainees' performance (Sheal, 1989; Freeman, 1990; Cogan,1995).

In general, the following framework developed by Wajnryb (1994) may help both the trainee and the trainer to obtain the maximum benefit from feedback conference.

2.6.2.1. Framework for Feedback Provision ✕

Ruth Wajnryb's 1994 'framework for feedback' during teaching practice involves five steps: negotiation, climate setting, reviewing and problem solving, goal setting and reflection. Each of these steps has its own contribution to the cumulative effect of offering good post observation feedback.

Step 1 - Negotiation ✕

At this stage, the two parties discuss how the discussion in the feedback conference should proceed, the time it should take and what the focus of the feedback should be. "Establishing the process is a form of sign-posting that allows the teacher [trainee] to gain security from knowing where the feedback is heading" (Wajnryb, 1994: 24)

Step 2 - Climate-setting ✕

Observation and feedback interactions are usually threatening experience because they are usually done with the aim of evaluation. So, the primary job of the trainer during post observation feedback conferences should be to help the trainee feel relaxed and comfortable (Wajnryb, 1994; Cogan 1995). One way of creating this feeling is starting the discussion by talking about the third body, for instance, the learners' behavior. For example the trainer may say "How do you feel it went? What do you think about your students? They are a lovely (cheerful, noisy, bright) class, aren't they?" (Wajnryb, 1994:25). It is also good to look for private and secure places during feedback conference to keep the privacy of the trainee and any possible interruptions (Fletcher, 2000).

Wajnryb is totally against common trigger by asking questions such as: "How do you feel about the lesson?" which he calls a "non-starter". He argues that this type of questions don't help the trainee relax" on the contrary, it makes them edgy to start talking about the lesson without having an inkling of where the trainer is at" (1994: 25).

Step 3. Reviewing and Problem Solving X

This is the stage where actual feedback starts. At this stage the discussion is expected to focus on what actually happened in the trainees' classroom and why it happened. The discussion should be focused on reasonable number of points. Raising too many issues at a time confuses rather than helping the trainee (Wajnryb, 1994; Freeman, 1990).

During discussion at this stage, the trainers need to raise tangible information from the lesson and focus on 'cause-effect approach. For example the trainer may say "*You put the flipchart on the board before you start the lesson, this shifted the attention of the student and they were not listening to you. . .*" After describing the problem like this, the trainer gives chance for trainee to explain why he did that way and suggest possible solutions. The trainer should avoid expressing regret by saying "you should have done ... you could have . . ." (Woodward, 1989). A detail discussion of feedback conference will be treated later under 'Types of Feedback' below.

Step 4 - Goal Setting and Closure Z

This is the stage at which the trainer consolidates and points out areas of focus for the next observation. According to Wajnryb, this shouldn't be done with the sense of imposing or prescribing. Rather, the two parties (trainee and supervisor) should negotiate. Sometimes the trainee himself/herself may be asked to choose the area he needs to work on and try to improve for next times. "Self-initiated change leads to effective learning and sustainable development" (Hailom Banteyerga, 1997: 6). Wajnryb (1994: 25) sums up the importance of goal setting as follows: "It is vital that the teacher [trainee] emerge from the feedback with a sense of progress and a sense of purpose armed with tangible and specific grasp of the key as well as the means (a handle) of continuing to learn".

This kind of pre-negotiating on the area of focus for the next observation also helps to create smooth and cooperative atmosphere between the trainer and trainees (Wajnryb 1994). It also helps the tutor to check the progress of the trainee.

Step 5. Reflection

At this stage, the trainer reflects on and evaluates her/his own way of feedback provision. If possible, this can be done with the help of colleagues or other trainers. It is also good for the trainer to keep written records of what happened in the feedback session; some disappointments, defensiveness, rejection. This helps for proper follow-up of the trainees' progress. The trainer may ask the trainee for general comment on the feedback conference.

2.6.2.2. Types of Feedback

According to Freeman (1990), teaching by its very nature is tied with helping others and its success largely depends on the kind of help and the way that the helper gives the help. One way of helping the learners could be through providing appropriate feedback on what they did. The type or the ways of feedback provision to trainees has been discussed by different scholars.

For example, based on the John Heron's category of intervention, Underhill (2007) [Online] developed two types of intervention or feedback which can fit with different educational settings. These are authoritative or directive intervention and facilitative intervention. Authoritative feedback is characterized by prescribing (giving order or advice) informing (Providing information) and challenging the trainees practice or attitude. Facilitative feedback on the other hand, is characterized by helping the trainees reflect on and learn from their own practice and experience. Facilitative feedback helps to create supportive climate that can help the trainee to use their cognitive thought and experience for critical evaluation of their own practice (Ibid).

Most of the time, scholars in the area of professionals training seem to use the terms 'intervention' and 'feedback' alternatively, but I preferred to use the latter just for convenience.

The other classification of feedback in the field of teacher education has been forwarded by Freeman (1990). He categorized post - observation (Practicum) feedback in to three categories based on educator - trainee relationship and the purposes of the feedback. The three options of feedback provision will be discussed below.

2.6.2.2.1. The Directive Option

In this type of feedback, the trainer gives concrete advice for change based on his/her observation of the trainees' classroom. The trainees are required to accept the proposal and do as they are told to do. In Freeman's (1990) words, "The teacher educator 'directs' and the student teacher does" (1990: 107). This form of feedback provision is based on what the trainer perceives as good and effective teaching. "The purpose of this type of feedback is to improve the trainees' performances according to educators' criteria" (Freeman, 1990: 108).

This kind of feedback provision is often criticized for encouraging trainees' dependence on the trainer. However, Freeman indicates that this type of feedback provision can be useful when the content of the feedback is on specific or concrete technical skills of teaching. For instance, telling students to use context¹ for teaching vocabulary. However, if the content of the feedback is related to personality of the trainee or complex issue of pedagogic reasoning, directive feedback may not help. For example, "I'd like you to be a little more patient with your student" will be difficult for trainees to identify their problem clearly (Freeman, 1990: 18). There are other types of feedback provision which can fit to this type of content.

2.6.2.2.2. The Alternative Option ✕

In this type of feedback provision, the trainer picks an issue from trainee's classroom practice and then provides different alternatives of handling the same issue. Then he/she lets the trainee to choose one from the alternatives and explain reasons for choosing the alternative. This kind of feedback provision helps to train the student-teacher on how to make informed professional decision. According to Freeman (1990), the reasons that trainees raise are more crucial than the alternative they choose (Ibid). Here, the options to be raised need to be limited but comparatively useful. They must provoke discussion. The trainers are required to stay neutral towards the alternatives. The following quotation from Freeman (1990) best describes this of type options in feedback provision.

Trainer: "I noticed that you seemed to interrupt as the students were answering; one thing you could do would be to a time limit for students to answer. You could even bring an egg timer; another thing would be to ask the same questions to three students at the same time and let the fastest one answer; or you could ask other student to help the student having problem . . ." P - (109)

The subsequent discussion is based on the trainee's response. The discussion of the next part of the feedback may continue as follows:

S T: I don't like the egg-timer idea . . .

Trainer: Why not?

ST: Well, for one thing it puts too much pressure on the students . . . and it's pretty hokey

Trainer: What about the other alternatives? (Ibid)

In the above discussion, the trainer was triggering the discussion through the use of WH questions (Freeman, 1990). Sometimes, the trainee may ask for the trainer to tell him the better option, but it is advisable for the trainer to refrain from supplying solutions and playing the role of an "answer person" because this encourages trainee's dependency on trainer.

In general, alternative option to feedback provision helps to promote the trainees reasoning and decision making skills which are most important skills in the field of teacher education. Although he/she plays the role of directing still the trainer is in control of the feedback provision process. In this type of feedback provision, the educators self discipline play a vital role. This method has been criticized for not giving the trainees the right to decide on what they do. This has led to the emergence of' the non directive option (Freeman, 1990).

2.6.2.2.3. The Nondirective Option

In this type of feedback provision, the trainer gives concrete description of what the trainees did during the lesson observed in a sense of showing his/her understanding of the trainees' work. Here the trainees are given chance to reflect on what they have done. The trainer does not interfere or direct the trainees on what they should do. This approach to feedback provision has its theoretical base in Carl Roger's statement that "no approach which relies on knowledge upon training, upon the acceptance of something which is taught is of any use in changing a person" (Rodger 1961:41) quoted in Freeman, 1990: 111). The following example can help to clarify how the discussion between the trainer and trainee goes in the above type of feedback.

Trainer: I noticed that at times students did not get their answers to your questions- that sometimes you moved on without having them finish their responses

ST: Huh, I didn't think I did that. I always waited... Well, actually with Juan I did a kind of cut him off. He takes forever to get anything out

Trainer: You got a kind of impatient waiting ... (1990:112-3)

All that the trainer did was telling what the trainee did and the trainee was confirming and explaining why he did that way. Sometimes, the trainer may tell his/her personal experience relating to the issue under discussion, but never propose any solution or direct instructions. Student teacher tries to find independent solution with the support

from the trainer. This form of feedback provision, according to Freeman (1990: 113), addresses the full complexity of teaching." It is also motivating because the trainees play the leading role. Gower and Walter (1983) also believe that this kind of feedback provision helps to check the trainees' awareness.

Although they have different features, the above mentioned options of feedback provision are not mutually exclusive.

2.6.2.3. Guidelines for Providing Effective Feedback

In general, in order to obtain a maximum benefit from feedback conference, it would be good for tutors to follow the following general guidelines.

These guidelines are the collection of suggestions by various scholars such as Gower and Walter, (1983); Cogan (1995); Brinko (1993) and Fletcher, (2000).

- a) Start the feedback by praising what went well no matter how small and ask the trainee what went badly.
- b) Give feedback as soon as possible in a private place; somewhere quiet and confidential.
- c) Try to reassure your trainee first if the class went badly. The 'we' is important here (We all have time like this. . .)
- d) Set tasks for your trainee to work on for the next time, but not more than three at a time. First let him suggest the areas of focus for himself/herself.
- e) Describe what practically the trainees did during the lesson and give feedback on them not on your personal interpretation.
- f) Let the trainee find out solutions to his/ her problems by himself /herself.
- g) Don't simply list down what went wrong and what went right. Dig out the reason for both.
- h) Don't raise too many issues at a time for this will confuse rather than help the trainee.
- i) Avoid giving advice because this may make your trainee feel you know every thing and he/she knows nothing
- j) Give feedback in the spirit of compassion and care

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- i) Avoid giving advice because this may make your trainee feel you know every thing and he/she knows nothing
- j) Give feedback in the spirit of compassion and care

- k) Avoid personal judgments and regard yourself as developer of trainee's teaching skill rather than critic and evaluator of the lesson.
- l) Avoid language of regret (you should have done . . .)
- m) Give feedback on the trainees teaching behavior not on his/her personality
- n) Ask comment on the overall process of feedback provision to identify your problems in giving feedback.
- o) Take notes during supervision and refer to it during feedback. You could also tell your trainee write self-assessment report or journal
- p) Avoid giving general and unclear feedback. Feedback is more effective when it contains concrete information. " ... an observed nod of the head or pat on the back from a supervisor has little or no informational value..." (Brinko,1993:579)
- q) Give the first chance for the trainee to reflect on what he /she did
Reflection helps the trainee "to describe, diagnose, and thus alter their own practice" (Freeman, 1990: 105).

2.6.2.4. Feedback and Assessment in Practicum IV

As discussed in the previous sections, the primary focus of feedback provision shouldn't be evaluation (Cogan, 1995). However, it is inevitable that towards the end the practice teaching, trainees are assessed and offered grade on their overall performance of teaching practice. Trainers usually try to evaluate their student teachers based on only what they did in the classroom. The assessment, however, shouldn't be done only based on the observation of the trainees' classroom performance. The quality of the understanding or insights that the trainee has demonstrated during feedback session should be taken into account (Parker, 1991).

The use of self-assessment report or 'teaching practice journal', which trainees write after each classroom teaching and which they bring to feedback session also can help as a reference for checking the progress of the trainee and awarding grades. Self assessment report can also facilitate two-way discussion during feedback conference. It is also good to invite the trainees to grade their own performance towards the end of the

feedback conference. If there is a big gap between what the trainer has in mind and what the trainee estimate, further negotiation may help (Ibid).

2.7. Summary ✕

The models of teacher education, the role of practicum in second language teacher education, supervision and feedback provision in practicum are among the major points discussed under the above sections of this chapter.

Four models of teacher education were discussed in the first section: the Crafts Model Applied Science Model, Reflective Model and A Learning Centered Model. Among these models, the first two don't seem to be convenient for training second or foreign language teacher education because they advocate a one way flow of knowledge or information where the trainer gives and the trainees receive. However, language learning by its nature requires two way communications or interaction. Therefore in training second/foreign language teacher education, the Reflective Model and the Learning Centered Models are more preferable. These models give value for the trainees' background knowledge and encourage the trainees to build up new knowledge based on what they already have. The models also encourage interaction between trainer and trainees and among trainees in the form of reflection. Thus, the trainees take active participation in the training process. This in turn helps them to develop and internalize both pedagogic and communicative skills of the target language. Besides, the trainees, who are trained by the Reflective model and the Learning Centered model, can develop the abilities of making independent professional decisions.

Practicum plays a crucial role for the effectiveness of the above models of teacher education. It gives opportunities for the trainees to try out what they learned in the class and refine their practice. But in the case of second language teacher education, practicum needs special arrangements. First of all, the practicum and the methodology training should be offered side by side. Secondly, the trainees need to observe the practices of experienced English language teachers not any language teacher randomly.

Besides, the reflection should be conducted in English language, not by the students' first languages as is the case in some TEIs in our country. This can help the trainees develop communicative language skill. When they are assigned to teach the actual classroom, the trainees need to be given appropriate professional supports mainly from their trainer/tutors and from mentors and peers.

One way of giving appropriate professional support is through feedback provision. The trainers are responsible for supervising the trainees' classroom practice and giving constructive feedback. However, most of the time, trainers complain about shortage of time to observe the student teachers and give sufficient feedback. One way of curbing this problem could be by introducing the culture of peer observation among the trainees. Peer observation has many advantages. First of all, the trainee-supervisor can get the chance to learn from others weakness or strengths. Secondly, peer observation may help to reduce the trainees' anxiety during trainers' observation. However, the trainees must be oriented on how to give supportive feedbacks. The trainees also need to be introduced to the culture of self reflection. Therefore based on the discussion above, I would like to suggest the following framework for supervision and feedback provision during Practicum IV.

Peer/ mentor observation → trainees self-reflection (written and oral) and peer/mentors feedback → trainers observation → trainees self-reflection (written and oral) and tutor feedback

In the case of the procedures or steps of feedback provision, I feel that it is good to adapt the Wajnryb's framework for feedback given above.

CHAPTER THREE

DESIGN OF THE STUDY

3.1. Subjects of the Study

The main objective of this study is to identify the nature of trainers (tutors) feedback provision during Practicum IV (one month practice teaching) at Jimma Teachers College.

The English language trainers who were assigned as supervisors or tutors and the student-teachers who were assigned to teach English language during practicum IV were included in this study. The practicum office coordinator was also contacted on some issues.

3.1.1. The Student Teachers (STs)

There were 142 STs assigned to teach English Language during practicum IV in the regular program. These STs were drawn from both Language Stream and Social Science Stream. STs in both streams take English Language as one of the three major subjects they are trained to teach. Out of these STs who were assigned to teach English Language, sixty were randomly selected; thirty from each stream, for this study.

3.1.2. The Trainers/ Tutors (TTs)

Ten trainers were assigned to supervise or tutor the STs who were assigned to teach English language during practicum IV. Out of these supervisors, eight were involved in this study. The remaining two were not included due to some inconveniences.

3.2. Methods of Data Collection ✓

To obtain the necessary data for this study, five different methods of data gathering tools were employed. These are oral interview, tape-recording feedback sessions, observation, questionnaire, and the observation checklist of the college. These tools were used as follows.

3.2.1. Tape Recording Feedback Sessions ✕

The tape recorder was the primary tool employed to collect data for this study. During the mentioned phase of practicum, each tutor in the language stream was assigned to supervise up to eight student teachers who were assigned to teach English language. Out of the post-observation feedback sessions that these tutors held with their student teachers, four up to five feedback sessions of each TT were tape-recorded. Out of these recorded feedback sessions only three feedback sessions of each tutor, which were given on the first round observation were transcribed for analysis, whereas the remaining feedback sessions were also referred to during discussion. The feedback on the first round observation was preferred mainly to check whether the TTs plan the next observation and how they plan.

