

The Teaching Practice Programme of Kotebe College of
Teacher Education: An Investigation Into Its Adequacy In
Preparing Teachers of English For Secondary Schools.

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The Teaching Practice Programme of Kotebe
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Several methods were employed to investigate into The Adequacy of The Teaching Practice Programme In Preparing Teachers of English For Secondary Schools. The findings clearly indicated that the way the students are prepared is adequate:- there is correlation between theoretical subjects and the teaching practice; and the instrument of evaluating the student teachers during the teaching practice session is also adequate.

From the results obtained, it was concluded that the Teaching Practice Programme of Kotebe College of Teacher Education Is Adequate In Preparing Teachers of English For Secondary Schools.

Recommendations were made in the areas of:- the duration of the teaching practice, supervision, micro-teaching, preparation of teaching aids, setting language laboratory, and the role of the Cooperating teachers. The recommendations were made towards improving and reinforcing the existing teaching practice programme.

A.C.K.N.O.W.L.E.D.G.E.M.E.N.T

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The Teaching Practice Programme of Kotebe College of Teacher Education:- An Investigation Into Its Adequacy In Preparing Teachers of English For Secondary Schools.

Chapter One

1. Introduction

A closer look into the programme of the College shows that the training programme is classified into two major parts. The first part emphasizes the subject matter competence of the trainees. Here, the trainees are expected to have mastery of the content of the instructional programme. The knowledge and concepts gained from the content of the instructional programme are passed to the trainees in the form of verbal abstractions.

The second part focuses on and emphasizes classroom skills, that is the teaching act itself. These skills are very essential for any one who wants to become a teacher and works effectively. There is no doubt that student teaching is the major training component in teacher preparation.

In the subsequent discussions throughout this paper, the main focus and dwelling will be made on part two of the teacher education programme.

1.1. Statement of the Problem

This study is designed to asses the Adequacy of The Teaching Practice Programme of the College with special reference to the Teaching Practice Programme of English.

1.2. Significance of the Study

This study is very significant for making a critical assessment and analysis of the English Teaching Practice Programme and thereby forwarding recommendations for improving it further.

Since the training and qualification of teachers is one of the contributing factors for the quality of education, the study assists the effort of the Ministry of Education which is currently assessing the quality of Education in Ethiopia.

Moreover, the findings of this study may generate interest, and serve as a stepping stone to others who have the intention to study the College's activities that haven't been covered in this paper.

Finally, although the findings are considered to be valuable, the study doesn't claim to be exhaustive by all means.

1.3. Limits of The Study

The vastness of the topic and the diversity of its connections with other courses necessitated that some limits be placed on the study. Accordingly, the study is limited to the investigation of the English Teaching Practice Programme. Particularly, the study focuses on students' professional competence which refers to their behavior in the classroom, their ability to plan lessons, ability to use specific teaching techniques, ability to prepare appropriate teaching aids, ability to prepare tests and evaluate students of the secondary schools.

The limit, however, doesn't prevent giving marginal attention at best to a number of important subjects closely related to the teaching practice programme. Such subjects included:- Language skills, Subject Methodology, Foundation of Education, Literature and Linguistics etc.

1.4. Definition of Terms Used In This Paper

The definitions of the terms were compiled from the various books on Teaching Practice, Behavioral Objectives and Statistics. The terms are relevant and applicable to this study.

Teacher Education Programme

It is the total College Programme required for preparing prospective teachers. The Programme encompasses courses in subject areas, related pedagogical studies, methodology and teaching practice.

Teaching Practice

It is a period of supervised teaching of a subject for a specified period of time in a cooperating secondary school. It involves demonstration, observation, planning and preparation of lesson plans, simulated and real teaching, supervision and evaluation. Some scholars give it the name of "practice teaching", and others call it "student teaching." Although there are differences in nomenclature, all the names convey the same concept and their contents are also the same. Therefore, they can be interchangeably used. Teaching Practice has two main component phases. They are micro-Teaching and block - teaching. The former is conducted at the College campus, while the latter is performed in the cooperating secondary schools.

Practicing 4

Student Teacher

A student in College of Teacher Education assigned to teach a specified subject for a period of time in the cooperating secondary school during the teaching practice.

College Supervisor

A faculty member or subject area teacher of the College of Teacher Education who undertakes the responsibility of supervising, giving advice and feedback. He also grades the student teachers assigned to him.

Coordinator of Teaching Practice

A faculty member of the College of Teacher Education who organizes and coordinates the total programme of the teaching practice. He also assigns student teachers to the selected secondary schools.

Evaluation

It is the method of judging the performance of the student teachers. It also inquires into the worth of any instructional programme.

In the book entitled "Improving Educational Assessment" by Beatty; evaluation is defined as "the provision of information through formal means, such as criteria, measurement and statistics to provide rational bases for making judgements ...". (Beatty, 1969, P. 53)

Cooperating Teacher

A classroom subject teacher, in the secondary schools, who cooperates with the College supervisor in helping student teachers during teaching practice period.

Cooperating Secondary Schools

These are schools where the teaching practice programme is carried out. Some call them host secondary schools.

Behavioral (Performance) Objective

It is a statement of what the learner is able to do when he has successfully completed a learning experience. The statement of objective of a training programme denotes measurable and observable behavior.

Actual (Real) Teaching Situation

It refers to the teaching situation which graduates perform in secondary schools after leaving the College.

Correlation

It is a statistic that tells us the degree of relationship between two or more variables. It is usually expressed in terms of a number which can vary from -1 (perfect negative correlation) to +1 (perfect positive correlation). Sometimes correlation between variables may not exist.

Variable

It is any dimension on which persons, things or scores may differ. A variable can be dependent or independent. A dependent Variable is a presumed effect, whereas an independent variable is the presumed cause of dependent variable.

Population

The term population means all the members of any well defined class of people, events or objects.

Sampling

The group of individuals, events, situations or the like which will be involved in a study.

Random Sampling

It is that method of drawing a sample of a population so that each member of the population has an equal chance of being selected.

Adequacy

The Word "Adequate" is defined in the various dictionaries as follows.

1. "Sufficient" (The Concise Oxford Dictionary, 1976)
2. "enough for the purpose, having the necessary qualities" (The Longman of Contemporary English, 1978)
3. "Sufficient for a specific purpose", (Longman Modern English Dictionary, 1968)
4. "Sufficient for a specific requirement". (Webster's New Collegiate Dictionary, 1981)
5. "Reasonably sufficient" (Random House Dictionary of the English Language, 1982)

More or less, all the dictionaries define the term adequate in the same way. Based on the definitions, Adequacy can be defined as the state or quality of being sufficient for a purpose. Some criteria were used to measure adequacy. The criteria included:- simple correlation, multiple correlation and responses obtained from graduates.

1.5. Historical Background of Kotebe College of Teacher Education

First of all it would be appropriate to have a bird's eye-view of the historical evolution and activities of Kotebe College of Teacher Education (which will be addressed as College henceforth throughout this paper) on which the study is based.

The College which is a two-year diploma offering Institution was incepted in 1952 Eth.C. under the Co-sponsorship of the present Addis Ababa University (which was called University College of Addis Ababa) and the Ministry of Education. A few years after the inception of the College, UNESCO started giving technical assistance.

The earlier objective of the College was to train teachers for Junior Secondary Schools (grade 7-8).

Based on the mutual agreement between the University and the Ministry of Education, the College was detached from the University and full responsibility of running it rested on the Ministry of Education with the continued technical assistance from UNESCO. The College was housed in Addis Ababa Technical School at Mexico Square from 1962 upto 1968 Eth.C. Later on, the College was moved to its present site at Kotebe in 1969.

Starting from 1971 Eth.C. the College has been run by the Commission For Higher Education.

The College has been up-grading its programme to meet the ever increasing demand from the Ministry of Education for teachers of secondary schools.

To accommodate the Ministry's request an improvement was made on the objective of the College. Thus, the College trains teachers not only for junior secondary schools but also teachers for secondary schools (grades 9-10). In places where there are acute shortages of teachers, the graduates from the College are even assigned to teach in grades 11 and 12.

