Addis Ababa University

College of Education and Behavioral Sciences

Department of Curriculum and Instruction

PhD Dissertation

Facilitation of Student Teachers' Reflective Practice during Microteaching and Practicum in Hawassa College of Teacher Education

By

Demekash Asregid Nigate

A Thesis

Submitted to the Graduate Studies of Addis Ababa University in fulfillment of the requirements for the Degree of Doctor of Philosophy (PhD) in Curriculum and Instruction

Advisor – Dr. Dawit Mekonnen (Associate Professor)

Co-Advisor- Dr. Solomon Areaya (Associate Professor)

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Abstract

This research explores the promotion of reflective practice among student teachers at Hawassa College of Teacher Education. It investigates the effectiveness of feedback and the dynamics of interactions between teacher educators, mentors, tutors, and student teachers in fostering reflective practice during both microteaching and school practicum phases. Utilizing a case study design, the research employed unstructured observations, focus group discussions (FGD), semi-structured interviews, and document analysis to collect data from a diverse group of participants, including teacher educators, student teachers, mentors, and tutors. In total, three teacher educators and six student teachers were interviewed, 18 student teachers participated in FGDs across three groups during microteaching, and another set of six student teachers, three tutors, and six mentors were interviewed, with six student teachers also participating in FGDs during the practicum phase. Thematic analysis was applied to the data collected. The findings revealed that during microteaching, teacher educators struggled to effectively facilitate pre-service teachers' reflective practices using various feedback methods. The absence of feed-forward, coupled with the use of non-dialogic feedback and inappropriate evaluation criteria, hindered the pre-service teachers' engagement in reflection. This limitation affected their ability to engage in three types of reflection: reflection on action, reflection for action, and reflection in action. The study also identified obstacles such as limited time for microteaching, organization of microteaching activities in course modules, and inconsistent evaluation standards. Similarly, during the practicum, supervisors and tutors predominantly provided one-directional feedback, positioning themselves as experts and reducing student teachers to passive feedback recipients. This approach limited student teachers' opportunities for pre- and post-exercise reflection and focused on identifying deficiencies rather than fostering higher-level reflective practices. The study identified obstacles such as mentor and supervisor training, collaboration between practicum supervisors and mentors, shortage of time, and space for reflection during practicum. The research concludes with recommendations to view microteaching as an integral component of on-campus teaching practicums, to allocate sufficient time for these activities, and to provide training for teacher educators on effective feedback methods. Additionally, it emphasizes the importance of mentor training, the need for collaboration between teacher education colleges and practicum schools, and the arrangement of adequate time and space for student teachers to practice and receive feedback. A model for facilitating reflective practice in teacher education is proposed, highlighting the necessity of careful planning in both on-campus and practicum activities to develop student teachers' reflective practices effectively. The study's insights underscore the significance of facilitating reflective practice during microteaching and practicums for student teachers.