Thematic analysis was employed in the analysis of the recoded feedback sessions. The TTs feedback dialogues were broken in to units of utterances. The utterances of the TTs were grouped in to seven categories and the frequencies of each category were counted. The categories are encouragement, appreciation/praise, criticism, advise/directing, general comment, request for ST self-reflection, and rhetorical questions. These categories were developed from the given data.

Again six areas of focus of the TTs feedback were identified and checked against the above feedback categories. The areas are the STs' language skills, method of teaching, classroom management, lesson plan preparation, STs' personality and overall practice of

the STs. These areas were identified based on the information on the checklist of the college

To analyze and identify the nature of the TTs' feedback, the number of utterances of each category were counted and converted into percentages.

3.2.2. Observation

The observation was made to check how far the TTs' post-observation feedbacks were given based on what the STs actually performed in the classroom. To help the recording of the STs' classroom activities, an observation checklist was prepared based on the evaluation checklist of the college. Then the classes of each STs whose feedback sessions were recorded were observed by the researcher. To minimize the STs fear and anxiety due to the presence of two observers in their classroom, the student teachers' permission was asked ahead of the observation. The notes taken during observation were used for cross checking during the analysis.

3.2.3. Interview

Interview was used as another major tool of data collection in this study. The interview was made with the tutors, the student teachers and the practicum office coordinator. To help the researcher focus on relevant areas, semi-structured interview was used with all groups. The interview with all groups was made after the teaching practice was over.

3.2.3.1. Interview with the Tutors

Out of the eight TTs whose feedback sessions were recorded, six tutors were randomly selected and interviewed. The interview with the TTs focused on the way they conducted the supervision, the way they offered feedback, the major problems they encountered and their student teachers reaction during feedback session. The interview was recorded and transcribed for the analysis.

3.2.3.2. The Interview with Student-teachers

The interview with the ST was made to elicit relevant information in depth. It was also used to redress the information that STs might fail to give when they give answer to the questionnaire. For this study, seventeen STs were randomly selected from the sample groups and interviewed. But those STs whose feedback sessions were recorded during practice teaching were purposefully excluded for the sake of avoiding any possible distortion of the information to be gathered.

The interview mainly focused on what the STs feel about their TTs feedback, what the TTs focused on, the nature of the feedback and the ways their TTs gave them the feedback. The interview was conducted after the STs filled the questionnaire. This was done to identify possible information gap in the questionnaire and compensate.

The interview was conducted with Afan Oromo because it was felt that the STs can express their ideas more freely in Afan Oromo than English.

3.2.3.3. Interview with Practicum Officer

The practicum office coordinator was interviewed on some points to cross-check the responses of the TTs to some interview questions. The interview mainly focused on issues such as the facilities for TTs during Practicum IV, the training offered, the ways of assigning the TTs and problems encountered in the implementation of the supervision.

3.2.4. The Questionnaire

The questionnaire was used as another tool of data gathering. It was used mainly to get in touch with the majority of the sample STs and get the necessary information. All the sixty students were asked to answer the questionnaire although six of them failed to return the questionnaire. Before it was given to all STs, ten questionnaire papers, which

were prepared in English language, were piloted. The pilot result revealed that the STs have some problems in understanding and responding to the open ended questions. As a result, the questionnaire was translated in to Afan Oromo. The questionnaire included thirteen close ended questions which had to be answered by 'Yes' and 'No' responses; five short response questions and two open ended questions. The STs' responses to close ended questions were tabulated and put in percentage for analysis whereas the responses to open ended questions were grouped and discussed.

3.2.5. The Observation Checklist of the College X

To find out the focus of the TTs written feedback, the observation checklist of six TT were collected and checked. However, most of the TT didn't use the page meant for the written feedback page 4 (see Appendix V). They told me that they had given the written feedback during supervision at the back of the STs' lesson plan. So, the TTs used only the sections prepared for rating the student teachers' classroom performance and gave grades. However, the focuses of those TTs who wrote the feedback on the checklist was used as a support for the data obtained through other tools.

3.3. Procedure of Data Analysis X

The data gathered through the above tools were analyzed by using both qualitative and quantitative methods. The quantitative data was analyzed by using descriptive statistics such as frequency and percentage. The qualitative data was organized and discussed by quoting the direct words of the respondents where it is necessary.

The data obtained through all tools were made to complement each other during analyses. In other words, data which was collected on similar issue through different tools was brought together at a point simultaneously.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE DATA

4.1. Introduction

In this section, the necessary data which were gathered through the tools discussed in chapter three are analyzed and discussed. The data are organized in to four sections. The first section focuses on the sample tutors' experience in teacher training and conducting supervision. The second section is on implementation of supervision. The third one is on the nature of post-observation feedback and the assessment methods used by the trainers/tutors. Finally, the general comments of the trainers and student teachers are discussed in the fourth section.

In this study, the trainers play tutoring role and thus called tutors (TTs) and the trainees played the roles of teachers and they are called student teachers (STs).

4.2. The Tutors' Experience in Teaching and Conducting Supervision

The TTs' qualification and experience in teacher training can affect the way they conduct supervision and provide feedback. Wajnryb (1994) ; Freeman (1990) and others indicate that supervising student teachers and providing post observation feedback during practice teaching is a challenging task for both the supervisor and the supervisee. It requires careful planning and appropriate expertise. As to this, Hailom (1993) also stresses that experienced and professionally capable instructors are very important for the effective implementation of the practicum in teacher education.

Based on the above assumption, attempts were made to understand the professional qualification and the training experiences of the target TTs. As can be learned from their

response during interview, most of the target tutors (62.5%) are first degree holders while the remaining 37.5% have second degrees in Teaching English as a Foreign Language (TEFL). Although they have many years of teaching experience in schools, half of the TTs have below two years of training experience at TEIs and none of them have beyond five years of experience in training teachers. This shows that the TTs have inadequate experience in conducting the supervision of student teachers in the pre-service teacher training programs. This in turn might have some impact on the way the tutors conducted supervision and provided feedback.

Half of the TTs had already received the training of Higher Diploma Program (HDP) and the remaining half are also receiving this training, which is aimed at enhancing the training skills of teacher trainer in TEIs. Again, except three TTs, the others have received English Language Improvement Programme (ELIP) training. This might have also some influence on the tutors' feedback provision practice. However, none of the TTs was given training or workshop on how to conduct supervision and provide feedback for student teachers during practice teaching. The following are the words of some TTs concerning this:

We, all instructors in this college, are simply working with our common sense and the experience we gathered independently. But this shouldn't be. We need to have some common understanding or ways ... Sometimes what I commented as failure might be considered as strength by other TT. So a manual should be prepared on how to give feedback. And again TTs need to be given short term training...

Another TT also said the same:

I didn't get any training. I simply asked [ask] my friends, experienced teachers here. There must be due attention on how we lead these kinds of supervision...

But two of the TTs responded that they gained some insights about feedback provision from the HDP training and used it during post observation feedback conference with their STs.

The interview with the STs indicates that there was lack of consistency among the TTs feedback. What I personally saw during observation also strengthens the STs' claim. I have observed inconsistencies among TTs feedback on some areas. For example, some TTs advised their STs to write the specific objectives of the day's lesson on the blackboard while the others advised their STs to tell the objectives to the students only orally and never to write on the blackboard. However, concerning the way of feedback provision, Gower and Walter (1983:186) advise TTs to, "Keep the form and style of feedback consistent within the same institution if trainees see different supervisors..."

Therefore, although it is difficult to force the TTs to give feedback in the same way; providing some training on this issue may help to create some common understandings among the TTs.

4.3. The Implementation of the Supervision

4.3.1. Pre-observation Discussion

Pre-observation discussion is very important for the TTs and the STs to specify areas of focus during observation and post-observation discussion.

In their response to the question related to this in the questionnaire, most of the STs (63%) revealed that they had made pre-observation discussion on the day's lesson with their TTs on the days of the observations, whereas the remaining 37% responded 'No'. However, during the interview, the majority of the STs confirmed that they didn't meet and discuss with their TTs on the day's lesson and decide on what the focus of the observation will be. Out of the seventeen STs who were interviewed, only three STs said that their TTs gave them some comments on their lesson plan before observing their classroom. All of them, however, said that they had been given general orientation on the teaching practice before going out for the Practicum by practicum office coordinators.

So, the STs responses to the questionnaire above contradicts with their interview response may be because the STs had considered the general orientation on practice teaching that they had been given by practicum officers as pre-observation discussion. However, a pre-observation discussion is the discussion that a TT and an individual ST make about the lesson to be observed.

In their response to the same question during the interview, some TTs claimed with hesitation that they met and discussed with their STs on how to improve the lesson plan. To quote the responses of these TTs to the question "Have you met and discussed with your STs before observation to decide on the focus of the days observation?" Some of the TTs gave the following responses:

Yea, I sometimes do that, I asked them to show me their lesson plan and check their objectives, but not often.

No, I didn't meet them. I met them after I had observed them

Of course, I just looked at their lesson plan and commented it?"

So, from the above data, it could be possible to conclude that the pre-observation discussion was not properly or sufficiently implemented by the TTs in the target college during practicum IV. This could have been caused due to the trainers' lack of awareness.

4.3.2. The Observation

To provide appropriate post observation feedback, the observation session needs to be carefully planned and executed. The supervisors need to stay in the trainees' class for the whole period and carefully record the scenes.

4.3.2.1. The TTs Stay in the STs Classroom during Observation

Asked about whether their TTs stayed in their class and observed them for the whole period during observation sessions, most of the STs (74%) said "Yes". But still a

significant number of STs (26%) indicate that their TTs didn't observe them for the whole period. What I personally saw during my observation also coincides with this. For example, two of the eight TTs with whom I conducted the observation came to the STs' class about thirteen minutes after the STs started their lesson. The other two were also urging me to leave the STs' classroom before the bell rang or the STs wind up their lessons. The responses of some STs during the interview also strengthen this. For example two of the STs responded the following:

Sometimes, the teachers [TTs] come for observation when there is only ten minutes left. I don't think this is good

On the days of observation, the teachers must enter the class together with the students [ST] and observe for the whole forty minutes. Some TTs tried to observe two to three students [STs] in a period...

However, to provide appropriate post-observation feedback based on the STs actual practice, the observer (TT) must stay in the STs' classes and observe for the whole period. Otherwise unnecessary blaming or debate may happen between the TT and the ST as observed in some recorded transcripts of the post observation feedback session in this study. The following dialogue between the TTs and STs' show this problem.

TT₃: You've planned to tell the next topic and give homework. This is not done.

ST_B: I just wanted to tell them at the last. Then I tell [told] them after you left.

TT₄: You didn't give attention for giving group or pair works...

ST_A: No! I first gave them group work, but you came after that...

So, the TTs need to be informed about the importance of observing the STs' classes for the whole period during their observation. Otherwise the STs may come up with even further complaints on the grade they will get at the end as implied by some STs during the interview. The debate may also affect the relationship between the two parties.

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4.3.2.2 .The Frequency of TTs Observations of Each STs' Classes

The other important point to be considered here is the number of times the TTs observe their STs Classrooms. In order to give sufficient and continuous feedback during Practicum IV, the TTs need to observe the STs' classes at least three times. However, asked about how many times their TTs observed their classroom during Practicum IV, more than half of the STs (56%) responded that their TTs observed them only once while the other 40% answered "Twice". There were only two STs (3.7%), who responded that their tutors observed them three times.

The responses of the STs during interview, also strengthens the above response. Asked about what should be improved concerning supervision and feedback provision, some STs responded the following.

Teachers [ST] shouldn't grade or evaluate us on one day observation and give us less grade...

Teachers should observe their STs at least three times. Not only once...

The teachers must observe students [ST] class at least two times before they go for evaluation. This may help to reduce the STs' anxiety during evaluation...

I also noticed during my observation that TTs usually didn't want to observe for second time those STs whom they think performed well during the first observation. However, according to the literatures in the area and the plan of the target college, every ST is supposed to be observed and given the necessary feedback three times. So, this implies that the target TTs didn't seem to accomplish their responsibility of conducting supervision appropriately during practicum IV. This in other words means that the TTs didn't give the necessary feedback for the trainees.

Among the major reasons that TTs raised for not conducting supervision according to the plan of the college were the number of STs (supervisees) assigned to each TT, the

number of schools the TTs were assigned to and their teaching load with first and second year students back in the college.

According to the interview responses of both the practicum office coordinator and the TTs themselves, TTs were assigned to up to four different schools for supervision. For example one TT said:

I was assigned to four different schools especially out of town and very far apart from each other. Going here and there kills time and most of the TTs didn't observe their trainees for the second time...

The other problem was the number of STs assigned to each TT. Each TT was assigned to supervise up to twenty four STs from all the three major courses in the streams. Besides, there were some problems concerning the transport facility for the TTs. The practicum office coordinator also agreed with the TTs complaints concerning this.

Although I agree with what the TTs raised above, I still insist that the TTs could have done better, had they had little commitment. I say this because during my stay in the college for data collection, I rarely saw TTs teaching the regular classes of first year and second year students. According to the practicum office coordinator also, the TTs were not obliged to do so, for priorities should be given to supervision. Some of them also used only in the last two weeks of the practicum time. Therefore, it could be possibly said that the TTs' lack of initiation, awareness and commitment played as equal role as the complaints listed above for the inadequacy of the TTs supervision and feedback during the practicum under study. As to this, however, Srivastava and Bose (1975:116) state, "A program assisted by a team of competent and committed supervisory personnel will go a long way in producing real quality teachers."

4.3.2.3. Recording STs Performance during Observation

Recording the STs' activities during observation should be one of the major roles of the supervisor. This helps the supervisor to give the post-observation feedback based on concrete evidence.

According to their responses during interview and my own personal observation, most of the target TTs recorded the STs' activities in the form of short notes at the back of the copies of the STs' lesson plan. I also observed two TTs attempting to use the observation checklist of the college. One TT, however, recorded the STs' activities by categorizing them as weaknesses and strengths on separate sheets of paper in two copies. He gave the original copy for the STs and kept the carbon copy with him. This, I think, is very good mechanism because it helps for giving appropriate post observation feedback and evaluating the STs' progress. It also helps the STs to remember and improve their practice based on the given feedback. But most of the TTs didn't give the copies of comments they wrote at the back of the STs' lesson plan, back to the STs after they used it for giving the oral feedback. They kept with them to use it during evaluation.

As to using the checklist of the college, almost all TTs told me that they had problems in using it. The commonly raised problems were the complexity and large number of criteria included in the checklist. The following are some of the responses of the TTs to the interview question related to the use of checklist:

I used that [checklist] randomly or I selected some points because if you look at the checklist, there are many irrelevant points. Completing this was also tiresome. It is highly ambitious

I modified it. May be the checklist was bulky and very difficult to complete it while observing

I didn't strictly use that... I prepared my own.

The responses of the TTs indicate that most of them either modified the checklist or abandoned it during observation. They said that they completed the rating of the STs' performance after the observation was over, by using the notes they took during observation. However, it is hard to believe that the TTs can properly rate the STs' classroom performance based on the sketchy lists of mostly negative comments they recorded at the back of the STs' lesson plans. As the TTs mentioned above, the checklist

which was prepared by the college looks too bulky to be used in forty minutes period. There are 41 criteria meant for rating the STs' classroom performance. Rating the STs' performances on some of these criteria require time for critical thinking. If TTs attempt to complete the checklist in the classroom during observation, they may not get time to observe some of the STs' activities.

Therefore, the main solution, as suggested by most of the TTs, is to reduce the number of criteria in the checklist by merging or removing some of them.

4. 3.3. Student Teachers' Perception of the Purpose of TTs' Supervision

The way STs perceive the TTs' supervision may have some impact on the way they accept the TTs feedback. As can be observed from their response to the question item about this in the questionnaire, more than half of the STs (57%) believe that the primary goal of the TTs' supervision was to evaluate their classroom performance and give them grade whereas the remaining 43% believe that TTs came to their classroom primarily to help them.

The responses of the STs during interview also strengthen the above response. The following are the responses of some of the STs during interview.

I think there are two purposes. The first one is to evaluate me and give me grade. Secondly, he wanted to check my ability in teaching

First of all they [TTs] came to our class to evaluate and give us grade. Second is to identify our weakness and help us.

I think my teacher [TT] came to evaluate me on how much I am able to implement what I learned in the college.

I think the teacher [TT] came to my classroom only to evaluate and give me grade.

As the responses of the STs indicate, most of the STs perceive that the primary objective of the TTs' supervision is to evaluate their performance and give them grades. The fact

that most of the TTs observed them once and focused on their weakness during post-observation feedback sessions might have made the STs to think this way. Some TTs distributed the evaluation checklist for the STs. This also might have shifted the STs' attention to getting good grade rather than improving their practice. Having this kind of perception may increase the STs' fear and anxiety during supervision and they may show some artificial behaviors.