From the information gathered from various sources, the College has been making a colossal contribution to the secondary schools throughout Ethiopia by training teachers in diversified disciplines. These include:- training teachers of Amharic, English, Mathematics, History, Geography, Biology, Chemistry, Physics, Health and Physical Education, Home Economics, Productive Technology etc.

With regard to the number of graduates from the College, there is a marked increase from time to time. For example if one looks at the number of graduates for ten years (1964-1974 Eth.C.), the range is from 91-667. During the ten year period the total number of graduates reached 2757. These graduates have been rendering unparalleled service and have been playing a major role in minimizing the ever expanding shortage of teachers of secondary schools.

In the field of professional training, the College is very unique when compared with other Colleges of Teacher Education. It is unique because it has a consolidated training programme which reflects new ideas and current developments in teacher education. The points that make it unique are as follows. First, the College has stated its objective of training teachers in behavioral terms which is explained in detail in Chapter Four.

Secondly, micro - teaching sessions which last for a semester are for the most part supported by Video - tape recordings. These recordings are very useful visual evidences for the critique sessions. On top of this, students conduct the micro - teaching sessions with Secondary School students and get first hand experience from real situations.

In other Colleges of Teacher Education, the experience of behavioral objectives is lacking; the micro - teaching sessions are for a very short period; no Video tape recordings are available; the micro - teaching sessions are conducted on peer groups and therefore, getting direct experience from secondary school students is lacking. In other words the micro-teaching sessions are conducted in an artificial situation which is of little help to the trainees.

Moreover, when one examines the "Handbook For Practical Training Programme" of the College, one comes across many useful suggestions and guidelines which greatly benefit not only the student teachers but also supervisors from the College.

The efforts and activities especially of practical training, of such a College of Education should be worth investigating in order to make recommendations towards the reinforcement of the existing programme of teaching practice.

CHAPTER TWO

2. Review of Related Literature

2.1. On the Significance of Teaching Practice

The significance of teaching practice has been expressed and emphasized by professors and trainees of colleges of education. This is because the practicum period is considered as a laboratory experience where prospective teachers gain and develop valuable skills for the teaching profession. In this connection Cohn and Gardner have the following to say.

Many educationists believe that the student's school practice is the most vital part of his professional training. Few would challenge the contentions that the student's practice should be the focal point of all other training he receives. It is on this occasion that he has his first opportunity to put into application some of the psychology, methods and principles he has learned theoretically...

(Cohen and Garner, 1965, P.11)

It is not difficult to see that teaching practice is a very crucial period in the life of the student teacher. It is crucial because it is during this time that theory is constantly tested by practice, and practical activities are constantly viewed, revised and retested in light of the sound theory to which the student teachers are exposed. This view has been asserted by Adams and Dickey in the following manner.

... both theory and practice are necessary and interdependent elements in a modern program of teacher education. Theory without ultimate practical application is educational jargon, and practice without sound theory behind it becomes empty time-serving activity...

(Adams and Dickey, 1965, p.4)

The significance of teaching practice is not only expressed by scholars but also by the students who directly benefit from it. With regard to the importance of, and the need for teaching practice Yates noted the following in which he also voiced the reaction of students.

It is generally recognized that an important part of any programme of teacher education is the provision of opportunities for the student to undergo practical experience of teaching. Indeed many of the students themselves regard this as the single most important element in their training. (Yates, 1970, pp. 61-2)

What Yates voiced with regard to students' positive reaction to the need for teaching practice has also been shared by J.W.Tibble. After gathering information from students, he came up with the following finding.

Many students and ex-students, when asked to evaluate their course in a college or department of education, say that the most valuable part of it was the period of practice in the schools. (Tibble, 1971, p.100)

This is true because the student teachers must be sufficiently armed with professional skills which they confidently put into practice when they graduate. Otherwise, complexities of teaching may create lack of confidence and feelings of inadequacy in the minds of the prospective teachers.

With regard to the need for and importance of the teaching practice in teacher preparation no better comprehensive remark can be quoted than that of Inlow. He says:-

Broadly viewed, teaching practice is a bridge between academic theory and educational practice. The functional opportunities that teaching practice afford make student teachers more ready to meet the demands of an actual classroom situation of their own. (Inlow, 1970, pp. 427-30)

When one discusses teaching practice, the importance and the contribution of micro-teaching must not be over-looked. The concept of micro-teaching is explained by Stones and Morris in the following manner

The basic principles of micro-teaching are simple. A student teacher teaches a short lesson of about five minutes' duration to a small number of pupils. At the end of the lesson the pupils leave and the student discusses the lesson with his supervisor. After a short break the student repeats the lesson with a different group of pupils making use of the feedback from the supervisor to attempt to improve on his previous lesson (Stones and Morris, 1972, pp.79-80)

As the name micro-teaching suggests, there is a substantial reduction in the number of pupils and topic to be taught, and there is also, reduction in the duration of the period. Micro-teaching eliminates the complex processes of handling normal classes, especially for those who first begin to teach. It gradually acquaints the student teachers with big class sizes, wider topics and an increased time duration. This fact has, also, been expressed by Stones and Morris. They say:-

Micro-teaching goes a far way to solving some of the problems involved in student teaching practice. One of the most obvious is that the student is phased into real teaching gradually instead of being dropped in at the deep end as is the case in most existing situations...

(Stones and Morris, 1972, p. 81)

Strong supporters of micro-teaching, Allen and Ryan pointed out the importance of micro-teaching as follows.

A major advantage of the micro-teaching clinic for the beginning teacher is that it equips him with an array of teaching skills before he assumes instructional responsibility in a school. In each micro-teaching lesson the beginner is not only trying to instruct in some aspect of his discipline, but also to practice a specific training skill. A basic premise of the micro-teaching clinic is that there are specific teaching skills and that some of these can be developed in a constructive teaching situation.

(Allen and Ryan, 1969, p. 64)

Micro-teaching, which can serve as a prelude to a block-teaching session, is a very effective instrument to initiate the student teacher to the teaching activity. The effectiveness and significance of micro-teaching have also been pointed out by Borg et.al as follows.

One of the first studies on the effectiveness of micro-teaching...was carried out to evaluate the Stanford Summer Micro-Teaching Clinics. The researchers found that Stanford interns trained by micro-teaching methods for eight weeks earned significantly higher ratings in teacher effectiveness than did a control group who received separate instruction...(Borg et.al. 1970, p. 34)

After explaining that micro-teaching required less time when compared with the time that was required to deal with the control group, Borg et.al. pointed out other significant findings about the contribution of micro-teaching in the following manner.

Other significant findings included the following: performance in the micro-teaching situation was a valid predictor of subsequent performance in the classroom: 89 percent of teachers rated micro-teaching a "quite valuable experience" and those in the micro-teaching group made significant gains on several specific teaching skills. (Borg et.al, 1970, p. 34)

Micro-teaching besides being very useful to student teachers, has the following advantages over the traditional methods of teacher training which emphasize demonstration by the teacher and observation by the student teacher.

- (1) Immediate feedback is provided with the help of the video-tapes which help the student teacher to see his behavior live and improve short-comings.
- (2) The classroom teacher, the peer group and the student teacher who conducted the micro-teaching lesson participate in the evaluating process instead of the single individual.
- (3) Student teachers are initiated to block-teaching gradually.

There is no question, therefore, that micro-teaching has a major contribution to make to the teaching practice programme. As a result it must be given due consideration.

From what has been discussed so far, it can be safely concluded that it would not be exaggerating to say that there can be no college of education that fails to regard teaching practice as important and relevant to preparing prospective teachers.

2.2. On The Supervision of Teaching Practice

Supervision can be considered as a period when the student teacher is guided, helped and evaluated in his attempt to put into practice what he has learned during his training. Since this is the period of developing and enriching the

skills of teaching by the student teachers, those who are involved in the supervisory activity should give appropriate guidance, help and relevant feedback. Adams and Dickey point out the role and the responsibility of a supervisor as follows.