So, to curb these problems, the TTs need to observe their STs at least twice and give constrictive feedback before they go for evaluating them. In other words, evaluation should come after the STs have been given sufficient feedback and their anxiety has been reduced. Concerning this, Cogan (1995:3) asserts, "If evaluation can be de-emphasized and seen as something that largely happens at the end of a course [practice teaching], then feedback can be real." Informing the STs about the primary purpose of supervision may also help.

4.4. The Post Observation Feedback

The Post-observation feedback is the primary reason for conducting supervision during pre-service teacher training. It is one means of developing the STs' practical knowledge. However, the effectiveness of this feedback depends largely on the factors such as the relationship between the two parties and nature of the feedback offered.

4.4.1. The TTs Post- Observation Feedback Provision

Almost all STs (96%) who answered the questionnaire confirmed that they have received the TTs' post-observation feedback while the remaining 4% said they didn't receive the feedback at all. Out of the total respondents, (47%) of STs said they received both written and oral feedback, while 35% and 18% received only written and oral feedback respectively. However, during oral interviews, some STs revealed that their TTs gave them only few written comments at the back of their lesson plan.

4.4.2. The Relationship between the Tutors and Student Teachers

As can be seen in the transcribed post-observation feedback conferences, the relationships between the TTs and STs were usually that of 'giver' and 'receiver' respectively. During most of the feedback sessions, the TTs talked and the STs listened. Most of the time, the TTs gave orders and advices on what or how the STs should do or should have done. The STs usually gave a one word response such as 'yes, 'yea' 'ok'... But Brinko (1993: 584) suggests that "feedback is more effective when it allows for response and interaction."

Asked about whether their TTs gave them the feedback in caring and supportive manner, the majority (76%) of the STs responded 'Yes' whereas the remaining (24%) answered 'No'. However, what I personally observed during the recording of the feedback session contradicts with the STs' responses. Most of the STs attended the session with unhappy and twisted face. And finally, they unenthusiastically agreed to improve what the TTs told them to improve.

The responses of some TTs to the interview question on this issue, also strengthens what I observed. The TTs revealed that some STs were not happy with the feedback they gave them. The following are the responses of some of the tutors:

In some instances, they feel good. But most of the time they feel disappointed. They feel English is the most difficult subject to teach...

Of course, they know that they are poor in their English language and most of them accepted the comments because they deserve this. It is obvious when you give them negative comments they are not happy because they are afraid that they get less mark... Of course that is true...

I think my students were not afraid. They defend [resist] you when they don't agree with the comment you give them...

So, in general most of the STs didn't seem happy with their TTs way of feedback provision. This might have been caused due to the domination of TTs and the large number of comments, mainly negative, that the TTs gave them during the feedback sessions. So, it is difficult to say that the responses of the STs to the question related to this in the questionnaire above, was based on good understanding of the question.

4.4.3. The Tutors' Procedures of Feedback Provision

As can be seen in the transcribed feedback conferences, most of the TTs started the feedback session by raising the strengths of the STs. The STs' response to the questionnaire also revealed the same fact

Table 1. The STs' response concerning their TTs' procedure in giving post-observation feedback

No	Alternatives	No of STs who choose the alternative
1	The TT first told me my strengths and then moved to my weaknesses	43(79.62%)
2	The TT first raised my weaknesses and then moved to my strengths	7(12.96%)
3	The TT raised only my strengths	-
4	The TT raised only my weaknesses	3(5.55%)
5	The TT gave me only general comments	1(1.85%)
6	Other methods	-

The above table reveals that most of the time TTs start the feedback from the strengths of STs. This is a good practice because it helps to encourage the STs and develop the sense of success among the STs. Yet those TTs who started the feedback session by listing the weakness of STs need to improve their practice.

However, the TTs rarely followed the framework suggested by Wajnryb (1994) when they gave feedback. For instance, there were fewer attempts by TTs to negotiate with the STs on the focus of the feedback and to set-climate before starting the feedback session. Some TTs started the feedback by greeting the STs and asking for general reflection on the lesson taught (see Appendix I TT₃, TT₄, TT₇-). This might have good effect on the STs' feeling. However, asking STs for general reflection on the lesson at the outset of the feedback session has less significance in helping the STs relax. It is rather challenging for them to start the dialogue because they don't know what the TT want them to focus on (Wajnryb, 1994). To help the STs relax, the supervisor had better start the feedback session by referring to the third bodies such as students' behavior.

As can be seen from the transcribed feedback sessions, most of the time TTs directly went in to the body of feedback, which is the third stage in Wajnryb's framework. There was almost no attempt by the TTs to help the ST to relax at the beginning of the feedback sessions. This, I think, might have happened due to the TTs lack of awareness. But Cogan (1995:3) suggests, that we must "put the students [ST] at ease in the post-lesson conference and allow them to reflect on their own teaching [because]... Many trainee teachers feel anxious when talking to their supervisors as they are concerned with how they are going to be evaluated."

The majority of the TTs also didn't set specific goals for the next observation. As can be seen from the transcribed feedback sessions, almost all the TTs except TT₁ and TT₆ didn't clearly tell the STs what points they should focus on or work on during the next observation. The TTs simply told the STs to improve their practice based on the general comments or feedback they gave them. However, practically, it may not be possible for a ST to improve up to eighteen or twenty weakness told by the TTs for the following lesson. Most of the time, it is not recommendable to set more than three points for a ST to work on and improve for the next observation (Fletcher, 2000).

So, in general, the target TTs rarely set specific goals for their STs during the feedback session. However, goal-setting has many advantages for both parties. For example it helps the TT to check the progress of his/her STs. On the other hand goal setting helps STs to know what is expected of them in the next observation. Concerning this, Wajnryb (1994:25) states, "It is vital that the teacher [ST] emerge from the feedback with a sense of progress and sense of purpose." Brinko (1993: 585) also claims that "the effects of feedback are more consistent when rewards or goal-setting is part of the feedback process." In short, the target TTs had followed their own common senses during feedback provision. So, I personally feel that, it would be good to inform the TTs on how to adapt some stages of Wajnryb (1994) framework for feedback. Among these stages, especially climate-setting, and goal-setting are very important.

4.4.4. The STs' Practice and the TTs' Feedback

The feedback that TTs give after observation needs to be in line with what the STs did in the classroom. Asked about whether their TTs feedback go in line with what they did in the classroom, the majority of STs who answered the questionnaire (85%) confirmed that the feedback that their TTs gave them during post-observation feedback session was based on their practice in the classroom whereas the remaining 15% answered that the feedback they received doesn't match with what they did in the classroom. The responses of most of the STs during oral interview and my own personal observation also strengthen this. However, there are still few TTs who knowingly or unknowingly failed to mention some important points during feedback session. For instance, ST_A of TT₁ committed about five spelling errors (coa, jakat, tiype, butn), but the TT gave only general comment. The way this ST treated the students' error was also not appropriate. He was saying "Good!", "right" for both right and wrong responses of the students, but the TT made no comment on this. Similarly, ST_B of the same TT taught 'cup' 'pot' and 'spoon' as furniture. But the TT gave him only general comments. Similar problems were observed with TT₄ in his feedback for ST_C. The ST committed four spelling errors in three sentences, but the TT didn't raise the problem until the ST herself raised it

eventually. In spite of the above few problems, the TTs feedback during post-observation discussion was usually based on what the STs did in the classroom.

4.4.5. Issues Raised during Single Feedback Session

More than half of the STs (56%) indicate that their TTs raised many issues in single feedback session. In the transcribed feedback sessions also most of the TTs raised thirteen up to twenty four issues, mostly related to the STs' weaknesses, in one feedback session. Although there is no clearly stated range as to the number of issues that should be raised in one feedback session, raising too many issues confuses the STs rather than help them improve their practice. As to this, Gower and Waters (1983:182) advise TTs to, "concentrate on the central issue rather than the details. Focus on few things rather than try and cover everything." So, overloading the STs with too much feedback at a time may reduce the possibilities that the STs use what they receive effectively.

Most of the time, the TTs gave emphasis to STs' weaknesses than their strengths. This is clear from the interview responses of the STs and the transcribed feedback sessions. For example, in the feedback sessions he held with ST_A and ST_B, TT₅ raised about fourteen and eleven issues related to the STs' weaknesses respectively whereas this TT raised two points as strength of ST_A and one point as strength of ST_B.

Although it is natural that TTs as supervisor give attention to the STs' weaknesses during feedback sessions, they should not go to the extent of disqualifying the whole lesson of the STs by focusing only on the weaknesses of the STs. It is common that sometimes the lessons of the STs fail, even that of experienced teachers. When this kind of problem happens, scholars recommend that the feedback of the TT better focus on the STs' personal problems than the lesson. As to this Gower and Walter (1983:185) states, "Disastrous lessons are often self-evident and don't need lengthy and demoralizing post-mortem. Sometimes, it is worth talking things over with the trainee in privates." Cogan (1995:6) is also of the same opinion. He warns that "raising too many negative

comments during feedback sessions may leave the trainee with an inappropriately negative view of themselves and their teaching abilities."

Asked about how they felt when their TTs raised too many issues about their weakness, (53%) of the STs responded that it is normal and they accept it as long as it is aimed at helping them improve their practice whereas the remaining 47% was not happy. However, the problems, according to those STs who accepted the negative feedback, was that most of the time the TTs didn't observe them for the second time and see how much they had improved based on the given comments. This made some STs to believe that the TTs' raise too many of their weaknesses simply to decide on their grade rather than help them improve their practice. In general, Brinko (1993:583) states "Feedback is more effective when it contains a moderate amount of positive feedback with a selected and limited amount of negative feedback... when negative information is 'sandwiched' between positive information."

4.4.6. The Nature of the TTs Feedback

In this section, the transcribed feedback sessions will be discussed by grouping the TTs utterances in to different categories and identifying the focuses of each category. The feedback of the TTs were broken into units of utterances and the utterances were coded and grouped under seven categories as mentioned below. In the coding of the TTs utterances, both linguistic and non-linguistic clues were considered. Utterances used as transition devices (e.g. I am going to give you some comments etc) were not counted.

The definition of the categories of feedback

Encouragement = tutor inspire the student teachers' sense of success by telling them to continue doing what they performed. S/He gives them hope that they will succeed and improve for the future.

Appreciation= the tutor accepts, acknowledge or approve warmly what or how the student teachers did in the classroom by using words of appreciation.

Criticism = disapproving what the STs did in the classroom. Considering it as wrong, poor or of low standard or value; expressing disappointment on what or how the student teachers did things in the class room usually by using languages of regret.

Advise = telling the student teachers how or what they should do in the next lesson; giving directions or the better way of doing things.

General comment= explaining what the students did in general terms.

Eg. *'You have both some strengths and weaknesses'*

Self-reflection= asking students to express their opinion on what they did and why they did that way; asking the student teachers the advantages and disadvantages of a certain method or techniques they used.

Rhetoric question= a 'Yes' and 'No' questions that the tutors asked to push the student teachers

* **Utterance** = phrases, clauses or sentences that carries the tutors opinion about a given issue raised during the feedback session

eg. TT: "You have developed achievable, measurable and smart objectives. I like them"

Issue raised = lesson plan

TTs' opinion = appreciation/praising

Table 2. The total frequency of each category of feedback

labels	Categories of feedback	TTs focus on each category in %	Average No of times each ST was given feedback on each category
A	TT encouraged	6.94%	2.5
B	TT appreciated	18.75%	6.75
C	TT criticized	23.37%	8.42
D	TT advised/directed	29.28%	10.54
E	TT gave general comment	4.84%	1.75
F	TT asked for STs self-reflection	8.58%	3.12
G	TT asked rhetoric questions	8.1%	2.92

As can be seen from the above table, out of the total number of utterances counted (864), 29.28% were meant for advising or directing what or how the student teachers should have done or should do things for the future. And the other 23.37% of the TTs'

utterances were criticism on what the STs did in the classroom. Each ST was given advice or direction 10.54% time on an average and criticized 8.42 times. The advice and criticisms were given by using languages of regret such as "you should have...; you have to ... you shouldn't have to...." The TTs asked the STs for self-reflection only three times on an average. The TTs also encouraged and appreciated the STs 2.5 and 6.75 times on average respectively. This is something to be encouraged. But most of the time, the praises and encouragements given were very general. The TTs were also asking rhetorical questions such as "Isn't it?" "Ok?" "Do you understand?" to seek confirmation from the STs or make them accept the feedback. And most of the time the STs showed their agreement by nodding their head or saying 'Yes 'Yeah'...

So, this indicates that the TTs feedbacks were dominated by directing and criticizing and judging the STs' performance rather than asking the STs to tell what they did and why? In other words, the STs had rarely been given chance for self-appraisal in the post-observation feedback conferences. However, Gebhard (1990:157) indicates that "it is difficult to justify prescribing what the teachers should do in the classroom." Gower and Walter (1983:182) also suggest, "Over all, supervisor should remember that his duty is not to judge a trainee, but to make him self-critical and aware of how far he can affect what goes on in the classroom so that in the future he is able to improve by himself even if the supervisor is not around."

The STs' response to the questionnaire also strengthens the above result. 91% of the STs responded that their TTs gave them orders and advices whereas only 9% responded that their TTs asked them to reflect on what they did in the classroom. Again the STs' response to the oral question revealed the same thing. The following are the responses of some STs

He rarely asked me 'why?' Most of the time he told me what I should have done or how I should do for the future

I was not asked why I did what I did. He just listed my strengths and weaknesses and told me to improve.

Only one ST responded, "He asked me why I did what I did and we discussed"

Asked about how the TTs accepted the methods or techniques they raised as an alternative during feedback discussion, almost all of the STs responded that their TTs hardly accept what they suggested. The following are some of the responses of the STs concerning this.

My teacher [TT] didn't accept my method. He wanted me to do as he told me.

Yea, sometimes they accepted my method, but they told me that I could do in a better way if I do the way they told me.

I don't think he had accepted my method totally.

The STs were also asked whether their TTs asked them to write reflective comments on their lesson or not. The majority of the STs (72%) responded "No" while the remaining 28% "Yes". During interview, some TTs also said that they have ordered their STs to prepare portfolio on the general process of the teaching practice, but some of the STs didn't seem to be clear about what or how they were expected to do because I saw many of them asking their TTs on how to prepare the portfolio even after the teaching practice was over. So, it is difficult to consider the portfolio as reflective diary. A reflective diary should be written on the same day the lesson is taught while the teacher has fresh memory of what he has done in the classroom.

Therefore, all the above evidence cumulatively seem to indicate that the feedback that the target TTs offered during Practicum IV was predominantly directive or prescriptive type. They rarely allowed the STs for self-appraisal. However, this type of feedback provision, according to some scholars, has several drawbacks. First of all, directive feedback makes the STs develop the sense of dependence on others. It makes them less confident in making independent professional decisions. As to this, Mehan (1979:206-7) in Fanselow (1990:196) states:

Providing people with pre-arranged packages of information is oppressive, for it fails to treat people as responsible for their own lives...

providing people with the ways of looking on the other hand reminds the participants that they are capable of acting on the world.

Most of the time, scholars recommend a type of feedback which gives chance for STs to reflect on what they did. Concerning this, Torres (1996) in Livingstone (2001:15) states:

Self-reflection on their own practice [is] the best tool teachers can have for their professional development. They can only modify their own practice consciously and creatively if they develop a capacity for critically analyzing such practice.

So, the practice of feedback provision by the target TTs does not seem to be in consonance with the objectives of the current teacher education program in our country which was designed to produce teachers who are confident in making independent professional decisions and who can solve the problems they may encounter in their actual teaching after they graduate (MOE 2003).

4.4.7. Major Focuses of Tutors' Feedback

Under this topic, data concerning the major area of focus of the TTs feedback and the type of feedback given on each area will be discussed.

Table 3. Areas of focus of TTs feedback and the frequency of each category of feedback on the area

No	Areas of Focus	Frequencies of each category of the feedback						
		A	B	C	D	E	F	Total
1	language skills	8	15	49	44	7	2	125 (15.82%)
2	Methodology of teaching	4	60	62	78	16	23	244 (30.89%)
3	Classroom management	2	40	46	77	6	5	176 (22.28%)
4	Lesson plan preparation	5	18	28	35	16	7	99 (12.53%)
5	personalities	2	26	12	17	-	-	57 (7.23%)
6	overall practice	42	4	-	-	5	38	89 (11.26%)

KEY: A= TT encourage B= TT appreciate C= TT criticize D= TT advise/direct E= gave general comment F= TT asked for self-reflection

It is evident from the above table that the TTs feedback focuses mainly on three areas. The primary focus was on methodology of teaching (30.89%). Next to this is the STs' classroom management which accounts for (22.28%) of the total feedback. Again, (15.82%) of the TTs' post-observation feedback focused on the STs' language abilities, mainly classroom language.

The type of TTs' feedback on the given areas was mainly directing (D) and criticizing (C). For instance, out of the total feedback given on the language ability of the STs (49) were criticisms, (44) were advice or directing. Only 15 and 8 times did the TTs appreciate or encourage the STs' language skills. The number of times that STs were criticized or directed on their language abilities is high as compared to the number of times they were appreciated or encouraged on the same area. Similarly, the STs were directed 78 times and criticized 62 times on their method of teaching. Perhaps, the STs were praised 60 times on the same area which is relatively good as compared to the number of times they were criticized and directed on this area.

Similarly, the highest percentage of the TTs feedback on classroom management was meant for directing (77) and criticizing (46) times. However, again the number of TTs praise on the STs' classroom management (40) was relatively good.

It is evident from the above result that the common problems of the STs during practicum IV were the methodology of teaching, the classroom management and the lack of good classroom language. My personal observation and the TTs interview responses also strengthen the above result.

Most of the STs I observed in the classroom have inadequate English language command in general and classroom language in particular. They have problem of both linguistic and communicative competence. I even personally believe that most of the problems related to classroom management and teaching methodology emanated from the STs' lack of appropriate classroom language. Most of the STs I observed couldn't

give clear instructions for students in the classroom as it was repeatedly commented by the TTs also. To minimize their talking time and avoid the risk of making errors, most of the time, the STs ordered their students to form group and discuss for almost half of the period. But, they rarely gave clear instructions on what and how and for how long the students discuss. Their simple and common instruction was "Discuss in groups." When the students asked for clarification of the instruction, the STs were usually going closer to the group or individuals and whispering in Amharic or Afan Oromo.

There is also other evidence that shows the ST lack of English language ability. Most of the STs were asking their TTs to give them the post-observation feedback in Afan Oromo and the TTs did so. When the TTs used English for feedback conference, I also observed some communication breakdown between the two bodies (e.g. TT₁-ST_B) and the STs also rarely gave a one word response like 'yeah' 'yes' 'Ok'.

Asked about the common problems they observed among their STs during observation, almost all TTs responded that the first and serious problem was the STs' lack of appropriate language command. The following are the words some tutors that justify the above claim.

In the first place, they can't express themselves. Even they can't open their mouth in English.... They don't know how to organize the sentences they speak...

They have very, very poor language command. Most of the time they don't speak when we go to their classes.

One problem I observed was that they have no command of English language. They were even teaching English in Amharic and Afan Oromo.

According to the language stream head, who was also the subject of this study, most of the STs in the Language Stream were not willing to teach English language during Practicum IV. They preferred to teach Amharic and Afan Oromo, which were also offered as major courses in the stream. When he was asked about the common problem

that encountered him during practice teaching and supervision, the stream head stated the following:

Starting from assigning the students, most of the trainees in the language stream refused to teach English when we assign them. Actually this needs further research... And what I observed when I go to their particular classes coincided with what I saw here because they know that they are generally weak in their command of English language..."

As a witness to what the stream head stated above, I also personally observed two female STs from the evening sections who were assigned to teach English language, begging the stream head for changing to Amharic and Afan Oromo. Some of them were also nagging the head of the Stream to change their assignment from grades seven and eight to grade five. This also shows the STs' lack of confidence.

Several reasons could be raised for the STs having unusually poor English language skills on the verge of their graduation to be an English Language teacher. For example, the problem might have emanated from the nature of the existing curricula. In language stream, three languages including English language are being given as major courses. Thus, the STs may not give attention to English language which they usually consider as difficult because they know that they have two other options to teach: Amharic and Afan Oromo, after their graduation. The same is true with STs of Social Science Stream.

In addition to the above reason, there is no course on classroom English and the STs didn't get chance to practice and develop their classroom language skill. However, Johnson (1990:269) suggests, "A course that focuses on the effective use of language in the classroom should form an important part of training any teacher, whether of the first or second language..." Other scholars like Thomas, (1987) Day [online] also state that one of the major competences that second language teacher need to have is good linguistic and communicative competences of the target language. Strengthening this, Allright (1988:96) also states; "There are three elements that constitute the professional qualification of modern language teachers: language-method-instruction."

The other common problems observed among the STs i.e. lack of second language teaching methodology and classroom management also manifested themselves in different ways. For instance, most of the time the STs I observed in the classroom, used group work unwisely or unnecessarily. On many occasions, they used group work for activities which should have been done individually or in pairs. I have also observed that the STs rarely gave clear instructions on how the students should do certain tasks. This problem again might have been caused by the low emphasis given to ELT or Second Language teaching methodology courses in the curriculum of the college. There are two ELT methodology courses, but with one credit hour each, offered during the last two semesters. There is also no especial attention given to recruiting STs who are trained as English teachers. This might have also its contribution for the deficiencies of STs discussed above.

4.4.8. The Adequacy of TTs' Feedback

Providing adequate and frequent feedback is one of the major responsibilities of TTs during Practicum IV. With regard to this more than half of the STs (56%) who answered the questionnaire believe that their TTs gave them sufficient feedback during Practicum IV, while the remaining 44% showed their dissatisfaction. However, the STs' response to similar question during oral interview is in contradiction with the above result. All except one of the STs confirmed that the feedback they received during Practicum IV was not satisfactory mainly because they had been observed only once. The following words of some respondents support this.

I can't say it was satisfactory because sometimes teachers [TTs] gave comment simply for the sake of giving comments. Sometimes they raise simple issues which any body, even they themselves could probably don't do....

I feel it was not satisfactory. When comment or feedback is given the students [ST] and the teacher [TT] should meet physically and discuss. Providing only written feedback doesn't help.

I am not satisfied. The teacher can't identify and judge my strengths and weaknesses by one day supervision...

In their responses to the interview question related to this issue, half of the TTs also admitted that the feedback they gave for their STs during practicum IV was not satisfactory. So, the responses of some STs to the questionnaire above might have been given without good understanding of the question or may be not to blame the TTs.

In general, it could be possible to say that the feedback of the target TTs during Practicum IV was not sufficient.

4.4.9. Feedback and Assessment in Practicum IV

As can be learned from their interview responses, most of the TTs assess their STs based on what the STs did in the classroom, usually by rating the performances of STs against the stated criteria. Some of the TTs said that they evaluated their STs based on the progress they made according to the feedback they were given. Some others also said that they had ordered their STs to prepare portfolio on teaching practice and allotted up to 30 marks for that.

However, most of the time, evaluating the STs' performance on one day observation may not be fair and reliable. Usually, on the first day of the observation, STs may show artificial behaviors. They may do well or badly. So, as Parker (1991) and other scholars in the area suggest, it is advisable to value the understanding or insights that the trainees demonstrate during feedback sessions in evaluating and grading the STs' performance on Teaching Practice. This can be possible especially if the STs are given chance to self-reflect on what they did in the classroom. However, this didn't seem to happen among the target trainers. There was also lack of uniformity among the TTs in assessing their STs on Practicum IV.

4.5. General Comment on Supervision and Feedback Provision

4.5.1. Tutors Comments

Several comments are raised by the TTs concerning supervision and feedback provision. However, the following are some of the comments commonly raised by most of them.

First of all, the TTs insist that they should be assigned to one school as much as possible. Going from one school to the other, they say, is time wasting and uneconomical since most of the schools are out of the town and far apart. Besides, to accomplish the supervision as planned by the practicum office, the number of STs assigned to each TT should be minimized.

The TTs also recommend that the checklist should be modified by adding or reducing some points. Some TTs also suggested that transport facilities should be arranged for the TTs. Two of the TTs who were interviewed also suggested that training or workshop should be given and manual should be prepared to help TTs on how to conduct supervision and provide feedback during Practicum IV.

4.5.2. Students-teachers Comments

Several points were raised by STs as general comment on how to improve the overall practice of supervision and feedback provision.

First of all, they stress that TTs must observe the STs' classroom more than two times and give constructive feedback. According to these STs, the evaluation and grading of ST should be done during the third observation when the STs' anxiety and fear are minimized.

The student teachers also stated that TTs shouldn't observe their classroom only for the sake of discharging their obligation. They should give continuous feedback to improve their practice. According to some STs, TTs don't usually like to raise their strengths.

However, the STs believed that raising their strength may help them do the next lesson with good initiation or motivation. The STs also recommended that TTs must avoid observing more than one STs in a period. They complain that some TTs go to STs' classroom when only 10 minutes are left. Some of the STs also stated that some TTs try to glorify the work of other trainees during the feedback sessions. This, according to these STs, is discouraging for them. For example one of the STs said, "Sometimes my teacher [TT] mentioned and appreciated the work of other students when he gave me feedback. This was discouraging for me. So, the TT must give me the feedback based on what I did. He can do the comparison in his mind." "I want my TT to tell me only my weakness and strengths not my friends' strengths...," another ST commented. Some STs also insist that TTs should be fair in awarding grade for practice teaching.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

In this study, an attempt was made to identify the nature and adequacy of the feedback that English language trainers/tutors at Jimma Teachers College gave for student teachers during Practicum IV (One month practice teaching). Sixty student teachers who were assigned to teach English Language and eight English Language trainers who were assigned to supervise these student teachers were involved in this study. The necessary data which was collected by using tape recorder, observation, interview, questionnaire and the college checklist was analyzed and discussed. And the findings of the entire study indicate the following:

- Although they have many years of teaching experience at schools, most of the target trainer-tutors have few years of experience in training teachers or conducting supervision of students teachers. However, almost all the target TTs attended or are attending Higher Diploma Program (HDP) and few TTs said that they have used the experience they obtained from this training programme during feedback conference. But none of them had received any training or workshops on how to conduct supervision, and how to provide feedback to student teachers during practice teaching.
- Except for few TTs who tried to comment on the lesson plans of their STs, almost all TTs didn't make pre-observation discussion with their STs. This in turn made the TTs to raise too many issues during single post observation feedback session.
- During the observation of the STs' classroom, some TTs didn't stay in the STs' classroom for the whole period. They either came to the STs' class late or left the STs' class very early before the STs wind up their lesson. This sometimes created debates between the TTs and the STs during post-observation discussion.

- During practicum IV, more than half of the target STs were observed only once. Only three STs responded that they had been observed twice.
- Most of the TTs gave the post observation feedbacks for the STs in the schools right after the classroom observation was over usually keeping the privacy of the STs. Some used the few minutes gap between periods when they had to observe the STs in the next period or they used the break time. Although it is good to give immediate feedback while both the TT and the ST have fresh memory of the classroom events, it should not be given in a hurry.
- The TTs usually used only a part of the checklist which is meant for rating the STs' performance. They did not write the written comments that should be put on page 4 of the checklist (see Appendix V). There are 41 criteria on the checklist against which the STs' practices are supposed to be evaluated or rated, and completing all these in forty minutes period was found to be challenging for the TTs. Thus, most of the TTs completed the rating after the observation had been over based on the notes they took during observation.
- Almost all STs involved in this study have received post observation feedback either orally or in written forms or in both ways. But most of the STs responded that they were not satisfied with the feedback their TTs gave them during Practicum IV.
- Most of the post-observation feedback conferences were dominated by the TTs talk. The relationships between the TTs and STs were mostly that of 'giver and 'receiver' respectively. The STs accepted what their TTs gave by indicating their agreement through nodding or a one word response such as 'yes', 'yeah' 'ok'... The STs were rarely given chance for self-appraisal.

- Most of the TTs started the post-observation discussion by raising the strengths of the STs. This is a good practice. However, the TTs rarely attempted to help the STs relax before the feedback session started. The TTs also rarely set specific goals or task for the STs to work on for the next observation. They simply advised the STs to improve their practice based on the general comment or feedback they have given them.
- Except on few occasions, most of the time the TTs gave the post-observation feedback based on what the STs actually did in the classroom.
- In most post-observation feedback conferences, the TTs raised up to 20 issues for discussion. The issues or comments were focused mainly on the weaknesses of the STs. As a result, the STs left the feedback sessions most of the time with twisted and unhappy face. Again, although they raised too many issues as weakness of the STs, most of the TTs didn't observe the STs for the second time and check how much the STs had shown improvement. This made the STs to consider the roles of their TTs as evaluators or fault finders rather than helpers or developers of their teaching skills.
- Although two of the TTs made an attempt to give chance for the STs to comment on what they did at the beginning of the feedback session, most of the time the TTs directed, criticized or judged the students performance. There was very little room for STs' self-reflection.
- The primary focuses of most of the TTs feedback were the STs' methodology of teaching, classroom management skills and the language problems. According to the TTs' comments and the investigators personal observation, most of the STs who were assigned to teach English language during practicum IV have poor

command of English language in general and classroom English in particular. Most of them hardly gave clear instructions for their students in the classroom in English. And most of the STs were also not willing to teach English language during Practicum IV. They rather preferred to teach Afan Oromo and Amharic or any other subjects which are also given as major courses.

- The target TTs assessed the STs based on what the STs did in the classroom and the portfolio the STs write. However, none of them attempted to value the STs' understanding or insights that they showed during feedback session. There was also lack of uniformity among TTs in evaluating the STs on Practicum IV.

5.2. Conclusions

It has been suggested that the effectiveness of practicum in teacher education largely depends on the nature and the amount of the professional support or feedback that is given for the student teachers. Thus, trainer/tutors have big responsibilities in this regard. Based on the above assumption and the findings of the study, it has been possible to arrive at the following conclusions:

- The TTs lack of experience and training in conducting supervision and providing feedback seem one of the reasons that led to the inconsistency in the procedures of supervision and feedback provision among the target TTs'.
- As can be learned from the responses of the STs and TTs, the feedback that the TTs gave for the STs during Practicum IV doesn't seem adequate. The TTs justify their position for not giving adequate feedback by complaining about shortage of time and lack of transport facilities. Although this is true, the TTs lack of initiation and commitment also seem to have their own contributions.

- The nature of the feedback that the TTs offered during post observation feedback sessions was predominantly directive or prescriptive. The student teachers were given few chances to reflect on their practices orally or in writing. This type of feedback provision, however, does not help to produce teachers who are confident and who can make independent professional decisions in solving practical problems. Thus, the existing practice of feedback provision doesn't seem to be in consonance with the objectives of the TESO national guidelines for pre-service teacher education.
- The checklist that was prepared by the college for the observation and evaluation of STs during practicum IV seems to be bulky and inconvenient. The way the TTs used the checklist was also not appropriate because most of them completed the rating of the STs' practice after the observation was over.
- The TTs feedback mainly focused on the methodology of teaching, classroom management and English language abilities of the STs. This implies that the STs who were assigned to teach English language have poor command of English language and method of teaching second language. They also showed less interest for teaching English language. These problems seem to have been emanated mainly from the nature of the existing curricula for English language teacher education.
- Although attempts have been made to introduce the reflective approach in teacher education in this country, the nature of the TTs feedback seem to show that the 'transmissive' or the top-down approach is still dominantly employed in the teacher education programs.
- In general, it could be possible to conclude that the supervision and feedback provision during Practicum IV was not properly implemented by the target TTs.

5.2. Recommendations

Based on the above findings and conclusions, the following recommendations are made.

1. First of all, training or workshop should be arranged for the TTs to increase their awareness on how to conduct supervision and provide constructive and supportive feedback and manual or some guideline should also be prepared for this.
2. The number of schools and trainees that the tutors are assigned to supervise should be reduced.
3. Introducing the culture of peer observation among the STs may also help the STs to get sufficient feedback which can help them improve their practice. But first, the STs need to be given sufficient training on how to supervise and provide feedback.
4. Giving some incentives for the TTs when they go out of the college for supervision could also help to increase the trainers' commitment. The incentives may include per diem, transportation costs and tutorial fees.
5. English language should be offered separately as major course with either Afan Oromo or Amharic offered as minor. This may help to produce English language teachers with the primary responsibility of teaching English.
6. Courses on classroom English and general theories and methodology of Second Language Teaching or ELT should be sufficiently included in the curriculum. The checklist that the college prepared for observing and evaluating STs on practice teaching need to be revised.