It has been said that the purpose of student teaching is not to tell students what to do but rather help them learn what the problems are, to isolate and analyze these, and to find solutions... Thus one of the initial responsibilities which the supervising teacher must assume is that of the determination of the areas in which student teachers are in the greatest need of assistance. (Adams and Dickey, 1965, p. 40).

Supervision which calls for sufficient time and energy cannot be effectively handled by any one person. To be more objective, it is a collective undertaking by the College supervisors and the cooperating teachers of the cooperating secondary schools.

Besides being a collective activity, supervision should be conducted by competent people who devote their time and energy to this end. This desirable quality must be possessed by both the College supervisors and the cooperating teachers. Devoid of this quality the effectiveness of supervision will be at stake.

It should be noted that the cooperating teachers have to be well informed about the programmes and activities of the College of Education in order to give the needed help and guidance to the student teachers. Similarly, the College staff members and student teachers of the College of Education have to be well acquainted with the programme and activities of the cooperating secondary schools. This means, that mutual understanding between the College of Education and the cooperating secondary schools remove obstacles, break

communication barriers and facilitate conducive conditions for the smooth running of the teaching practice programme. To this end the College supervisors, the coordinator of the teaching practice programme as well as the student teachers should strive hard towards cementing and maintaining an established bond with secondary schools.

The existence of closer cooperation is beneficial to both College of Education and to the cooperating secondary schools. This is because the cooperating secondary schools depend on the College of Education for getting trained and qualified teaching staff. On the other hand, the College of Education sends trainees for teaching practice to cooperating secondary schools. On top of this, the College gets recruits from the cooperating secondary schools, which are the main source of supply.

With regard to what supervision is and the part it plays Dussault says the following.

Viewed in the perspective of its teaching function, supervision is a process through which the prospective teacher is helped to acquire competence which he needs to fulfil satisfactorily his professional duties.
(Dussault, 1970, p. 4)

It is obvious that supervision is a valuable instrument for assessing the student teachers' weak and strong points in teaching and thereby supervisors recommend remedies to overcome the shortcomings.

2.3. On Evaluating Teaching Practice

Evaluation which is one aspect of supervision is concerned with rating the performance of the student teachers in teaching practice.

Despite the complexity of problems noted in connection with the selection of criteria for evaluating teaching, there is a general consensus on what has to be included in the evaluation format. Many scholars who produced formats share the same views with Neal who noted the following observation:

... the objectives of student teaching which are common to most teaching fields and which will be concerned within your evaluation include those dealing with personal traits and personal growth, classroom management, methods of instruction, subject-matter preparation, relation with students ... (Neal, 1960, p. 148)

Very lengthy discussions can be made, and several books can be quoted on teaching practice, supervision and evaluation in the related literature review. Nevertheless, such an effort would add nothing new to the already expressed views in this thesis but only repeat the same thing in different **sayings**.

Finally, an attempt was made to include the condition of teaching practice in Ethiopia in the literature review. Many libraries in the University (Kennedy, Graduate Studies, Institute of Language studies, Education Research Centre, Institute of Ethiopian Studies etc.) and the library of the Ministry of Education were visited to collect information on the teaching practice at tertiary level in Ethiopia. Although every possible effort was made by the writer of this thesis to reflect the condition of teaching practice in Ethiopia, the unavailability of well documented information at the time of the study and the inaccessibility of the documents, if there are any, made the inclusion practically impossible.

CHAPTER THREE

3. Procedures And Methods of Data Collection

3.1. Procedures

The study started at the College in 1975 Eth.C. During this period seven months were spent in observing micro-teaching, conducting interviews and collecting all relevant information regarding the teaching practice programme. Moreover, one month was spent in observing block-teaching by student teachers in some selected cooperating secondary schools in Addis Ababa. In the same year questionnaire was administered to graduates in English from the College. 1977 was spent in consolidating the data and in writing the thesis.

3.2. Methods of Data Collection

Various methods were used for collecting relevant data. The rationale of using the various methods was clear because depending on a single method may not be enough to elicit the necessary information. The methods employed include:- questionnaire, interview, student teachers' performance check list, and statistical analysis.

3.2.1. Questionnaire

A series of basic questions were selected for the questionnaire to gather relevant information from graduates in English from the College. A two-part questionnaire, containing a total of 28 questions was administered to 79 graduates.

Part one, dealt with personal information on graduates. Part two, consisted of 18 questions which dealt with matters related to teaching practice and the application of the experiences gained from it.

Part two contained 15 open-ended questions and 3 closed-ended questions. Questions 26-28, which were close-ended, were employed to collect additional information regarding teaching practice, actual teaching situation and suggestions for improving the existing teaching practice programme.

The questionnaire was distributed to graduates who attended the 1976 Et.C. University Summer In-Service Programme. The In-Service Programme was chosen because it was the most opportune moment to meet a large gathering of graduates who have served from 2-5 years. These graduates have fresh memories about the teaching practice and its importance. Secondly, there was a very strong possibility of getting representatives from almost all the Administrative Regions of Ethiopia. Thirdly, choosing such a an occasion was considered as a means of minimizing the drawbacks that the return of questionnaire entail if they were sent by mail. This also saves time, effort and expense that would have been incurred if the writer of the thesis had gone out to the various Administrative Regions.

The information which was obtained from the respondents was tabulated and percentages were computed for each and every question.

First the average for the very good was compared with that of the very poor. Then the aggregate results for very good and good were compared with the aggregate results for poor and very poor.

Besides, the most pertinent questions (i.e. 20,21,22 and 25) that focus on the adequacy of the teaching practice programme and the actual teaching situations were closely examined. In the same way attempts were made to quantify the out-comes of the open-ended questions (i.e. 26-28)

For the questionnaire and the summary of all the responses refer to Appendices A and B respectively on pp. 41 - 56

3.2.2. Interview

Besides verbal interview, written interview was presented to the staff members of the English Department of the College. The interview questions focused on matters related to teaching practice and its adequacy. Although there were 10 questions, some of the questions generated other questions that led to a lengthy discussion.

The outcome of the interview was followed by discussions. For questions used during the interview refer to Appendix C. on p. 57

3.2.3. Student Teachers' Performance Checklist

The writer observed both micro-teaching and the block-teaching sessions. During the micro-teaching, student teachers were observed while they were teaching secondary school students. The teach and critique sessions were closely observed.

However, it was only during the block-teaching sessions, which were conducted off the campus, that the student teachers' performance check-list was used. The reason for using the check-list was to find out the adequacy of the evaluation instrument of the College. As a Performance checklist, the Stanford Competence Appraisal Guide, reprinted by Stones and Morris, was used. However, a very slight modification was made to leave out such points as "constructive participation in Community Affairs" which the students of the College don't perform. The rating Scales Weak 1, Below average 2, Average 3, Strong 4, and Superior 5 were maintained with the exceptions of 2,3,4 and 7 which carry 10, 15, 15, and 10 points respectively. "Outstanding" 6 and truly Exceptional 7 were dropped because they don't appear in the College evaluation instrument.

Using systematic sampling more than one-third of randomly selected English graduates of 1976 Eth.C. were evaluated by the writer. Each student was observed at least twice during the teaching practice sessions.

Based on the Performance Checklist, letter grades were given to the observed student teachers. These grades were compared with the grades given to the same student teachers by the College supervisors. Simple correlation analysis was made to find out the relationship between the two separate grades. For the Performance Checklist of The College and the one used by the writer refer to Appendices D and E respectively on pp. 58 - 59

Here, it must be noted that in the use of correlation, it can be said that correlation exists when two variables vary together directly or inversely. If the movements of the two variables are in the same direction, the relationship is direct and positive.

On the other hand, when the movements of the two variables are in opposite directions, the correlation is said to be negative or inverse.

The values of the letter grades were computed and interpreted. The conversion of the letter grades by the writer of the thesis as well as that of the College was the same and as follows.