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Appendix I

Transcription of Feedback Sessions

TT 1 - ST A

TT: Ok, you have developed achievable, measurable as well as smart objectives...I like them/. I also like your presentation./ You begin from introductory part and you do activities turn by turn/. Yours and your learners' activities are included in your lesson plan/. Accordingly it is done. I like all these./ I also like the stabilization techniques/. I especially like you have given them knowledge and you have developed their skills. You have made them to think. Speaking skills, when they give answer is developed. Reading skill was developed when they study the first activity. I like every group were assigned one one task*... Sometimes I observed some weaknesses or shortcomings, hum!

ST: Ok.

TT: You haven't arranged your group previously. It takes you a bit time...Any way it is also normal, but hereafter it is better to group your groups before hand. OK? In order to avoid a sort of disturbance

ST: OK.

TT: Oh! Language class is normally disturbed...any way it is better to group you students in group. I also liked your conclusion. You concluded your lesson by summary and giving homework for coming lesson. I like all these. I recommend you to study more in order to be more confident. I liked your confidence also. You are confident enough. But to develop your confidence you study because I see that you could continue in this lesson even in English...You are very much energetic, the other thing I have seen... a bit it is good to reduce the energy. OK?

ST: Ok

TT:...And some thing I want you to do. Sometime you make structural errors: "He is right?" you say, to say "Is he right?" It is minute mistake and improves that. I like you period as a whole. Thank you very much.

ST: Ok, thank you.

TT: You're smart.

TT1- ST B

TT: Let me give you some comments. Here concerning the lesson plan, I liked it, but I don't understand this word... You check it. Here I have mentioned you to indicate the learners activity more. You have to elaborate it. OK? You have to say the detail ... You understand?... You understand?

ST: ...(silence)

TT: For example what are you going to do?

ST: Englishly I communicate it, very difficult* [I can't communicate in English]

TT: Uhaa?

ST: I communicate by Oromic...

TT: Afan Oromo Previously, but...

ST: Yea...

TT: But this time you do better. So, try to elaborate this. OK? Try to tell the details one by one: they do this, they do this.... Their activities must be told

ST: Tell me by Oromic...

TT: Not Oromic, English

ST: English communicates...[I can't communicate in English]

TT: You can develop. I am sure you can develop. And concerning the presentation, I like your presentation. It is nice. You know that you have difficulty in English, but it is not as you have difficulty. You have done it, but you have to improve something. When you ask the questions, you gave them a very little period of time and then to say the answer. Instead of that it is better to give them longer time. They can say it. They raise their hand and say it. It is better to make them say it one by one instead of the whole class. You understand?

ST: Yea.

TT: What are you going to do for the next time?

ST: Next time, for tomorrow?

TT: Not tomorrow. Any other time. Instead of answering the questions by yourself what do you do? You give the chance for students to say it...Give them chance... And the other thing I want you to realize you make some of the words, word use. For example previous lesson is the lesson you taught yesterday. But you use 'previous' for the present lesson and the past lesson. Improve this. Ok? Previous means [Kaleessaa] yesterday, you understand?

ST: Yea.

TT: Next time, don't use it [previously] unnecessarily.

ST: Previous lesson means for a future

TT: 'kalessa' for the past... for the past...

ST: This is my mistake?

TT: Not mistake... Somewhat you can improve this. OK?

ST: Yea

TT: By the way, today I don't do the evaluation. I make the observation for support. I give the feedback and based on that, I expect improvement, you understand? When I come next time, I expect your improvement. OK?

ST: Yea...Ok.

TT: No matter, OK? Say some words. Give us your words to make improvements

ST: Our previous lesson is for the past. Today our lesson topic is present. That is...

TT: Ok for the future you will improve that?

ST: Yea. That is the first question .It is wrong.

TT: No, No! You're not wrong. You're never wrong. I expect improvement.

ST: Yea

TT: Will you improve?

ST:

TT: Yea...OK. Thank you. Don't worry

ST: OK

TT₁- ST_c (tran)

TT: Ok, let me give you some comments. Why did you use the group work for almost the whole period?

ST: Because I want the students to study the exercise.

TT: Ok, You wanted them to study. But at this grade level... don't you think that the teacher should provide some concept for students?

ST: Yea, I agree.

TT: So, it will be good if you take some more time and give them some basic concepts. What do you think?

ST: I mean the new curriculum encourages giving more time for students. I think the teacher is required to give only some hint. So, I used this method. But if you want me to do that way, it is ok. I can do that way.

TT: OK, good for the next. My procedure is first to evaluate your lesson plan preparation and how far you implement in the classroom. Then I will check if you take the comment I give you and make improvement. So, for the next time when you are required to give students some conceptual input, you should give them. You should also use active learning methods.

State the teacher's task and the learners' task separately and the time allocated for the activities must be improved. How much do you think you can realize what I told you now? Do you promise?

ST: Most of them, I will realize.

TT: Which of them? Specify.

ST: For example time allocation. I will also try to state the learners' roles and my roles.

TT: Ok, good. The other thing is you have to be alert and make your students alert. You also need to improve your way of giving instruction. I think there is shortage of English when you give instruction. You also need to improve this. Read the book again and again before you go to classroom. It helps you.

ST: Ok, I will read and get prepared on the day's topic and try to improve.

TT: OK. Use this book [students text]. It helps you to communicate with your trainees.

Lastly I appreciate your practice and confidence.

ST: OK.

TT: Thank you.

TT₂ – ST_A

TT: First of all I would like to ask you your comment on your own teaching. Can you tell me how you felt while you were teaching? I mean what made you happy and what made you unhappy?

ST: I am feel happy because I am getting this chance means teaching students is good chance for me and what make me felt or that is internal feeling is that I don't make a group of members and specified the number of members. That is as I think my weakness.*

TT: You just told me to do group work, but you didn't tell how many students should be in one group.

ST: In one group, Yea.

TT: What else can you tell us? Do you remember times when you felt uncomfortable in your teaching?

ST: I am feel happy when students participate in this lesson. And some weakness when I teach most of them are not participate. So I feel when they are not participate.*

TT: What do you think is the reason?

ST: As I think there is lack of vocabulary or they don't learn from the lower grades in good way.

TT: Ok, do you have any more things to say?

ST: I don't have any other comment.

TT: I have given you the written feedbacks already, please refer to it. First of all, let me talk about your strengths. You revised the previous lesson. You've also written the day's lesson on the board. Your voice was audible; the class activity was monitored; the students were empowered or encouraged when they answered questions correctly. These should be continued for the future. OK? A visual aid, a map of Ethiopia was used. This is also something you should go on doing, all right?

ST: Yes.

TT: But some thing to improve; when you give them the group activity, you simply said 'Discuss in groups.' Okay discuss what?...In group of how many students? And you forgot to time the activity. You just said five minutes, towards the end, but you should tell them at the beginning....And think of having enough copies of the text book in the classroom.

ST: Next time, yes.

TT: Yea. I think you could do this in many ways: you could have borrowed from your friends or photocopy just the pages you want to teach... Make sure all students are listening while you are speaking. Before you start talking, make sure the class is ready to listen. Ok? Tell your students to holdup their text book when reading... you too do the same way. Take attendance. This can minimize the problem of coming late and problem of missing classes...Don't put your hands in your pocket while you are teaching...the students might think that you are boasting. Give students a chance to ask questions; actually you did this towards the end of the lesson, but do it after each explanation. Give clear instructions at the beginning rather than in the middle....You understand?

ST: Yea.

TT: When you give them some activity, first give the instruction and check if they understand it, all right?

ST: Yes.

TT: Then for the group, tell them how much time they have to do the activity. Don't

interrupt the group in the middle because that is time killing and also interrupting.

ST: Yes.

TT: And don't you think you planned too much for one period? ... You did three lesson topics: simple past, going to the market....

ST: But going to the market is under simple past.

TT: Don't you think that it is too much?

ST: Yes.

TT: For the future, just try to use one lesson. OK?... Encourage your students to write the answers on the board. Use full stops at the end of your sentences. "Why did you come?" No, "Why did you come?" Ok?... Avoid spelling errors; for example the word 'taxi' was spelt as 'tax'. Avoid using capital letters at the beginning of common nouns. Do not give a definition at the initial stage. Instead elicit the definitions or some examples from students.... Do you understand what I'm saying?

ST: Yes, yes

TT: All in all your teaching was fine, good. If you improve the points I've given you, you will be a better teacher.

ST: Ok. Thank you.

TT₂ - ST_B

TT: What do you feel about your lesson? Happy? Uncomfortable?

ST: I am happy about today's lesson because already our student is very participate in the class and simply understand doing our teaching method and also it is tough students in our class. It is not disturbing in the class and also it is very respect teachers. And it is good teaching participation.****

TT: Can you tell me something you would need to improve for the future?

ST: Ok, I improve... to improve lessons the teaching aid materials. I will draw the map of Ethiopia on the blackboard. The assessment questions the answer I will draw from the students.

TT: Are you saying that you prepare the teaching material, chart at home before class?

ST: Yea.

TT: Drawing the picture on the board is time wasting.

ST: No, the drawing of that map is not time wasting because this is my work...

TT: Don't you think that it is time wasting?

ST: Yea.

TT: Well, do you have any other things to say about your weakness.

ST: I have some weaknesses, but more of you are...

TT: For example you said that the class was participating. Do you think the class was participating?

ST: Yea. In this side, I am some weaknesses because all of the students in the class not participated. There is the problem of the book...*

TT: Why? Why do you think?

ST: The problem of the school and also I tell for some students and directors.*

TT: Ok. Let me give you my comment... You may refer to the written comments here. First of all your strengths: you greeted the students; previous lesson was revised; your voice was audible; students were given a chance to ask questions.... The day's lesson was introduced. But you need to improve the following things: try to have enough copies of the text always; and you were speaking, but are you sure all students were listening? I observed about half of the class were not listening to you. In fact the small girl who was sitting at the back. She didn't touch her exercise book. So, when you are teaching make sure that all students are listening and learning... Don't turn to the blackboard while you are speaking, all right? ...You were looking at one side of, half of the class only... You didn't follow students at the left. Do you understand what I mean?

ST: Yea.

TT: Let the students hold up their exercise book while they are reading or answering questions. Empower the students when they answer questions or when they attempt to answer, 'Very good! Good!...Excellent!' ... Give everybody a chance to participate in answering questions. You were focusing on those students who raised their hands repeatedly. You can use their role numbers if you don't know their names. OK?

ST: Ok.

TT: Make a full monitoring of your class. You were partially monitoring. Throw questions back to the learners when the learners ask you questions...Don't answer the questions

immediately....Throw them back to the students...If they fail, then you can answer. Prepare teaching aids at home.... Ok? That's all I have to say. Do you have any question?

ST: Yes.

TT: Ok, here on your lesson plan please specific objectives. Write the names of the exercise, page numbers... Your method of assessment, you didn't write...

ST: Thank you

TT₂- ST_c

TT: Before I give you my comments on my teaching can you please tell me how you felt while you were teaching? What strengths and weaknesses can you mention on your own teaching?

ST: That is on my teaching?

TT: First of all, tell us things that made you happy.

ST: Things that made I happy to teach that practice. That means to teach by English and you gave me section 6B. That class participated very well.**

TT: Can you mention any other thing that made you happy?

ST: That means what I made happy to prepare by own self teaching material.*

TT: You had a good preparation.

ST: Yea. The other one when I prepare lesson plan, I see my friend day to day and improve.*

TT: So, generally you're saying that you've made good preparation?

ST: Yea.

TT: Do you think that preparation gave you confidence?

ST: Somewhat.

TT: Because that was one of the strong points I have seen in your class. OK, any other thing you need to improve?

ST: That means to see our weakness and strength and improve more.

TT: ... Good! Thank you very much. Let me give you my own comments. I will start by telling you your strengths. You began your class by greeting the students and ...you revised the previous lesson; your voice was audible; your writing was clear; unlike the other students, you used polite language. For example "Could you please form a group?" This

should be encouraged. You also solved the problem of lack of the textbooks by supplying photocopies. You also monitored the classroom activity and facilitated it. You empowered the students when they gave answer... You used a visual aid. These are good points. ... Here are things you better improve... Make sure the students are copying what you are writing on the blackboard. Ok?

ST: Ok.

TT: ... When you give an activity for your students, before getting them to start the activity, make sure you time them .Ok?

ST: Ok.

TT: Always make sure students are listening or ready to listen to you before you start speaking. Understand?

ST: Yes.

TT: Make sure all students are learning or participating. Not some or partially, but all Ok?

ST: Ok.

TT: Because some of the groups were discussing some other business.... Students could have been given a chance to do the activity first orally then in writing. Ok? ...That's all I have. Thank you very much.

ST: Thank you.

TT₃ -ST_A

TT: Ok, in general your way of teaching was good. But I would like to tell you some comments on what you should improve for the future. You have both strengths and things you need to improve for the future...You can improve. There is nothing that can't be improved. Isn't it?... Okay you've lots of strong sides, but you need to focus on your weaknesses. So, to begin with your strengths, first you introduced the day's lesson; you've reminded the previous lesson. So, you did it by yourself, but it is better if you ask the students to remained...Again you have given them the objectives. This is really unique, but it is better written on the board because the students might forget throughout the lesson. And you have used very interesting visual aids, chart and tables. That is to be appreciated really and then you have attempted to manage the classroom. I appreciate that. You used good task management. You've given them five minutes. Again you used the students' name. That is good. Generally you have tried to implement the lesson plan as you have planned and you used English only...These are some of your strengths. They are so many, but I want to

mention some of that. All right,...when you come to your weaknesses or the points you have to improve. I'll tell you the most common ones. The point I am going to tell you are not for granted in terms of the grade you will get. First of all, your way of giving feedback; you said, "Good student" When you say good student, try to specify what is good when you say 'good'....Again when you write something on the board we have to ensure whether we are right or not. For example when you wrote "Can you tell me" you forgot the question mark. Again you want to say 'lamb' but you wrote 'lamp'. Isn't it?

ST: Yes.

TT: Yes. So again you formed a group of seven. Don't you think this is vast? Do all students get equal chance to participate? I'm afraid one student dominates... So, just try to minimize the number of the members in each group... Again you said discuss the picture, but discuss in terms of what?....So try to give them clear orientation in to a task. This is what I want...Again your way of speaking to students' shouldn't describe something negative. We have to be smiling. You shouldn't frown...Again you said 'silent' to every body. So, rather than this it is better to go to the student who disturb and make eye contact with him...Again there was less student participation...of course towards the end there was good participation. You didn't give appropriate response to one students question or response. Finally to come to your lesson plan, every activity should be expressed in terms of the students' activity. The teacher should be manager facilitator, but every activity shouldn't be done by the teacher. Finally, I want to say, try to improve your language command or there is language deficiency. So, try to communicate freely...Don't be afraid because perfection comes through exercise. This is what I want to say in general, all right? Try to say something. What did you get from this comment?

ST: I can't specify it, but I will try to improve everything you told me. (tran)

TT: Ok. What did you like from the comment I gave you? (tran)

ST: The comment about my lesson plan and the students' participation.

TT: All right. I hope you will improve better for the future

ST: Ok, I will try to improve. (tran)

TT₃- ST_B

TT: I have seen very very charming teaching. The methods, your confidence, your subject knowledge as well as the way you try to manage your class...everything is interesting and let me start from your lesson plan. Try to fill every information: the school name. It seems rough and quick preparation... Don't say the "students will try to", but say "will be able to." You're supposed to increase their ability. Isn't it?

ST: Ability in our class some teachers say they don't gain easily able. To say 'able' they want duration. That is long a period of time...because I said 'try'

TT: Yes.,yes..., but you planned or you wrote here what you can manage to complete with in a period. Isn't it?

ST: Yes, yes

TT: So, you have to take a single topic and make them able. Then try to organize students in group'. Specify this. Again you have given handwritten flash cards. Have you used flashcards?

ST: Yes, Just I took it as flash card those...

TT: The chart you stamped on the board?

ST: No that is hand written that I attached

TT: ...Flash card, this is not flash card. I think it is a problem of diction. All right...you said 'question' as a method of assessment. What type? Oral? Written?... of course the points Your strengths are very very greater than your weakness. very interesting. You do have thousands of strengths, but I mention only some of the points you want to improve... You stamped the visual aid on the board. This is interesting, but the color you chose is not visible for backbenchers. You better used black or blue; something that can be seen.

ST: Ok.

TT: ...Again you gave the objectives and communicated to the students...Again you've copied the task you are going to do and distributed to the students. That is interesting. Again you used good group management...You've good command of language; you gave the students accurate responses...but you have planned to tell the next topic and give homework. This is not done.

ST: I just want to tell them at the last. Then I tell [told] them after you left.