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 points
- F = 0

A Computer was used in computing the simple correlation.

3.2.4. Multiple Correlation

This statistic compares the relationship between more than two variables. One dependent variable which is the result of the teaching practice was compared with the results of six independent variables which included:- Method of Teaching English, Writing In English, English Language Skills, Literature, Introduction to Linguistics and Foundation of Education.

The data for the multiple correlation was obtained from the records of the 1974 Eth.C. graduates in English.

The result of the 1974 graduates was chosen as a sample because it was the time that the College produced a consolidated hand book which mainly deals with teaching practice. The book is entitled "Handbook For Practical Training Programme, 1974".

Otherwise, the result of any year starting from 1971 Eth.C. could have been valuable for testing the strength and direction of relationship between teaching practice and other courses.

The letter grades which were obtained from the records for the whole population were converted into figures for the convenience of calculation. The value of each letter grade is similar to the one used by the College.

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0

A computer was used to compute the multiple correlation. The results were analyzed and interpreted by the writer.

CHAPTER FOUR4. Findings And Discussions4.1. Results of The Questionnaire

The responses of 79 graduates who filled out the questionnaire were tallied for each question and for all the alternatives ^{for} questions 11-25 which generally refer to the applicability of some courses on teaching practice, the usefulness of microteaching and blockteaching and their applicability on a real teaching situation, the usefulness of audio - visual aid, the adequacy of the teaching practice programme. When the results were expressed in percentage, the following was found as shown in Table 1. For the questions and how each question is computed refer Appendices A and B respectively on pp. 41 - 56.

Table 1
Results of Questionnaire

Ques. No.	Very Good %	Good %	Fair %	Poor %	Very Poor %	Total %
11	43	44.3	10.1	1.3	-	98.7
12	25.3	45.6	21.5	3.8	-	96.2
13	27.9	45.8	21.5	1.3	-	97.5
14	11.4	38	27.9	15.2	5.1	97.6
15	30.4	43	17.7	6.3	1.3	98.7
16	60.8	31.6	5.1	2.5	-	100
17	29.1	49.4	17.7	1.3	-	97.5
18	36.7	39.2	12.7	6.3	-	94.9
19	26.6	49.4	16.5	2.5	1.3	96.3
20	25.3	49.4	16.5	3.8	-	95
21	45.6	45.6	6.3	1.3	-	98.8
22	34.2	43.8	19	1.3	1.3	98.8
23	31.6	46.8	12.7	2.5	-	93.6
24	27.9	45.6	22.8	-	1.3	97.6
25	54.4	31.6	12.7	-	-	98.7
Average	34	43.3	16	3.3	0.7	97.3

For questions 11-25 when the total average of responses under very good (which was 34%) was compared with the total average of responses under very poor (which was 0.7%), it was found out that the result for very good was significantly high.

Besides, when the aggregate averages for very good and good (which were $34 + 4.3 = 77.3\%$) were compared with the aggregate averages of poor and very poor (which were $3.3 + 0.7 = 4\%$), the result for very good was still significantly very high.

On top of these, the results of questions 20,21,22, and 25 - which specifically focused on the relevance, adequacy and applicability of the teaching practice experience - were carefully examined. The results are shown in Table 2 below.

Table 2
Results of Questionnaire

Ques. No.	Very Good %	Good %	Fair %	Poor %	Very poor %	Total %
20	25.3	49.4	16.5	3.8	-	95
21	45.6	45.6	6.3	1.3	-	98.8
22	34.2	43	19	1.3	1.3	98.8
25	54.4	31.6	12.7	-	-	98.7
Average	39.9	42.4	13.8	1.6	0.3	97.8

For questions 20, 21, 22 and 25, when the total average under very good (which was 39.9%) was compared with the total average of the responses under very poor (which was 0.3%), the result for very good was significantly high. Likewise, for the same questions, when the aggregate averages for very good and good (which were $39.9 + 42.4 = 82.3\%$) were compared with the aggregate averages for poor and very poor (which were $1.6 + 0.3 = 1.9\%$), the result revealed that the aggregate average for very good and good was significantly very high.

The responses which were quantified for open-ended questions 26, 27 and 28 yielded the following results.

For question 26, those who said that the teaching practice programme is adequate were 55%, whereas, those who said it is not adequate accounted for 19%. The reason given for the inadequacy was that the teaching practice period was short.

For question 27, the suggestion given for improving the teaching practice period accounted for 22%. Other suggestions accounted for 28%. The suggestions included:- the need for adequate supervision and feedback from some College supervisors and cooperating teachers, giving more emphasis to the micro-teaching sessions, need for an equipped language laboratory, giving student teachers adequate skills in the preparation of teaching aids etc. The percentages were low because many graduates did not fill out some of the questions.

For question 28, which asks for the experience of teaching English beyond grade 10, those who said they did not teach beyond grade 10 accounted for 38%, while those who said yes were 41%. Those who taught beyond grade 10, considered the experience as follows:- it was a challenge; it gave us a valuable and exciting experience; it was a burden on the teacher especially during lesson preparation; the problems are compounded because of the weak language background of secondary school students; shortage of books and covering too many topics within a very short time etc.

Discussions

From the findings, all the results of the questionnaire strongly confirm the adequacy of the teaching practice programme in preparing teachers of English for secondary schools.

These results which were testified by the graduates are valid and reliable, because no one is in a better position to testify than the graduates who were immersed in the teaching practice programme and who are totally engaged in the teaching profession.

Therefore, there was no reason to support that the teaching practice programme has not achieved its objectives in the preparation of teachers.

4.2. Outcome of The Interview

The following are the accounts of the interview by the staff members of the English Department of the College. Because quantification of the responses was difficult, the responses were paraphrased.

For questions 1 and 2, the objectives were confirmed as being attainable. The staff reasoned out that since the objectives are stated in behavioral terms, they are observable and measurable. The staff believe that they are observable from the performances of the student teachers, and they are measurable with the help of tests and assignments.

For question 3, a problem was raised with regard to the language background of the student teachers. It was stated that students come from the secondary schools with weak language background. It was confirmed however, that their language skills gradually improve during their stay in the College.

For question 4, the importance and effectiveness of the Micro-teaching sessions, in improving teaching skills, were stressed by staff members who have direct involvement and who have under taken the responsibility to conduct the sessions.

The sessions were considered as a prelude to the block-teaching sessions, because micro-teaching sessions prepare students to be fully confident when they go out to the secondary schools for teaching practice.

With regard to the benefit that the student teachers gain from the block-teaching sessions, the gain was considered as valuable. The sessions are seen as final stages for refining the teaching skills of the student teachers. The sessions are also seen as a testing ground for applying the skills which are gained in a smaller scale to a larger and wider scale.

In connection to the block - teaching some problems were raised. These included: the short duration of the block - teaching sessions (i.e. one month), 35 minutes period in some schools and 40 minutes in others created problems in covering the lesson plans by the student teacher; the weak language background of the students of the secondary schools. It was pointed out, the effects of the problems are strongly felt by student teachers and supervisors.

The experiences gained from the micro - teaching sessions and the block - teaching sessions are considered adequate. The reason for their adequacy was judged from the performances of the students who have been attending the College at various times.

Although getting feedback from graduates was seen as invaluable for improving the teaching practice programme by the staff, such feedback they said was lacking due to the non - existence of communication between the College and the graduates.

Finally, the adequacy of the teaching practice programme in preparing teachers of English for secondary schools was confirmed by all the staff members.

Discussions

The statements made on behavioral objectives are valid, because behavioral objectives are useful instruments for evaluating the performance of students. Tangible and concrete results can be achieved by observing and measuring the performance of the students. Regarding the significance of behavioral objectives Plowman points out the following.

Behavioral objectives offer a practical approach to the improvement of teaching and learning. Teachers benefit by having measurable and observable objectives that are useful in prescribing learning experiences and in evaluating pupil progress. Students benefit by making exactly what is expected of them in acquiring knowledge and skills...
(Plowman, 1971, p. XXI)

He still goes on elaborating the importance of behavioral objectives as follows.

The formulation of behavioral objectives is an important aspect of all areas of educational planning; curriculum development; course, unit, and lesson planning; selection of instructional materials; choice of teaching methods or strategies; and preparation or selection of tests relevant to the objective of instruction. Objectives of this type contain measurable or observable indices of performance
(Plowman, 1971, p. XXIII)

There is no ground, therefore to reject the attainability of the objectives stated for the courses. For objectives of the College taken as a sample refer to Appendix F. pp. 61

The micro - teaching and the block - teaching sessions were observed by the writer of this thesis. The sessions were beneficial because they gave students an experience of teaching and also helped them improve their teaching skills. Marked improvements were seen in the areas of classroom management, preparation of lesson plans, techniques of teaching and use of evaluating instruments etc.

In order to get field feedback from graduates the opening of a communication channel becomes imperative. Such a channel benefits not only the College in improving its programme but also benefits graduates in getting information regarding new ideas and development in the areas of teacher education.

The discussions that the interview questions generated were very valuable to gather relevant information with regard to teaching practice.

The information which was obtained from the interview supplements the results obtained from the questionnaire. The results obtained by using the various methods of study are very useful for reaching a conclusion and for making recommendations.

4.3. Results of Computation For the Student Teachers' Performance Check List

In Table 3 below X indicates the grades obtained from the College record for the 1976 graduates in English. 'Y' indicates the grades given by the writer to the same graduates.

Table 3

Computation of Grades For Teaching Practice

Grades From The College X Grades From The Writer Y		
Case No.	X	Y
1	6	6
2	6	4
3	8	8
4	4	6
5	4	4
6	4	4
7	4	6
8	4	4
9	4	4
10	4	4
11	4	6
12	6	6
13	4	2
14	8	6
15	6	6
16	6	8
17	4	4
18	4	6
19	4	4
20	6	8
21	6	6
22	4	4
23	4	4
24	8	8
25	4	2
26	4	4
27	6	4
28	4	6
29	4	4
30	6	4

The computer result for table 3 were as follows.

<u>Mean</u>	<u>Standard Deviation</u>	<u>Correlation Coefficient</u>	<u>Computed T value</u>
5.00000	1.36458	0.61686	4.14717

According to the correlation coefficient (0.62) the result showed significant positive relationship.

Besides, when the computed T value (4.15) was compared with the table value (2.76) which was obtained from the statistical table, the computed T value was statistically significant at 99% confidence level. This supports the result of the correlation coefficient.

It is possible to confirm that the result is the same if either method is used. Therefore, the instrument of evaluation of the College is adequate.

4.4. Results of Computation for Multiple Correlation

x_1 indicates the dependent variable, whereas x_2, x_3, x_4, x_5, x_6 and x_7 indicate the independent variables.

Table 4
Computation of Grades for Theoretical Courses
And Teaching Practice

Case No.	X_1	X_2	X_3	X_4	X_5	X_6	X_7
1	4	6	6	9	6	6	8
2	4	6	6	9	6	6	8
3	6	8	6	9	6	6	8
4	8	6	6	9	12	6	8
5	4	4	6	3	6	8	8
6	6	6	6	6	9	6	4

Continued

Case No.	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇
7	4	6	6	3	6	4	6
8	4	6	3	3	6	4	4
9	6	6	3	6	9	4	6
10	6	8	6	9	9	6	8
11	4	6	6	6	6	6	6
12	4	4	6	3	6	8	6
13	4	6	6	3	6	4	8
14	4	6	6	3	3	4	6
15	4	6	6	3	6	6	8
16	6	6	6	9	6	6	8
17	4	6	6	3	6	6	6
18	6	6	6	9	6	8	8
19	6	6	6	3	6	4	6
20	8	8	6	9	6	8	8
21	4	6	6	6	6	6	4
22	4	6	6	6	6	6	8
23	4	4	6	6	6	4	6
24	6	4	6	3	6	6	8
25	4	6	6	6	6	4	8
26	6	6	6	6	3	4	6
27	8	8	6	12	3	2	6
28	6	6	6	12	6	6	8
29	4	8	3	3	3	4	6
30	8	8	6	9	9	8	8
31	8	8	6	9	9	6	8
32	6	4	6	9	9	6	6
33	8	4	6	9	6	6	6
34	4	4	6	3	6	4	8
35	6	4	6	9	9	8	6
36	8	8	9	12	6	6	3
37	4	6	6	3	6	6	6
38	4	6	6	6	9	6	8

Continued

Case No.	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇
39	4	4	6	3	3	4	4
40	6	4	6	9	12	6	8
41	8	8	9	6	6	6	8
42	4	6	6	9	9	6	8
43	4	6	6	3	6	6	6
44	4	6	6	6	6	2	8
45	4	6	6	6	12	6	8
46	4	4	3	3	6	4	6
47	4	4	3	6	9	6	4
48	6	6	6	6	3	6	8
49	8	8	9	9	9	6	6
50	4	6	9	6	6	6	8
51	4	6	6	3	3	6	6
52	4	6	6	6	6	6	8
53	8	6	9	12	6	2	6
54	6	6	6	12	9	2	8
55	4	4	6	6	9	6	8
56	6	6	9	6	6	6	6
57	6	6	6	6	6	8	8
58	4	4	6	6	6	8	6
59	6	6	9	9	6	2	8

The Computer Result for Table 4

were as follows

<u>Variable No.</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Correlation Coefficient</u>	<u>T-Value</u>
2	5.86441	1.27924	0.44589	2.58973
3	6.10169	1.36071	0.38558	1.68820
4	6.50847	2.84891	0.65813	4.61615
5	6.61017	2.14167	0.19921	0.56924
6	5.49152	1.60143	0.04704	0.76861
7	6.91525	1.30368	0.16039	-1.44915

...%

Multiple Correlation	=	0.73047
Standard Error of Estimate	=	1.09673
F Value	=	9.91496

When the result of X_1 was compared with the results of X_2 , X_3 , X_4 , X_5 , X_6 and X_7 all the relationships were positive. When taken individually, except the T Values of 2.59 and 4.62, the rest, each by itself didn't explain much about the level of association that existed between the dependent and independent variables. However, the computed T value of 2.59 was significant at 95% level, and the computed T value of 4.62 was even significant at 99% level. This means that each by itself can explain the level of association between the dependent and independent variables.

Whereas, when all the independent variables were taken together cumulatively, the result of the multiple correlation which was 0.73 was positive and significant at 95% explaining ($R^2 = 0.5339$) or 53.39% the variation observed in the dependent variable.

Moreover, the lowness of the standard error of estimate and the results of the table of residuals and the significance of the F value strongly support the result of multiple correlation which is high. For Table of Residuals refer to Appendix G, on pp. 62 - 63.

CHAPTER FIVE

5. Conclusion And Recommendations

5.1. Conclusion

This final Chapter draws its conclusion and recommendations from the findings reviewed earlier in the thesis. By using every conceivable method, the following results were obtained. The outcome of the questionnaire was highly significant in supporting the adequacy of the teaching practice programme. In the same way, the finding of the interview was significant. Moreover, the simple correlation showed the existence of strong relationship between the two instruments of evaluation. On top of these, the multiple correlation confirmed the existence of relationship between the theoretical courses and the teaching practice.

All the results obtained by employing different methods were in favor of the Adequacy of the Teaching Practice Programme In Preparing Teachers of English For Secondary Schools. Therefore, there was no convincing evidence and ground to refute the adequacy of the teaching practice programme.

5.2. Recommendations

In the world which has been revolutionized by the advances of science and technology, changes are taking place in every field very rapidly. One of the fields which has been affected by the changes is the teacher education programme. To cope with such change, the content and method of teacher education must be subjected to rigorous and constant appraisal. It was in light of the above fact that the following recommendations were made.