TT: All right ... And then thousands of strengths. I don't want to mention... Ok. The points I want you to improve. Before learning to take place the learning environment should be conducive. The students were talking when you started. You have to get ride of that. You planned to group students in five to six members, but the group varied from two to ten.

ST: Yes, but as I gave the question I copied, I gave them to do it in five up to six. But the bench of the class was not comfortable...So, I leave them as they sit.

TT: Ok ok..., but try to make it practical what you tell the students... When you group students in groups, try to assign responsibilities for every member of the group.

ST: Yes, I said to the groups some one can reflect from each group.

TT: Yea, you told them this while they were discussing. It should be given at the beginning

ST: Ok, it must be at the beginning

TT: Try to mobilize the students and make them participate. Sometimes check your spelling. ... By the way what was the topic of the day? Is it present perfect tense or past participle form of the verbs?

ST: Yes, it was about past participle, but the verbs can go with the present perfect tense

TT: OK. When students answer questions, try to give them appropriate feedback. Say Good! Fine...and allow self-correction and feedback should be immediate. You should summarize the day's lesson. It makes clear every thing. This is all I have....Do you have something to say on the comments I gave you?

ST: Everything which is given or your comments are already my weaknesses and I accept all points and in the future I will try to correct them

TT: Very good. I just expect the best from you, though this is best again.

ST: OK

TT₃-ST_C (tran)

TT: Ok, how is teaching? I think it is good. Isn't it?

ST: Fine, yes.

TT: Ok, I just want to tell you your weaknesses and strengths on your today's lesson. As you know everybody has his own weaknesses and strengths. Isn't it?

ST: Yes.

TT: All right you have lots of strengths. But I don't want to focus on it. I just want to tell you things you need to improve for the future. I think your aim is to improve your practice, Isn't it?

ST: Yes

TT: You revised the previous lesson by asking the students themselves. That is unique

ST: Yes, my weakness is that explain the objectives of the day's lesson.*

TT: I'm coming to that. You freely moved through the classroom. You ask your students questions you gave them response...OK, coming to the points you need to improve. First of all, you were quick. You moved from introduction to the body within few minutes... You haven't told the students the day's lesson... When you grouped the students you moved the students here and there. But isn't it good to tell the students to form a group of four or five students.

ST: I did this because there was no enough textbook.

TT: OK but don't push the students to move through the classroom. Tell them orally it save your time...The other thing is you haven't explained the instruction for the task. Explain the instruction clearly. Arrange your students properly before you start the lesson. Creating conducive environment is good. Isn't it?

ST: Yes

TT: Yes...When you were giving response for your students you were reading from your hand and answer the students' questions. The students may think you are reading the answer. Set time for each task and tell students to stop right after that...The other thing is you'd better used teaching aids.

ST: Actually I have prepared the aid, but I forgot it at home

TT: So, you didn't use. Draw simple teaching aids. The other thing is that you didn't give proper feedback. You simply said, "Yes" for every response of the students. But you have to explain what is "yes" Don't say 'yes' for both right and wrong answers.... The students' participation was poor. You talked a lot. The other thing is don't focus on one side of the

class only. ...Again the method you choose and your objectives don't coincide. For example you planned to use discussion only once, but you used it three times. So, you have to do what you plan or vice-versa. The other thing is some students were not following you. You should have brought the students attention to the task. The other is you planned to give quiz at the end but you didn't do this... You haven't carried out what you planned. You have done three exercises which were not there in your plan. So, you have to plan your lesson attentively. You have to mobilize the students during group work. Let hem speak by moving around and facilitating. You also didn't summarize the lesson. You didn't give homework...So I hope you will improve these lessons for the future.

ST: Ok.

TT: what do you comment on the feedback I gave you?

ST: I will try to improve what you told me.

TT: What do you want to improve for the next lesson for example?

ST: Ok, I will explain the objectives for the students. I will motivate the students. As much as possible. I will try to improve everything you told me.

TT: These are what I have. I hope you will improve for the future.

ST: Ok, thank you.

TT₄ – ST_A

TT: Ok, good afternoon?

ST: Good afternoon?

TT: Ok, I have observed your lesson. You have some constructive side and some other kinds of activity which must be corrected in the future classes. Let me stars from lesson plan. Your lesson plan have very good way of planning, but whatever there are some kinds of unimportant words that shouldn't be used over there. You have to correct this in the future. The first thing is you have to correct your spelling for the future. Your specific objectives are very good. Your planning of student and teachers' activities were very good.... In the teaching learning process, I have got important information. I admire your use of photocopied materials and the chart about Abebe Bikila and your way of keeping discipline. That are the positive sides, but you didn't give time for the students to copy. Why?

ST: No, I gave them time at the beginning, but the learners were disturbing. They were not copying.

TT: Yea, we have seen them. Why don't you use different kinds of instructions to control the students' attention?

ST: When I speak English they disturb. May be they don't understand English.

TT: By the way...Do you think you've enough command of English language? How do

see your language command?

ST: Level of the student is very important. Students don't understand English.

TT: But in the future, you have to improve your language command. If you have good language command, you can create some kinds of communication with the students. The other thing is you ... don't give attention for giving group work and pair works or individual work. Simply you are going to send information from you.

ST: No, I first gave them group work...

TT: At the first level you gave them group work but the students sit in jumbled forms

ST: Yeah, they always disturb. It is common.

TT: What kind of measure do you want to take for the future?

ST: I think I have to approach them peacefully. (tran)

TT: But, by the way don't forget that giving clear instruction is better than any kind of punishment. Tell students what they are going to do next. The other one is ... hereafter don't translate every thing. When you translate you don't get parallel words for every word. When you plan, you have to indicate how the students are going to act or do. There are many things you have to correct in the future. What do you think about this feedback? For example what do you improve for next time.

ST: It is very good comment in general. I know my problem. I will try to improve all (trn)

TT: Ok just you accept the feedback?

ST: Yes.

TT: Thank you.

TT₄- ST_B

TT: Ok, How do you get today's lesson? How did you get it?

ST: Today lesson is what ... What we have done in unit eighteen. Then under that topic is the plane is crush...

TT: But how do you comment your way of teaching?

ST: Today is some point I afraid other teacher I don't teach freely. **

TT: Ok let me give you the reflection of my observation. The first thing is your planning is very good. The other point is in this lesson plan, you don't use resources at all. You have to use resources in the future. And the other one is in the case of preparing your specific objectives are very interesting ones. You collect different types of words from the students and asked them to guess. That is good but you give the right meaning for some words. The other one you don't give equal attention to all sides of the class. So in the future try to improve, this. And another point is I don't know why you read the passage loudly.

ST: At that time is the students. We have conduct at a reading time is done disturbance the loudly sounds. So, because of that ...the point is loudly attention to reading. **

TT: Do you think the students didn't read. Is that why you read loudly?

ST: ... Yes

TT: Ok, but this is not good. You have to use question instead of reading loudly.

ST: Ok.

TT: Another one is what do you think of your language command.

ST: As future is ... about language is ... very difficult because of I stand ... from grade five. At this time English learning is stand from grade five and at this time English is very difficult on this. ***

TT: So, give attention for your language command. When you prepare this lesson plan, don't forget giving due attention for your language command. You don't give students good instruction due to lack of language command. For example instead of saying "what understand from the passage "You have to say "Have understand the passage?"* Now "what is the main idea of the passage?" This is very easy classroom languages. So, you have to study this language. Have you got the points?

ST: Yes.

TT: Ok. in general ... this is the comments. What do you feel about my feedback?

ST: My feedback is as I change for future ... and I prepare myself on this language I have in the future.**

TT: Do you think it is important for you?

ST: ... Yes

TT: Ok, thank you.

TT₄-ST_C

TT: Ok, good morning?

ST: Good morning?

TT: I will give you some comments on your planning and way of presentation ... ok I get some interesting points when I compare you with others. You are very very good indeed. But there are things you need to improve. First your objectives are measurable and very specific. And your plan he students activities and teachers activity are very, very good. I didn't get this kinds* of planning from some other students, but your lesson plan doesn't have resources and the assessment to be used in this lesson.... Please include these two points ... The next one is when I look at your ... lesson presentation I get many interesting point.... The first one is your giving examples help students to participate in the classroom. And your voice is very loud and you are also writing the main idea. And your class management is very interesting. ... But when we come to some comments ... the first thing is ... what very you are nice in command, you have a little bit difficulty in writing. You have to read some important materials: grammar books for example... You make this kinds* of mistakes," I cleaning, I washing" instead you have to say "I am cleaning. I am washing." It is not a very great error... Except your language command, the rest of the activity in the classroom are very very interesting. And don't forget using this kinds of questions "Who is voluntary to do number one? ... by calling their name

ST: Yes.

TT: And finally what kinds of feelings do you have on the feedback I gave you?

ST: ... Ok I was a little bit afraid. I didn't allow the students discuss with their partner and some spelling errors, time management.(*tran*)

TT: I hope you will improve this for the future. Thank you

ST: Thank you.

TT₅ - ST_A

TT: Ok Diriba, Let me just give you feedback on your lesson. Of course from the very beginning you revised the previous lesson ... This is one of the positive comments I want to give you. When you start the lesson of the day, you didn't give them clear instruction ... You didn't make the objectives of the lesson clear... You didn't tell them why they should read and how they should read. Most of the time reading is a silent and individual activity, but you grouped them to read the passage. Still I didn't get why you read the passage loudly. I have seen your lesson plan... The objectives stated here are not good objectives ... For example the words "know" and 'understand' don't help to state objectives. They are general terms. ... You have told the students to read ... May be you should have divided the reading in to three phases, pre-reading while-reading and post-reading activities. You didn't give them pre-reading activities for example... You should have designed...pre-reading activities from the reading text... May be pre-reading activities give them rough or certain information's about the passage. ... And I don't know why you nominated few students to read loudly ... Of course there was a problem of books.

ST: Yes, there was shortage of books...

TT: I know that, but I don't understand what the purpose of reading aloud is. Again you didn't correct the errors and mistakes of pronunciation problems. For example the students have been saying /knv/ to say "know"... If your purpose is teaching pronunciation, you should have corrected this. When I come to language problem ... You don't have good classroom language ... For example you could have said, "Take out your text book" ... You didn't give them clear instruction and specific examples. The other thing is there is no clear match between the objectives and the activities you did... You moved around the class and helped the students ... That was good, but that is a waste of time and may be to save your time, you should have given them clear instructions with best examples. You may move to slow learners' group and help them ... And you didn't use your time properly. For example you give tasks when ten minutes are left... You didn't evaluate the success of your lesson ... The last comment is on your blackboard use. You should have written the answers on the blackboard because the students are at elementary level... So, these are some of the comments I want to give you. What do you feel? I want to know something from you.

ST: The comment is ... it is really true, as I think. I take it the comment of my teacher in generally. I solve it for the next. **

TT: So, I will come back to you next week. Can you improve these point/

ST: Ok. I solve it.

TT: Ok.

TT₅-ST_B

TT: Ok, I want to give you comment on your lesson... First of all you have said "From the above the two buildings, who is ...?" Can we say 'who?' Your sentences are very difficult and vague ... Most of the students were confused about the class work and one students asked you "How do we do teacher?" Then you explained in Afan Oromo... So, your instruction was not clear...Your sentences were too long and ungrammatical. You were teaching the purpose of church, isn't it?

ST: ...

TT: But you asked the students different thing. So, I think it is difficult May be what do you say?

ST: What you have said are true, but I have tried as match as I can although it was not satisfactory for you. I have given then directions and examples. (**tran**)

TT: But you gave this orally. You didn't write this on the blackboard.

ST: No, I wrote the examples next to the title.

TT: No, you wrote another example.

ST: I just wanted the students to do it by themselves. They agreed to do it
Then I moved to explain to the purpose. (**tran**)

TT: Why did you explain the purpose of church? It is not planned here
Where is it?

ST

TT: So, what shall we do? Just tell me.

ST: I accept what you told me and I will try to improve some of them. (**tran**)

TT: You see... it seems to me that you were teaching History. You said “

The purpose of ... the purpose of ... “You have to focus rather on developing one of the skills of English language. Isn't it? You see most of the time like other trainees, you have language problems.... You don't even have the concept of what you were teaching. You didn't clarity what your students were expected to achieve at the end. Always when you teach English, you need to have one thing in your mind... you shouldn't simply define concepts; you need to help the students' practice. You have to teach vocabulary or grammar or either of the four language skills. And try to invite your colleagues and Let hem give you comment and try to improve like this for the future to be good teacher ... This is all I have I am willing to help you until your graduation ... (**tran**)

ST: Ok I have identified my problems. I will try to improve this. I will be happy if you give me one more chance and observe my class.

TT: May be I have no time to come to school, but I will allow you to micro- teach here in the college and see your change (**tran**)

ST: Ok thank you. (**tran**)

TT₅-ST_C

TT: Ok, Galata ... In this lesson, your English language command was good. You've used warm-up activity i.e. story telling ... That was good, but the story took most of your time.

ST: Then I planned on my lesson plan, also give for him for that story.*

TT: You planned in the introduction fifteen minute according to you plan, but warn up activities and ice-breakers shouldn't go beyond five minute. Also try to relate the warm up activity to the day's lesson.

ST: I know that it is not related. It is just simply to motivate them.

TT: But you shouldn't have wasted fifteen minutes on that activity... Next to the warm-up activities, you stated 10' for presentation and you've completed everything in ten minutes. You should have planned more activities for the day. Of course the way the students did the activity was really interesting. You used active methods. Students matched the picture with words ... they acted out. But what I want to comment is time ... The other thing is you've been saying “ Is it clear?” several times because what is planned is already taught ... Other thing is the way you stated your objectives is not good ... The other ... the methodology

used in the classroom is good and you used student centered activities. You gave equal chances for all students. The only thing you do is plan your lesson according to your time. Don't give more than 5' for warm up activities. Have you got me?

ST: Yes.

TT: What do you want to say?

ST: The problem is how to manage the time and the then due to the lack of materials, it was very difficult to help students discuss... As much as possible, I will prepare important point on my lesson. That is my suggestion.

TT: I feel it is good to move to the next activity after 5' on warm up.

ST: But, as I think, I have to go according to my plan.

TT: Yea, you have to go according to your plan. But if you have nothing to do, what do you do then?

ST: I tried to correct the students exercise in the ten minute

TT: Of course that by itself is good, but ... you have been saying... is it clear?" Who said yes?" ... You wasted more than five minutes.

ST: I know that because they have problem of English language.

TT: I know that. I'm not criticizing you. I mean you should have moved to the next lesson. Of course, this needs more practice to do things according to plan ... In general I am happy about you lesson. For next plan your lesson be enthusiastic in planning your activity. Your teaching aids, the way you nominate students were good and you've also good command of English and you will be good English teacher. Thank you.

ST: Thank you ...

TT₆- ST_A

TT: How did you find teaching?

ST: It is ... it is difficult for me but ... I can define it for a few time ...for next period.*

TT: Can you tell me the part of the lesson that you find difficult?

ST: Not more difficult. The student cannot have any information for this learning...

TT: What information for example?

ST: First we cannot learn more. Not understand more.*

TT: Ok, you were teaching about "WH" questions. You listed the words on the board then what did you want your students to do?

ST: They got some idea to that "WH" questions. ... They used to make sentence and they know the use of "WH" questions.

TT: Good, ok ...yea you didn't use reference materials to he help students practice and also real examples why you don't do that?

ST: ... (silence)

TT: Anyway, you have good potential in teaching, but in your lesson ...you didn't state the lesson objectives clearly Ok?

ST: Ok

TT: First you have to set your objectives clearly and you have set specific asks and instead of ordering your students to do group work and pair work, you have to give them samples of your own.... Students can involve with interest, all right?

ST: I revise the last ... period. I not deeply remember but roughly I revise, because I not have time some what I write to the aim. **

TT: Your style method is very nice, but sometimes you used wrong words. For example "Are you try" It should be 'Can you try?' Your students do this way if you don't correct the errors, all right?

ST: Ok.

TT: In your lesson you have used the word "remember", which is general term you didn't execute what you planned in your objectives.

ST: Most of teacher say don't tell to the student your objectives"

TT: No, that is true, simply telling the objective is what you can tell indirectly " Today you are going to learn this" You may not *read or write the objectives directly on the blackboard.* ... In the next lesson what I want you to do is you have to set your objectives clearly and design specific activities that can go with the objectives of the lesson. And try to check if your objectives are achieved through some specific questions, Ok?

ST: Ok.

TT: Thank you.

ST: Thank you.