The importance of micro-teaching has been stressed on several occasions by many scholars. The use of video tape recordings is considered as part and parcel of the micro-teaching. This is because the recordings make the teaching sessions more concrete. Especially, the critique session can be supported by visual evidence. The recordings can also be useful sources of reference for those who attend the college at various times.

The College has already got the video tape recorder, but due to a minor technical problem the equipment is not employed during the micro-teaching at present. Due to the invaluable services it renders to both student teachers and to the staff members who conduct the micro-teaching, the College Administration should make every possible effort in reviving the function of the equipment.

Equally important is the possession of a language laboratory in the College. The need of having a language laboratory has been strongly felt by the students and the staff members of the Department of English. Although installing and maintaining a language laboratory is very costly, the cost is insignificant when compared with its contribution towards improving the language proficiency of the students. The contribution has direct relevance to the teaching practice, because lack of proficiency hinders the smooth progress of the programme.

Since English serves as a medium of communication and as a medium of instruction in the secondary schools, the English teacher must have a reasonable knowledge of and proficiency of English. To this end the contribution of the language laboratory is unquestionable.

Hayes points out the usefulness of the language laboratory in the following manner.

A language laboratory is a classroom or other area containing electronic and mechanical equipment designed and arranged to make foreign language learning more effective than is usually possible without it. (Hayes, 1968, p. 1)

Stack also states the importance of the language laboratory as follows:

The most important advance in language teaching efficiency is the language laboratory. (Stack, 1971, p. 3)

Since an acceptable standard of proficiency and reasonable standard in the language skills are facilitated with the help of the Language laboratory, the laboratory is an asset rather than a liability to the College. One of the possibilities of possessing a language laboratory will be gearing UNESCO's technical assistance towards this end.

Besides, Graduates feel that their skill in audio-visual aids preparation was deficient. Since audiovisual aids are very essential in the transmission of concepts which cannot be easily explained with words, arming the students of the College with the skills of preparing teaching aids which are not very costly **such as** pictures, sentence strips, flashcards etc. must be seriously considered. Otherwise, graduates will be forced to resort to the use of Amharic most of the time when they teach English.

In connection with the duration of the teaching practice session, which is for one month at the moment, the College must find out ways and means where by it can be lengthened by one more month. The longer the teaching practice session the better for getting more supervision and feedback which aid to improve the teaching skills of the

student teachers further. One possible way of extending the duration of the teaching practice programme would be allocating 4 credit hours for methodology instead of 6 credit hours. This would give more time for the teaching practice.

Since more practical work benefits student teachers, the need to extend the duration of the teaching practice period becomes imperative.

Regarding supervision and evaluation relevant points can be raised. Every student teacher must be supervised and evaluated by at least two or three different supervisors. This minimizes the bias which otherwise would be greater if one supervisor alone takes the responsibility of supervision and evaluation.

Moreover, many cooperating teachers seem to forget the responsibility vested in them as supervisors. Some of them consider the teaching practice session as a vacation and are not even bothered about or interested in the activities of the student teachers. This trend is not a healthy attitude and must be corrected soon. The College Coordinator of the teaching practice programme and the College Administration have to straighten out the problem by consulting with the cooperating teachers and Directors of cooperating secondary schools. If this is done the student teachers can get better guidance and supervision.

The Supervision sessions must be strengthened by preparing short seminars or workshops where the weak and the strong points of each student teacher are discussed. This serves as an occasion for sharing experiences among student teachers.

Finally, there is a need for opening a two-way communication between graduates from the College and the staff members of the Department of English. Such communication can facilitate not only to upgrade the teaching practice programme but also help graduates to be up-to-date with new ideas and current methods of teaching English. In the absence of other media (i.e. Journals, periodicals, professional organizations which hold conferences, seminars, workshops) the only source of information for graduates left open is to keep in touch with the College they attended. Such contact will greatly help graduates to acquaint themselves with new developments in the field of subject area and teacher education in general. In connection with this, Johnston observed the following.

The days when a teacher would be considered to have acquired a bank of knowledge which he would find adequate to sustain him through his professional life have gone forever. Knowledge is bursting on the consciousness of the world at an unprecedented rate, and to keep pace with new growth is... an undeniable challenge to the teacher. (Johnston, 1971, p.10)

In the best interest of the teaching profession, there should be a two-way communication between graduates and the College since both equally benefit from such communication.

Besides, no College of education that trains teachers can afford to leave its teaching practice programme unexamined and unappraised. As a result, this recommendation will contribute some useful suggestions towards appraising the programme of the College.

The recommendations given above in no way contradict with the conclusion. They are forwarded to reinforce the existing Teaching Practice Programme further.

Appendix A

Questionnaire To Be Filled Out By Graduates in English From Kotebe College Of Teacher Education

The purpose of this questionnaire is to collect relevant information regarding "The Adequacy of The English Teaching Practice Programme In Preparing Teachers Of English For Secondary Schools." In light of your training and experience as a teacher of English, your genuine views, responses and comments are very helpful to the successful completion of this study.

Part One:- Personal Information

- Instructions:- a) For questions which have choices, mark a tick (✓) inside the box that indicates your choice.
- b) For questions which require writing, fill in the relevant information in the spaces provided.

1. Sex:- Male
Female

2. Graduated from Kotebe College of Teacher Education in 19 _____

3. Place of assignment when you first graduated from the College

_____ Administrative Region (Kifle Hager)

_____ Awraja
_____ school.

4. Present place of work _____
_____ Administrative
Region _____ Awraja
_____ school.

5. Total number of years of service in teaching English since you graduated from the College. _____ years.

6. Level of school you taught when you first graduated from the College

- a) Elementary School
- b) Junior High School
- c) Secondary School
- d) Comprehensive High School

7. Level of the school in which you teach at present

- a) Elementary School
- b) Junior High School
- c) Secondary School
- d) Comprehensive High School

8. Grade level that you taught in your major area (i.e. English) when you first graduated from the College

- a) Grade 7
- b) Grade 8
- c) Grade 9
- d) Grade 10

9. Grade level that you teach in your major area (i.e. English) at present.

- a) Grade 7
- b) Grade 8
- c) Grade 9
- d) Grade 10
- e) Above grade 10

10. Your present status,

- a) Teacher of English
- b) Unit Leader
- c) Assistant Director of School
- d) Director of school
- e) Any other duty

Part Two:- On Matters Related To Teaching Practice and
The Actual Teaching Situation

Instructions:-

- a) All questions refer to the English Teaching Practice Programme and its application to the actual teaching situation.
- b) For questions 11 - 25, five scaled choices are given. Show your rating of each question by marking a tick inside the box that indicates your choice.
- c) For open ended questions, write very brief and relevant comments in the spaces provided, If necessary use the back of the page.

11. The applicability of the General Methodology course that you have taken on the teaching practice programme is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

12. The applicability of the Educational Psychology course that you have taken on the teaching practice programme is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

13. The applicability of the micro-teaching experience on the teaching practice programme is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

14. The usefullness of the skills gained from the Audio-Visual course for the teaching practice programme is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

15. The usefulness of the experience gained from the feedback during the micro - teaching for the teaching practice programme is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

16. The contribution of the demonstration lessons by your English teacher in improving your teaching skills on English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

17. The usefulness of the experience that you gained from your classmates during the micro-teaching lessons in improving your teaching skills in English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

18. The relevance of the feedback that you gained from your College supervisor(s) as a useful means of improving your teaching skills in English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

19. The relevance of the feedback that you gained from the cooperating teacher(s) as a useful means of improving you teaching skills in English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

20. The applicability of the skills that you gained from the micro - teaching lesson on the actual teaching situation is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

21. The applicability of the skills that you gained from the teaching practice programme on the actual teaching situation is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

22. The adequacy of the teaching practice programme in arming the trainees with the necessary skills in teaching English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

23. The usefulness of the evaluating Instrument used during the practice teaching programme for the actual teaching situation is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

24. The adequacy of the teaching practice duration for helping trainees gain useful experience for the actual teaching situation is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

25. The usefulness of the cumulative experience - gained from English teaching practice programme for the prospective teacher of English is

- a) Very Good
- b) Good
- c) Fair
- d) Poor
- e) Very Poor

Appendix A

28. Is there any occasion whereby you were called upon to teach classes above grade 10 ? If your answer is yes, what are some of your experiences ?

Appendix B

Tabulated Results of the Questionnaire and their Computation.

It should be noted that the total percentage for each question for questions 11-25 is a little less than 100% because some questions were not filled out by all the respondents.

Question 1. Male 96.2% Female 3.8% Total 100%

Quest. 3 place of Assignment when you first graduated	Administrative Region	Computation	%
	Shewa	$\frac{18}{79} \times 100$	22.8
	Keffa	$\frac{4}{79} \times 100$	5.1
	Harrarge	$\frac{4}{79} \times 100$	5.1
	Gojam	$\frac{8}{79} \times 100$	10.1
	Gondar	$\frac{4}{79} \times 100$	5.1
	Wollega	$\frac{9}{79} \times 100$	11.4
	Wollo	$\frac{7}{79} \times 100$	8.9
	Arsi	$\frac{2}{79} \times 100$	2.5
	Bale	$\frac{1}{79} \times 100$	1.3
	Sidamo	$\frac{5}{79} \times 100$	6.3
	Gamu Gofa	$\frac{5}{79} \times 100$	6.3
	Illubabur	$\frac{1}{79} \times 100$	1.3
	Tigray	$\frac{4}{79} \times 100$	5.1
	Eritrea	$\frac{3}{79} \times 100$	3.8
	Addis Ababa	$\frac{3}{79} \times 100$	3.8
	Total		98.9

Appendix B

Question 4	Administrative Region	Computation	%
Present place of work	Shoa	$\frac{15}{79} \times 100$	19.
	Keffa	$\frac{1}{79} \times 100$	1.3
	Harrarge	$\frac{3}{79} \times 100$	3.8
	Gojam	$\frac{7}{79} \times 100$	8.9
	Gondar	$\frac{1}{79} \times 100$	1.3
	Wollega	$\frac{8}{79} \times 100$	10.1
	Wollo	$\frac{6}{79} \times 100$	7.6
	Arsi	$\frac{2}{79} \times 100$	2.5
	Bale	--	--
	Sidamo	$\frac{6}{79} \times 100$	7.6
	Gamu Gofa	$\frac{3}{79} \times 100$	3.8
	Illubabur	$\frac{1}{79} \times 100$	1.3
	Tigray	$\frac{3}{79} \times 100$	3.8
	Eritrea	$\frac{3}{79} \times 100$	3.8
	Addis Ababa	$\frac{19}{79} \times 100$	24.1
	Total		98.9

Question 5	Years	Computation	%
Number of years of service	1 - 2	$\frac{15}{79} \times 100$	19
	3 - 4	$\frac{30}{79} \times 100$	38
	5	$\frac{13}{79} \times 100$	16.4
	Above 5	$\frac{21}{79} \times 100$	26.6
	Total		100%

Appendix B

Since there was a lot of overlapping (the same teacher may teach in junior secondary and in secondary School) in the responses for question 6, 7 and 8 percentages were too much inflated (over 100%). So, the computation for these questions were left out.

Question 10	Status	Computation	%
Your present Status	English teacher	$\frac{79}{79} \times 100$	100%
	Unit Leader	$\frac{2}{79} \times 100$	2.5
	Asst. Director	$\frac{1}{79} \times 100$	1.3
	Director	--	--
	Other	--	--

Appendix B

Questions	Very good	Good	Fair	Poor	Very poor
11	$\frac{34}{79} \times 100 = 43\%$	$\frac{35}{79} \times 100 = 44.3\%$	$\frac{8}{79} \times 100 = 10.1\%$	$\frac{1}{79} \times 100 = 1.3\%$	-
12	$\frac{20}{79} \times 100 = 25.3\%$	$\frac{36}{79} \times 100 = 45.6\%$	$\frac{17}{79} \times 100 = 21.5\%$	$\frac{3}{79} \times 100 = 3.8\%$	-
13	$\frac{22}{79} \times 100 = 27.9\%$	$\frac{37}{79} \times 100 = 46.8\%$	$\frac{17}{79} \times 100 = 21.5\%$	$\frac{1}{79} \times 100 = 1.3$	-
14	$\frac{9}{79} \times 100 = 11.4\%$	$\frac{30}{79} \times 100 = 38\%$	$\frac{22}{79} \times 100 = 27.9\%$	$\frac{12}{79} \times 100 = 15.2\%$	$\frac{4}{79} \times 100 = 5.1\%$
15	$\frac{24}{79} \times 100 = 30.4\%$	$\frac{34}{79} \times 100 = 43\%$	$\frac{14}{79} \times 100 = 17.7\%$	$\frac{5}{79} \times 100 = 6.3\%$	$\frac{1}{79} \times 100 = 1.3\%$
16	$\frac{48}{79} \times 100 = 60.8\%$	$\frac{25}{79} \times 100 = 31.6\%$	$\frac{4}{79} \times 100 = 5.1\%$	$\frac{2}{79} \times 100 = 2.5\%$	-
17	$\frac{23}{79} \times 100 = 29.1\%$	$\frac{39}{79} \times 100 = 49.4\%$	$\frac{14}{79} \times 100 = 17.7\%$	$\frac{1}{79} \times 100 = 1.3\%$	-
18	$\frac{29}{79} \times 100 = 36.7\%$	$\frac{31}{79} \times 100 = 39.2\%$	$\frac{10}{79} \times 100 = 12.7\%$	$\frac{5}{79} \times 100 = 6.3\%$	-
19	$\frac{21}{79} \times 100 = 26.6\%$	$\frac{39}{79} \times 100 = 49.4\%$	$\frac{13}{79} \times 100 = 16.5\%$	$\frac{2}{79} \times 100 = 2.5\%$	$\frac{1}{79} \times 100 = 1.3\%$
20	$\frac{20}{79} \times 100 = 25.3\%$	$\frac{39}{79} \times 100 = 49.4\%$	$\frac{13}{79} \times 100 = 16.5\%$	$\frac{3}{79} \times 100 = 3.8\%$	-

Appendix B

Questions	Very good	Good	Fair	Poor	Very poor
21	$\frac{36}{79} \times 100 = 45.6\%$	$\frac{36}{79} \times 100 = 45.6\%$	$\frac{5}{79} \times 100 = 6.3\%$	$\frac{1}{79} \times 100 = 1.3\%$	
22	$\frac{27}{79} \times 100 = 34.2\%$	$\frac{34}{79} \times 100 = 43\%$	$\frac{15}{79} \times 100 = 19\%$	$\frac{1}{79} \times 100 = 1.3\%$	$\frac{1}{79} \times 100 = 1.3\%$
23	$\frac{25}{79} \times 100 = 31.6\%$	$\frac{37}{79} \times 100 = 46.8\%$	$\frac{10}{79} \times 100 = 12.7\%$	$\frac{2}{79} \times 100 = 2.5\%$	-
24	$\frac{22}{79} \times 100 = 27.9\%$	$\frac{36}{79} \times 100 = 45.6\%$	$\frac{18}{79} \times 100 = 22.8\%$	-	$\frac{1}{79} \times 100 = 1.3\%$
25	$\frac{43}{79} \times 100 = 54.4\%$	$\frac{25}{79} \times 100 = 31.6\%$	$\frac{10}{79} \times 100 = 12.7\%$	-	-

Appendix B

Results of close - ended Questions

Questions 26	$\frac{44}{79} \times 100 = 55\%$ Yes $\frac{15}{79} \times 100 = 19\%$ No
27	$\frac{17}{79} \times 100 = 22\%$ longer duration $\frac{22}{79} \times 100 = 28\%$ Variously accounted for
28	$\frac{30}{79} \times 100 = 38\%$ No $\frac{32}{79} \times 100 = 41\%$ Yes

Appendix C

Interview Questions

The Questions were presented to the staff members of the Department of English of Kotebe College of Teacher Education.