TT₆ - ST_B

TT: ... Your teaching is very good. I appreciate ... You provide for your students opportunities, plenty of opportunities to use the language in turns. That is nice, but you should encourage them, all right... But you didn't start with greeting ... you start simply with lesson. Why don't you greet your students first and tell your topic and purpose of the lesson.

ST: I tell them. You didn't heard but I tell them. For example the days lesson topic is " Asking a price of goods and food items" I write it. ...Also I have tell specific learning objectives by orally...***

TT: Ok ... I heard it. Now instead of telling your students the purpose is right. Instead of saying "By the end of the lesson you will be able to..." it is better to tell them the objectives of the lesson in different ways. For example "today, in this lesson, you can learn or you are going to practice ... "That is better, ok?"

ST: Ok.

TT: And again you tried to help students use "WH" words you tried to teach the meaning of "cheep" and "expensive" ... The way you presented was very good. You gave good example for both "cheap" and "expensive" and you told them to practice in threes.

ST: Yes I have problem on my lesson plan.

TT: If doesn't matter actually ...but what was very difficult for the students was instead of asking directly what the meaning of "cheap" directly it was good if you gave them other examples Actually gave them two examples.

ST: For example I take one examples I said "A Kilo of butter is 37 birr and a kilo of salt is one birr. Which one is expensive?"

TT: That was later. OK... nice, but it was later if it was at the beginning it was better. The other thing, I like you presentation. Your teaching method and your language command is also very good. But it would have been much better if you use some material and ask the

students for its price for example the price of the pen, exercise book ... so that they can internalize it, all right?

ST: What is the price of this? How much is the price of a pen? They will easily understand it.

TT: Yea, they may say one birr and ninety cents ... or you can compare two Things One expensive and the other very cheap, ok?

ST: Ok, I will go on.

TT: You wrote in your lesson plan that you will use chart, but you don't use.

ST: Yes, I don't use it ... for the time I put in the pedagogical center, but they are locked. **

TT: Ok, don't worry ... All right, here what I don't understand in the objective, "identifying different price questions" What does it mean?

ST: I want for example. How much is a stick of chewing gum "How much?" "one way of to ask price of goods. For example "Can I get a kill of salt?"

TT: ... Do you want to say different way of asking price?

ST: Yes...

TT: But you didn't put it that way ... Ok, good... lastly ... Do you believe that you achieved your objective?

ST: Some extent, I believe it when I compare my objectives and the students in the class...

TT: How for example?

ST: The students' response to me when I ask and they tell each other by threes the price.

TT: Is there a way to improve the lesson if you teach the other class?

ST: I will plan in good condition. I will teach them.

TT: OK, next time, you start your lesson with greeting and some warm up activities
Write the topic and tell specific objectives.

ST: Ok, I will improve

TT: Thank you very much.

TT₆- ST_c

TT: All right ... To begin with your lesson preparation is very good... you begin with riddle. That is good. Very motivating ... you integrate and ... you wrote the definition of preposition. Instead of writing the definition, it is good if you write some sample sentences with preposition ... Then you ask students to identify the prepositions... Mostly, the way you write were good, but you dominate the students why?

ST: I was involving the student, but you just left the class, I did it.

TT: Anyway the lesson should be interactive. There should be interaction among the students and between you and your students ... Ok?... What do you feel? You achieve your objective
Do you think you're satisfied with your teaching?

ST: Yes

TT: How?

ST: ... (silence)

TT: Ok for examples you didn't use teaching aid in language teaching actually, mostly we don't need but in the case of preposition you can use such as drawings. You didn't consider?

ST: ... (silence)

TT: Ok, well your students were silent; there was no disturbance in language teaching, disturbance is very important if it is purposeful, all right? It means there should be

purposeful shouting “But you were writing and copying dominantly. For the future, design activities for your future, you have to design activates. Actually your lesson plan is good. You have to ask direct questions. Give tasks that help the students to interact Ok?”

ST: Ok.

TT: Ok, good thank you.

TT₇- ST_A

TT: First of all, I will like ... to ask you to tell me what you are happy in. At least two most successful things and what were the failures that should be improved or should be focus of you next plan?

ST: I am happy that means ... I planned my plan well and I arranged the time ... but I was not use group work because the number of students on one chair is fixed, six.... I encouraged the students and they participated.

TT: Ok, as you have said, I share your idea. You have been encouraging your students thoroughly ... and that was what was good... but to go to my comments ... you used an ice-breaker in your class .That was good to draw the students attention towards the lesson ... but you should be careful in selecting what kind of ice breaker you should use in you class ... Does the ice-breaker go with the students level? ... I’m saying this because I felt something while you were using the ice-breaker. You’ve asked “what makes the oil boil” but most of the students couldn’t get the idea. That was complex for grade five ... So, look back to the kind of the ice-breaker you use ... The other thing is you revised the previous lesson ... That was good ... and it was student centered. Students where eagerly taking part in the activities ... The other thing is again ... poor hand writhing and blackboard usage. I mean the way you used the blackboard was neither economical nor attractive. So again you are to give attention to this point ... And again you should give due focus to your language ability.. I don’t mean that it is bad, but you should work hard to improve ... And again your attempt to make things clear to the students was very good, you were also lecturing the main points of your lesson on the blackboard. These are good ... You had good classroom management ... I mean you know what was going on in the classroom. That was your going in the classroom. That was your good quality again ... And you were motivating students, but one thing I’d like emphasize is for example your pronunciation of some words in not exemplary. You should be careful ... You were treating the students question and answers that was good ... your voice was audible ... You were confident in what you were doing ... You had good personality ... Your interest to teach and your time management were good. ... On your lesson plan, I doubt you checked your third objectives. Your objectives were not also measurable for example the word “understand” is very general term. You have given them samples or examples that are excellent you have stated to use ... students-centered methodology. But you may not use the same method for every activity ... That is all I would like to say and if you have any question or comment...

ST: I take your suggestion, but on the first one for the ice-breaker, I think they taught. They analyze it this is the simplest. But I also told them these kinds of the ice- breaker.

TT: Actually ... ice-breaker could be a new culture; you have to introduce this to the schools. You are there not only to learn ... I'm not saying that what you did was bad, but you should have used more simple ones.

ST: Ok. Thank you for comments

TT: Ok.

TT₇ – ST_B

TT: Ok, first of all, you're welcome. I will try to comment on what I observed in your classroom first I will give you chance to reflect on what you did ... Would you please tell me the most successful things and again the failures. What were you failures?

ST: Thank you for I get this chance. In the previous time, I made some mistakes that means class I made mistakes for example first of all I didn't explain the objectives of the day. That is one weakness. Second I interrupted the class... I didn't manage my class ... some points left me ... or I didn't ... present specially ... in the content also I have a problem ... subject matter ... I see these.

TT: Ok, these were your failures what were the most successful things?

ST: Yea ... for the students I present ice-breaker related to ... some what the lesson ... That is my successful. Second ... all of the class participated. I get equal chance for the class. Third, I have resource related to the lesson. I see this.

TT: And let me go back to the comments I have for you ... First, I appreciate that you've used the ice-breaker but you have to be careful in selecting what type of ice-breaker you should use. It should go with the level and understanding of the students. ... I say this because the ice breaker you used was difficult and confusing for the students. I also was confused ... for the next lesson. If you're interested in using ice-breaker, you have to relate that with their background knowledge ... The other is there was no revision of the previous lesson ... Revising the previous lesson is good ... and actually you've good qualities you've communicated your objectives very well ... And the other thing I am not happy about is that...you asked students to define preposition ... which is very difficult for grade five students. Instead you should have given the activity and then they can draw what preposition is. So you should start with the activity ... And again the aid you used about preposition was good. You called the students by their names ... Again your hand writing and blackboard usage was excellent ... And again there was good students' participation ... but there was wrong grammar you used. For example "I am speak to you" should be "I am speaking to you" ... regardless of these, there were good command of language. The knowledge you have on the subject matter was fine ... And again your voice was audible ... The other comment is on the teaching aid you have used ... I don't think the aid you used and the content you taught matched. There was mismatch. Students were asked to match the objects with the words.

ST: Yea, I didn't prepare. Not my own activity. I simply magnify the picture. All things are on the text book. The chart is don't mine. *

TT: Ok, Thank you very much. I thought that was the activity you've designed by you. Actually the problem is with the text ... you should have used simple examples by using classroom object. For example 'where is the duster?' It is on the table' ... Ok?

ST: Good, yea, but prepositions are very difficult. Don't for grade five but for other level so much confused me. But the book was very bad, don't relate with the students ability. *

TT: In general, you've planned your lesson very well. You have explained ideas to students. You were writing the main ideas on the board... you had good personality. There was good students' participation, but you didn't summaries your lesson.

ST: But I have five minutes. But the bell.... The students have problems. Already I have five minutes. I arrange my time.

TT: Yea ... I am not actually accusing you ... but of all class I observed, I was happy with yours, but you have to give summary at the end...And finally improve them. Thank you very much. Do you have any comment on my feedback?

ST: Yea, on the ice-breaker. The previous time, I told the students other ice-breaker related to this. It is not new for students...

TT: Ok, I think you could have used the students L1 when there is concept difficulty. Ok? Thank you.

ST: Thank you.

TT- 7 ST c

TT: Before I start my comment, let me give you chance to reflect on what you did. What were your success and your positive qualities? Things you plan to improve for the future.

ST: Ok, I didn't explain the object I didn't give ice-breaker. I can't covered my time.*

TT: These were the failures. What do you think were your success?

ST: I grouped the students ... I observed the group.

TT: That was fine. As you said you grouped the students and then you ...helped them to discuss ... To start from the beginning, the revision done was unsatisfactory. You simply revised it yourself. You didn't give chance for the students. There should have been students' participation ... Again the objectives were not well communicated ... And again there were also spelling errors you need a through practice on this. The other is you planned to use ice-breaker, but you didn't implement it and again you have problem on your fluency and problems on subject knowledge and skills in general... The activities you designed were more or less five, but try to vary the activities. Again you shouldn't have given all answer by yourself.. You should have given chance for the students to try. Elicit the answers from the students. You deny them their right to practice... And again your classroom was very calm and cool and again you communicate with your students very rarely often in one two words. I don't know may be because you were afraid of using English. You have to practice, Ok? Come out of that shell.

ST: Ok

TT: Students were busy copying with little time for discussion ... You were saying "right?" wrong" to be on the safe side. I liked that you know the names of your students... Students were more or less participating and again your blackboard usage was not good. It was not economical ... your classroom management was good when you teach. When you teach meanings of words, you didn't give good explanation. You can use even their L1 if it is not clear for students. ... You gave home work for students. Finally what I will like to mention is that please try to improve your command of language. Ok?

ST: Ok.

TT: Next time I will come to your class and I hope you will take these comments into account and improve your way of teaching. But before you go do you have something to say on the comments I gave you?

ST: I have nothing to say.

TT: Ok, I will come to your class on Wednesday be prepared. Plan your lesson very carefully.

ST: Ok...

TT₈ – ST_A

TT: Ok... Let me begin with the positive things I've observed. Your handwriting is legible ... and there was a good opening the way you opened your lesson was good. And you've fairly good language command. And the other thing is you are fairly confident. I'm very much happy with your confidence... Again the way you gave the contexts for your students were very good. And another comment I have for you is that sometimes I observed you talking facing the blackboard. That may cause destructive behaviors. So, don't talk facing the blackboard... You've given them some words to guess meanings, but they were not in a context. Whenever we give words for guessing, we should put in contexts.

ST: Ok.

TT: As much as possible, try to use names of the students to address them, all right?

ST: Ok.

TT: The pre-reading activities seem to be engaging. That is good... The objective is not well communicated although they were written on the board. You should communicate the objectives to the students. It's only when they know what to do that they follow you attentively. ...

ST: Ok

TT: Assign time for the activity. Tell them how many minutes it takes.
this activity is for five minute... Take seven minutes to do this activity.

ST: Ok

TT: You told the students to guess. You didn't give time to guess Alright? so this was what I observed The other thing is it is not the bold letters. Rather tell them to guess from the textbook. And the other thing is make sure your instructions or questions are clear, before you expect answer, alright?

ST: Ok.

TT: The clarity of the instruction greatly affects the answer that we expect from the students. It hinders their participation as well. Well ... I have to appreciate your perfect drawing ... when forming group, don't group them randomly always. Use their role number or names and group them. It will be better if they change their groups from time to time to avoid boredom because the main purpose of grouping is to help students learn from...

ST: Each other

TT: One another. Yea, all right?

ST: Ok.

TT: That is what I have for you. Thank you very much

ST: Ok, Thank you.

TT: Next time, when I come to your class, I hope you will improve all these and appear

in a better way.

ST: Ok, thank you.

TT₈ – ST_B

- TT:** All right ... I've got some comments for you. Let's begin with your positive ones.
You've got very legible and clear handwriting ... The other thing is your voice was quiet audible. So again you are very confident... Quick and effective grouping was there... The previous lesson mentioned, but not reminded well. As a principle we should meet the two ends of the previous lesson and the current lesson... You were going around the class and offering help. That was good. You addressed almost all the student by their names. That's also good. You were teaching the whole class. That was very important...objectives not conveyed though covered half the blackboard. Convey and discuss, you can go to the extent of using vernaculars. because that is the key.
- ST:** The main problem of this is even they don't know their name really to tell you. As I Teach, I teach one period what assigned to me, but in a day I teach a minimum of three periods. I taught them six periods about present perfect tenses.
- TT:** All right. The content of the lesson was too much for one class.
- ST:** Too much?
- TT:** Too much yea. Because you want to teach dependent clauses, independent clauses, verb to be.
- ST:** And also this is revision. I taught them as coordinating conjunction and subordinate conjunction.
- TT:** If it is a new teaching it is ...
- ST:** If it is a new teaching, as you said it is too much, but I taught them as a revision.
- TT:** All right ... I think the objectives seems to be more important than the lesson because the blackboard is taken by it ... The other thing is don't use grammatical jargons. This is the problem that we have ... I think you're reflecting what we did. It would be better not to concentrate on the structure but on the function of the language.
- ST:** To produce their idea.
- TT:** Yea to produce their idea, so don't use grammatical jargons: dependent independent, subordinating ... These are words for grammarians. Ok?
- ST:** All right
- TT:** Don't ignore wrong answers, try build up on them students who try answer should be acknowledged to some extent.
- ST:** Yes
- TT:** You may say "well Fozia, but ..." The other thing is sense of humor lack sense of humor. Humor is very much important as a teacher. You can create humor from classroom environment... You have used the same vice throughout the period. Then try to change the gear as much of possible ... You haven't explained the meaning of words like though although... Make sure the instruction is clear before you assign the task give different example check their understanding.
- ST:** Yes, this is the problem
- TT:** the other thing is about pronunciation How do you "pronounce present perfect tense" ...

ST: Present perfect tense”

TT: Ok, any way there is some sort of lugging ... you've also said “endi” or something like that. This can be actually improved through time. Try to tune to different medias. So, this is all. Again on your lesson plan objectives should be written, using measurable adjectives. You've said students will try. How do you measure “try” All right this is what I have for you I will try to visited you next time.

ST: Ok thank you.

TT₈ – ST_C

TT: All right, kebede, you don't have problem in projecting voice. And objectives wer conveyed with some limitations actually, but you rusher as it You were chassed by somebody from behind . The other is that you have demonstrated the Vocabulary very well. Your handwriting was audible. You addressed students by their names. That is good Heather thing is. Your voice was the same thought the period this may cause monitory so you better vary the pitch of your voice. Is it clear?

ST: Ok

TT: All right “I am uses my eyes” You've said... I've observed six students. Your language command has some problem. It should be “ I use my eyes or “ I am using my eyes” And you said ‘himselves” There is no such word.

ST: Himself

TT: Himself

ST: May be from my pronunciation

TT: May be I don't know. The other one is I don't know this word (clai^{mp}).So here is a confusion between climb and climb so you have to genuinely give correction tomorrow. The other thing is you shouldn't rush that way. You have to be gentle, gentle voice, you know? The other thing is put media at the center of the blackboard.

ST: I think the blackboard itself has some problem (tran)

TT: Anyway as a principle the try to use the center of the wall. Well you have said information a coffee...” These are grammatical errors. Information is uncountable, coffee is uncountable ...Make sure the instruction is clear before you assign task. Give them example. Check their understanding. Go to the extent of using vernacular.... Don't say” by your groups “to say” in your groups”. Don't silent talking” ... In general you need to improve your language command. Take care of spelling errors. You wrote “could” without ‘l’. Try to improve your pronunciation. For example “brush” / / and ‘exercise’ as / /. All right, this is all I have for you. I hope you'll improve all these things.

ST: Ok, thank you.

TT: All right.

Handwritten note:
✓
Very long transcripts

Appendix II

A

Interview Questions for Tutors

1. Have you discussed with your Trainee before you observed their classroom?
2. How did you give post-observation feedback for your STs? Orally? Written?
3. How do you describe the STs' feeling during feedback session?
4. How did you find your STs' progress after you gave them the first feedback?
5. What were the common problems you've observed among your STs during practice teaching or feedback provision?
6. Do you think you have given sufficient feedback for your STs during Practice teaching?
7. Did you use observation checklist prepared by the practicum office? How did you find it?
8. What criteria do you assign grades for practice teaching?
9. What problems did you encounter or what do you think should be improved concerning supervision and feedback provision?
10. Have you ever been trained on how to provide feedback during practice teaching?
11. For how long have you been teaching English Language? In TEIs? In schools?

B

Interview questions for *Student-teachers*

1. Did you meet your TT and discuss before you go to classroom to teach on the day that your TT observed you?
2. Did your TT give you the post-observation feedback? How? Written? Oral?
3. What was the focus of the TT during feedback session? Your weakness or strength?
4. How do you describe your feeling when your teacher gave you the feedback?
5. How did the TT give you the feedback? Did she/he list down what or how you should have done things or did he/she pick a point from your lesson and ask you why you did what you did?
6. How did the teacher accept the alternative methods or techniques you suggest or use?
7. Why do you think the TTs observe your classroom?
8. Do you think the feedback you received from TT during practice teaching is satisfactory?
9. What do you think should be improved concerning supervision and feedback provision?

C

Interview Questions for Practicum Office Coordinator

1. How many student teachers is each tutor expected to supervise during Practicum IV?
2. Are the tutors expected to teach in the college during the supervision of student teachers in practicum IV?
3. How do you check whether the tutors properly carry out the supervision and feedback provision?
4. Did you give any training or workshop for your tutors on how to conduct supervision and provide feedback?
5. What are the common problems observed in the implementation of Practicum IV?

Appendix III (A)

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Questionnaire for trainees

Dear Trainee;

The purpose of this study is to investigate the practice of feedback provision ^{by} college tutors to their trainees during practicum IV (Practice Teaching)

Therefore the investigator would like to kindly request you to give your genuine responses to the following questions.

Thank you in advance!

Section I

School you were assigned to _____ Grade level you taught _____

Section II

Direction I- The following questions are related to the process of tutors feedback provision during practicum IV. There are two options (**yes** or **No**) for each item.

Please give your responses by putting thick (✓) against each item.

R. N	Items	Responses	
		Yes	No
1	Did your tutor observe your classroom during practice teaching	94%	6%
2	Did you make pre-observation discussion with your TT on the days of his/her observation?	63%	37%
3	Did the TT observe you for the whole period on the days of his/her observation?	74%	26%
4	Did the teacher give you feedback after observing your classroom?	96%	4%
5	Did the tutors give you the feedback based on what you actually did in the classroom?	85%	15%

6	Did the tutor give more emphasis to your weakness than your strength?	74%	26%
7	Did the tutor raise too many issues in one feedback session?	56%	44%
8	Did the tutor accept your methods or techniques that you raised as alternative during feedback session?	79%	21%
9	Did the tutor order you to write reflective comments on your lessons?	28%	72%
10	Was your tutor supportive and caring in giving you the feedback?	76%	24%
11	Do you accept all points the tutors raised as your weakness during feedback session?	53%	47%
12	Do you think your tutor gave you sufficient feedback during Practicum IV?	56%	44%
13	Were you happy with the way your tutor gave you the post observation feedback?	74%	26%

Direction II: Give your responses to the following questions according to the nature of the questions.

1. How many times did your tutor observe your classroom teaching during Practicum IV?
A. Once B. twice C. three times D. more than three times
2. Which one of the following procedure did your tutor usually follow when he gave you feedback during practice teaching? He/She:
 - A. First praised my strong side and then told me my weaknesses
 - B. started by telling me my weakness and then mentions my strong sides
 - C. gave me feedback only on my weaknesses
 - D. mentioned only my strong sides
 - F. didn't mention both my weaknesses and strengths but gave me general comments
 - G. another, (explain)
3. Which of the following method did the tutor use in giving you the feedback?
 - A. He/She raised what I did and asked me to reflect on what I did.
 - B. He/She mentioned my weaknesses and told me how I should have done or should do for the future

4. The following areas could be the focus of tutors' feedback conferences. Rank them (as 1st, 2nd, ...) according to the attention given to them by your tutor.

- _____ language skills
- _____ classroom management
- _____ techniques / methods of teaching
- _____ lesson preparation
- _____ my personal behaviors

5. How did the tutor give you the post observation feedback?

- A. Orally B. written C. Both written and orally

6. What was the purpose of the tutors' supervision, do you think?

7. Comment on the general feedback giving practice by your tutors during practice teaching. Mention its strengths and weaknesses and points to be improved.

A. the strengths you observed

B. weaknesses to be improved for the future

B
Universiitii Addis Ababaa
Sagantaa Barnoota Ebbifamtootaa
Muummee Qooqaalee Biyya Ambaa fi Ogbarruu

Kabajamaa/tuu Kaadhimamaa/Tuu:

Kayyoon qo'annoo kanaa akkaataa tuutaroonni ykn barsiiftonni Kollejjii Barsisota Jimmaa yeroo shakala barsiisuu (PracticumIV) fiidbaakii doo'ii boodaa kaadhimamtootaaf itti kennaa turan sakata'uudha.

Kanaafuu qarataan qo'annoo kanaa kaadhimamtoonni gaafiiwwan armaan gadiitiif yaada ykn deebii dhugarratti hundaa'e akka kennitaniif kabajaadhaan isin gaafata.

Galatoomaa!

Kutaa I

Mana Barumsaa Itti shaakalte _____ Kutaa _____

Gaafiiwwan armaan gadi jiran waa'ee akkaataa barsiiftonni kollejjii yeroo kaadhimamtoonni shaakala isa dhumaatiif (PracticumIV) bahanii turanitti kutaa kaadhimamtoonni barsiisan eega doo'atanii booda fiidbaakii ykn yaadgabbii kennaafii turan irratti kan xiyyeefate. Gaafii tokkoof filanoo lamatu kenname (*Eyyee* ykn *Lakki*) kan jedhu. Haaluma kanaan deebii keessan eddo gaafii fuulduraratti kennametti tiikii (✓) kaa'udhaan deebisaa.

Lak	Gaafiiwwan	Deebii	
		<i>Eyyee</i>	<i>Lakki</i>
1	Barsiisichi kutaan ati barsiisaa turte sana keessatti yeroo sadiif sidoo'tee turee?		
2	Barsiisaan eega daree kee doo'atee booda fiidbaakii ynk yaada siif kennee turee?		
3	Guyyaa barsiisaan sidoo'ate san otoo barsiisuuf gara daree hinseeniin dura barsiisa sidoo'tu waliin mari'atee turee?		
4	Barsiisaan yeroo kutaa kee doo'atan waytii guutuuf kutaa kee keessa taa'ee sidoo'achaa turee?		
5	Yeroo fiidbaakii doo'iin boodaa siif kennu barsiisichi cimina keetirra dadhabina kee irratti xiyyeffannaa guda kenna turee?		
6	Fiidbaakiin barsiisichi siif kenna ture wantoota qabatamaan ati daree keessatti hojjachaa turte irratti kan		

	xiyyeeffate turee?		
7	Yeroo fiidbaakii siif kennu barsiisichi yeroo tokotti dhimmoota baay'ee irratti xiyyefachaa turee?		
8	Yeroo marii fiidbaakii barsiisichi yaada ykn tooftaan ati akka filannoti dhiheessa turtee ilaalcha gaariidhaan sirraa fudhachaa turee?		
9	Barsiisichi yaadaa ykn calaqii ati shaakala barsiisuu kee irratti qabdu akka gabaasa barreeffamaan dhiheessitu si gaafatee turee?		
10	Barsiisichi yemmu fiidbaakii siif kennu haala gargaarsaa tiif kunuunsuutiin siif kennaa turee?		
11	Dhimmoota yeroo fiibaakii barsiisaan siif kennu akka dadhabina keetiititti kaasee ture hunda akka dadhabina keetitti nifudhattaa?		
12	Fiidbaakii ykn yaanni barsiisaan yroo shaakala siif kenna ture quubsaa ykn ga'aadha jettee niamantaa?		
13	Akkaataan barsiisaankollejjii fiidbaakii itti siif kennaa ture sanitti gammaddee jirtaa?		

Qajeelfama II: Gaafiiwwan armaan gadiitiif deebii keessan akkaataa

gaafichaatiin deebisuu yaalaa

1. Yeroo shaakala dhumaatiif (PracticumIV) baatee turte saan. barsiisaan Koollejji yeroo meeqaaf sidoo'atee ture? *A) tokko B) lama C) sadi*
2. Barsiisichi yeroo doo'ii daree keetii booda fiidbaakii siif kennaa ture sana akkaataa kamiin **yeroo baay'ee** siif kennaa ture?

- A. Jalqaba cimina koo naaf jajee/ibsee dadhabina kiyyati ce'a
- B. Jalqaba dadhabina koo naaf ibsee eegasii cimina kiyyatti dabra
- C. Dadhabina koo qofa irratti xiyyeffdachuun fiidbaakii naaf kenna ture
- D. Cimina koo qofaratti hundaa'uun fiidbaakii naaf kenne
- E. Ciminaaf dadhabina koo otoo hinkaasiin yada waliigalaa qofa naaf kennaa ture.
- F. Akkaataan biraa yoo jiraate ibisi

3. Barsiisichi yeroo giidbakii siif kennu yeroo baay'ee tooftaa kamitti fayyadamaa ture?

- A. Wantootaan ani daree keessatti hojjachaa naaf ibseet eegasii akkan yaada koo ibsu nagochaa ture

B. Dogongora ani hojjadhe naaf kaaseet eegasii akkan itti hojjachuun narra ture fii fuulduraafiis hojjachuu qabu qajeelfamaafii gorsa naaf kennaa ture.

4. Dhimmoonni armaan gaditti bara'an kuni dhimmoota barsiisonn yeroo fiidbaakii siniif kennanu irratti xiyyeeffatani. Qabxiwwan kana keessaa yeroo barssiisaan sidoo'ate fiidbaakii siif kennaa ture qabxxii kamiratti xiyyeeffachaa ture. Akkaataa xiyyeffannaa barsiisichaatiin 1ffa, 2ffa ... jechuun sadarkaan kaa'i. _____

_____ rakkina dandeettii Afaan Ingliffaa kiyya

_____ tooftaa ykn mala barsiisuu ani fayyadamaa ture

_____ akkaataa karoorra itti qopheessu

_____ waa'ee daree too'achuu (classroom management)

_____ amaloota gara garaa ani agarsiisaa ture

5. Barsiisichi feedbaakii doo'ii boodaa haala kamiin siif kennaa ture?

A. afaaniin

B. barreeffamaan

C. tooftaa lamaaniinuu

6. Kaayyoon guddaan barsiisichi daree ati barsiisaa turte doo'achaa tureef maali jetteet yaadda?

7. Akkaataa barsiisaan koollejji yeroo shaakala barsiisuu daree kee doo'achaa tureefii akkaataa fiidbaakii itti siif kennaa ture ilaalchisee yaada waliigalaa qabdu (wantoota gaarii mul'atan kan fooyya'uu qaba jettu) ibsi?

A. Wantoota gaariidha jettu

B. Wantoota fooyya'uu qabani jettu

Appendix IV

Observation Checklist of the Investigator

School _____ TT _____ ST _____ School _____

Area of focus	Strengths	Weakness
Class room management		
Method of teaching		
Language skills		
Time management and others		
Trainees' personality		

JIMMA TEACHERS COLLEGE

Evaluation format to be filled in by
The College and School (subject) Teachers

- Name of the supervisor _____
- Name of student teacher _____
- Subject _____
- Date _____
- Topic of the lesson _____
- Name of the school _____
- Class observed _____
- Objectives of Observation
 1. _____
 2. _____
 3. _____

		Specific tasks	Rating scale				
			1	2	3	4	5
I	Lesson Plan	<ol style="list-style-type: none"> 1. Use of Specific objectives 2. Knowledge, attitude and skills 3. Planning of various activities 4. Integration of objectives and assessment 5. Use of introduction, presentation, stabilization and Assessment. 6. Integration of contents and objectives. 7. Selection of Appropriate teaching materials. 8. Making the objective clear 9. Making connections between the current and previous lessons 10. Making the concepts and ideas clear 11. Presenting the lesson coherently 12. Relating the lesson to the pace of the students 13. Knowledge of the subject matter 14. Relating the lesson with relevant experiences 15. Implementation of the planned lessons 16. Making the lesson student -centered 17. Using different teaching methods which are appropriate 18. Assessing students effectively 19. Visibility and attractiveness 20. Making complex ideas simple 21. Illegibility of the handwriting on the blackboard 22. Writing the main ideas 					
II	Introduction						
III	Content						
IV	Methods of teaching						
V	Teaching learning Materials and audio-visual materials						

(general objectives)	Specific tasks	Rating Scale				
		1	2	3	4	5
VI Classroom	23. Class Management					
	24. Motivating students					
	25. Directing students' attention					
	26. Attempts to solve problems of inattention					
	27. Encouraging students for class participation					
	28. Provision of the lesson based on Individual Differences					
	29. Treating students' questions and answers					
	30. Identifying the causes of disruptive behavior and taking measures					
	31. Command of language					
	32. Being heard by the students (audibility)					
	33. Movement in class					
VIII Assessment & evaluation	34. Assessing students through asking various relevant questions					
	35. Assessing the process of the lesson					
	36. Self- hygiene					
	37. Interest in teaching (enthusiasm)					
XI Personality	38. Being a good example					
	39. Concluding and relating to the lesson to the next lesson					
	40. Checking whether the objectives are achieved					
	41. Completing the lesson within planned time					

(general objectives)		Specific tasks	Rating Scale				
			1	2	3	4	5
VI	Classroom	23. Class Management					
		24. Motivating students					
		25. Directing students' attention					
		26. Attempts to solve problems of inattention					
		27. Encouraging students for class participation					
		28. Provision of the lesson based on Individual Differences					
		29. Treating students' questions and answers					
		30. Identifying the causes of disruptive behavior and taking measures					
VII	Communication Abilities	31. Command of language					
		32. Being heard by the students (audibility)					
		33. Movement in class					
VIII	Assessment & evaluation	34. Assessing students through asking various relevant questions					
		35. Assessing the process of the lesson					
XI	Personality	36. Self- hygiene					
		37. Interest in teaching (enthusiasm)					
		38. Being a good example					
		39. Concluding and relating to the lesson to the next lesson					
		40. Checking whether the objectives are achieved					
		41. Completing the lesson within planned time					

Appendix VI

Table that shows the frequency of each category of the feedback given by each tutor for his STs.

A= encouragement
 B= appreciation
 C= criticism
 D= advices
 E= general comment
 F =request for self-reflection
 G= rhetorical questions

Tutor	Student teachers	Frequency of the categories of the feedback						
		A	B	C	D	E	F	G
TT1	ST _A	3	13	5	7	4	-	2
	ST _B	7	4	6	22	2	4	7
	ST _C	3	2	2	11	7	5	9
TT2	ST _A	4	6	11	20	2	5	7
	ST _B	-	5	7	15	-	5	5
	ST _C	2	11	3	5	1	5	5
TT3	ST _A	7	11	9	15	3	4	4
	ST _B	6	11	7	14	4	4	3
	ST _C	2	3	18	18	3	4	4
TT4	ST _A	1	5	5	9	3	4	1
	ST _B	2	3	6	8	-	5	2
	ST _C	4	8	5	4	-	1	1
TT5	ST _A	1	2	21	4	2	2	3
	ST _B	1	-	15	5	1	3	3
	ST _C	2	9	9	10	3	2	1
TT6	ST _A	3	1	6	9	-	4	3
	ST _B	3	7	4	8	2	4	4
	ST _C	1	4	4	9	-	4	1
TT7	ST _A	1	17	8	10	3	2	-
	ST _B	3	13	10	9	3	3	3
	ST _C	1	5	16	10	2	2	3
TT8	ST _A	2	8	5	10	-	-	2
	ST _B	-	7	11	10	2	2	1
	ST _C	1	5	9	13	-	-	3
Total		60	162	202	253	42	75	70
%		6.94%	18.75%	23.37%	29.28%	4.86%	8.68%	8.1%

Declaration

I the undersigned, declare that this thesis is my work and that all the sources of materials used for this thesis have been dually acknowledged

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