1. Are objectives stated for the courses that students take attainable in relation to facilities and time available ?
2. Are the objectives for micro - teaching and block-teaching attainable ?
3. Are there problems that students encounter in following the courses offered by the Department of English ?
4. Are micro - teaching sessions effective for preparing students for teaching ?
5. Do student teachers benefit from the block - teaching sessions ?
6. What are the problems that student teachers encounter during block - teaching ?
7. Do student teachers get adequate supervision and feedback during block - teaching ?
8. Are experiences gained from micro - teaching and block - teaching applicable to a real situation ?
9. Do you think that the teaching practice is adequate in preparing teachers of English for Secondary Schools ?
10. Do you get field feedback from graduates regarding the application of skills they gained from the College to a real teaching situation ?

Appendix D

COLLEGE OF TEACHER EDUCATION
STUDENT TEACHER'S EVALUATION SHEET

Date: _____

Student Teacher's Name: _____

Department _____

School: _____

Subject Taught: _____

Topic of Lesson: _____

Grade _____

Personality	1	2	3	4
Use of Voice	1	2	3	4
Command of Language	1	2	3	4
Class Management	1	2	3	4
Relationship with students	1	2	3	4
The Teaching				
Preparation-Lesson Plan	5	10	15	20
Presentation-Clarity of Exposition	4	8	11	15
Factual Accuracy	3	7	8	10
Effective Use of the Chalk-board	3	6	8	10
Application of Different Teaching Techniques	2	3	4	5
Pupils Participation	2	3	4	5
Effective Use of Teaching Aid Materials	2	3	4	5
Summary	2	3	4	5
Feed Back	2	3	4	5
Total	30	56	77	100

Supervisor's Comment:-

a) Strong Points _____

b) Weak Points _____

c) Suggested Recommendations _____

Supervisor's Name _____ Signature _____

Appendix E

Student Teachers' Performance Check List.

Name of Student Teacher _____

Subject Observed _____

Grade Taught _____

Duration of Period _____

		Week	Below Average	Average	Strong	Superior
Aims	1. Clarity of Aims in Behavioral Terms	1	2	3	4	5
	2. Appropriateness of aims	1	2	3	4	10
Planning	3. Organization of the Lesson	1	2	3	4	15
	4. Selection of Content	1	2	3	4	15
	5. Selection of materials	1	2	3	4	5
Performance	6. Beginning of the lesson	1	2	3	4	5
	7. Clarity of presentation	1	2	3	4	10
	8. Pacing of the lesson	1	2	3	4	5
	9. Pupil participation & attention	1	2	3	4	5
	10. Ending the lesson	1	2	3	4	5
	11. Teacher-pupil rapport	1	2	3	4	5
Evaluation	12. Variety of evaluative procedures	1	2	3	4	5
Profession	13. Effectiveness in school staff relationship	1	2	3	4	5
	14. Concern for the total school programme	1	2	3	4	5

Name of Supervisor _____

Signature _____

Date _____

NOTE: Taken From Teaching Practice Problems and Perspectives by E. Stones and S. Morris, 1972 P. 254 - 5.

Appendix F

*A. Sample Course Objectives of the Department of English of Kotebe College of Teacher Education

1. English Language Teaching Methods -
Eng. 131 - 132 (3+3 Cr. Hours) At the end of this Course the student should be able to
 - State the aims of teaching English in Ethiopia, and the objectives of teaching English in Ethiopian High Schools
 - Apply the main methods and techniques of teaching language skills
 - Select and grade lessons on any language items.
 - Prepare a language lesson plan
 - Prepare and use teaching-aids and games relevant to the *ENE series
 - Prepare a reasonable language test
 - ... Comment on the ENE books 4 - 7

2. Writing in English - Eng 221 - 222 (3 - 3 Cr. Hours)
At the end of the course the student should be able to
 - Identify topic sentences in paragraphs
 - Write suitable topic sentences
 - Write coherent paragraphs
 - Write fairly short essays (descriptive, narrative and argumentative essays).

* ENE - English For New Ethiopia

Appendix F

* B. Sample Course Objective given by Department of
Pedagogical Science To All Students of the College

1. Student Teaching - Ed. 242 (2 Cr. Hours)

The student teacher should be able to

- recall and apply the skills he has learnt in teaching a unit
- prepare a daily lesson plan, visual aids and conduct a class ...
- Evaluate the achievements of his students

2. Psychology of Human Development and Learning Psy. 111
(2 Cr. Hours) The student must be able to

- Correctly judge children and youth at various age levels
- Give information about the most effective educational measures to be taken at various age levels
- List important methods of investigation of student personality
- Distinguish strength and weakness of pedagogical and psychological guidance that teachers give to students
- Interpret data on regularities of learning process in the classroom.

* The Sample Objectives are taken from the Catalogue of Kotebe College of Teacher Education 1975 - 1977 (E.C.)

Appendix G

Table of Residuals for Multiple Correlation

Case No.	Y Value	Y Estimate	Residual
1.	4.00000	5.84022	-1.84022
2.	4.00000	5.84022	-1.84022
3.	5.00000	6.48644	-0.48644
4.	3.00000	6.10276	1.89724
5.	4.00000	3.62418	0.37582
6.	6.00000	5.82872	0.17128
7.	4.00000	4.33754	-0.33754
8.	4.00000	4.09808	-0.09808
9.	5.00000	4.72946	1.27054
10.	6.00000	6.61771	-0.61771
11.	4.00000	5.34011	-1.34011
12.	4.00000	3.98153	0.01847
13.	4.00000	3.98019	0.01981
14.	4.00000	4.20628	-0.20628
15.	4.00000	4.12529	-0.12529
16.	5.00000	5.84022	0.15978
17.	4.00000	4.48264	-0.48264
18.	5.00000	5.98532	0.01468
19.	5.00000	5.98532	0.01468
20.	3.00000	6.63154	1.36846
21.	4.00000	5.69746	-1.69746
22.	4.00000	4.98276	-0.98276
23.	4.00000	4.54879	-0.54879
24.	5.00000	3.47907	2.52093
25.	4.00000	4.83766	-0.83766
26.	5.00000	5.06374	0.93626
27.	3.00000	7.27979	0.72021
28.	6.00000	6.69769	-0.69769
29.	4.00000	4.25568	-0.25568
30.	3.00000	6.76281	1.23719

Continued

Appendix G

Case No.	Y Value	Y Estimate	Residual
31.	8.00000	6.61771	1.38229
32.	6.00000	5.68262	0.31738
33.	8.00000	5.55135	2.44865
34.	4.00000	3.33397	0.66603
35.	6.00000	5.82772	0.17228
36.	8.00000	7.94072	0.05928
37.	4.00000	4.48264	-0.48264
38.	4.00000	5.11403	-1.11403
39.	4.00000	3.91741	0.08259
40.	6.00000	5.45654	0.54346
41.	8.00000	6.22579	1.77421
42.	4.00000	5.97149	-1.97149
43.	4.00000	4.48264	-0.48264
44.	4.00000	4.69256	-0.69256
45.	4.00000	5.24529	-1.24529
46.	4.00000	3.09451	0.90549
47.	4.00000	4.58569	-0.58569
48.	6.00000	4.85149	1.14851
49.	8.00000	7.57187	0.42813
50.	4.00000	5.57957	-1.57957
51.	4.00000	4.35138	-0.35138
52.	4.00000	4.98276	-0.98276
53.	8.00000	7.36165	0.63835
54.	6.00000	6.53875	-0.53875
55.	4.00000	4.46781	-0.46781
56.	6.00000	5.93692	0.06308
57.	6.00000	5.12786	0.87214
58.	4.00000	4.83899	-0.83899
59.	6.00000	6.14684	-0.14684

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I, the undersigned, declare that full responsibility for the content of this thesis rests with me. Moreover, all sources of material used for the thesis have been duly acknowledged.

Signature 

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