Keywords: Reflective Practice, Microteaching, Practicum, Mentoring, Feedback

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Acronyms and abbreviations

REB- Regional Education Bureau

CTE - College of Teacher Education

CK- Content Knowledge

FDRE- Federal Democratic Republic of Ethiopia

HCTE- Hawassa College of Teacher Education

IALEI- International Alliance of Leading Education Institutes

MOE- Ministry of Education

MT- Mentor teachers

OCTP- on campus teaching practice

PCK- Pedagogical Content Knowledge

PGDT- Post Graduate Diploma for Teaching

PS- practicum supervisor

ST- student Teacher

TE- Teacher Educator

TEI- Teacher Education Institute

TESO- Teacher Education System Overhaul

UNESCO- United Nations Educational, Scientific and Cultural Organization

USAID- United States Agency for International Development

WIL- Work Integrated Learning

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Chapter One

1. Introduction

1.1.Background of the study

Teaching is a reflective practice. In teaching, there is no set of prescriptive guidelines on how to approach every issue that arises in the classroom. Therefore, teachers cannot solve all practical problems by repeating the correct answers they have learned from their teachers and reading (Bognar & Krumes, 2017). Schon (1983) contends that professionals employ more intuitive processes, which he refers to as reflection-on-action and reflection-in-action, to handle difficult and frequently unclear issues, rather than trying to apply any readily available theory or strategy to a given scenario. That is, there is no one-size knowledge that fits all situations, and this requires teachers to be able to make on-the-job decisions and solve practical problems based on their circumstances. Making this decision necessitates teachers' capacity for critical analysis and scrutiny to assess the worth and efficacy of their choices as well as their immediate and long-term effects. According to Dewey's (1933) analogy, teaching is similar to selling goods, in that no one can discuss selling much, while no one is purchasing them. Similarly, a teacher cannot claim to have had a successful day of instruction regardless of the learning of students. This suggests that the learning of students is the basis for evaluating effectiveness of instruction.Therefore, teachers have to reflect on their practice continuously to improving their professional capability, and reflection is a tool that serves this purpose (Jay, 2003). As a result, teacher education is responsible for developing reflective practitioners (Beauchamp, 2015; Farrell, 2016; Mann & Walsh, 2013).

Reflective practice is an activity of continuous, focused reflection in which questions are continually formulated and revised in response to observations and experiences that occur in the classroom (Cavanagh & Prescott, 2010). Consequently, teachers' ability to reflect on their practices is a prerequisite for their ongoing progress. Teaching practices and reflections on them are therefore inextricably linked. In teacher education, teaching practices are the basis for student teachers' learning of how to teach, and reflection on these practices converts practical experiences into effective and meaningful learning. Dewey (1933) emphasized the significant relationship between practice and reflection and he said that our learning is the result of reflection on experience. Thus, reflection is at the heart of teaching practice (Jay, 2003). This

implies that knowledge is the result of transforming experience (Kolb, 1984), and that experience serves as a source of learning only for practitioners who reflect on practice (Dinkelman, 2003). Accordingly, student teachers learn how to teach through active engagement and reflection on their experiences through individual inquiry or by working in cooperation with others (Dewey, 1933; Mezirow, 1991; Schon, 1983). Hence, developing student teachers' reflective practice demands the integration of teaching practice into teacher education and facilitating student teachers' engagement in reflection.

Reflective practice is an important constituent of teacher education (Beauchamp 2015) and has long been a tradition in teacher education (Cavanagh & Prescott, 2010; Dewey, 1933; Schon, 1983). This implies the significance of developing the reflectivity of student teachers through teacher education. Emphasizing the importance of student teachers' learning of reflective practices in teacher education, Quinn et al. (2010) stated that more than any other ability taught in teacher education programs, fostering reflection in candidates may help them focus on teaching as a long-term vocation, succeed as teachers, and improve student outcomes. Scholars have argued that the development of teachers' reflective skills should begin with teacher education (Almusharraf, 2019; Beauchamp, 2015; Farrell, 2016; Mann & Walsh, 2013). According to McAllister and Neubert (1995), engaging student teachers in reflective practice should not be delayed until their full-time internships. Introducing reflection late in teacher education may result in student resistance because it is beyond educational practice (Zeichner & Liston, 1987). Similarly, McAllister and Neubert contended that student teachers should be provided with a disposition for reflective practice early in teacher education.

Empirical evidences reveal the importance of engaging student teachers in reflective practice during their teacher education. Novice teachers who are trained well on reflective practice during their teacher education became more proactive decision-makers, and will continuously strive to develop themselves professionally (Farrell, 2016). Furthermore, student teachers' early engagement in reflective practice helps them to develop their repertoire in teaching, survive the shocks of their beginning years of teaching, exhibited high level of teacher agency (Yuan & Lee, 2014), more proficiency in dealing with challenges in classroom (Wlodarsky & Walters, 2010). Similarly, Slade et al (2019) found that reflective practice enhancing students' acquisition of knowledge and skills which are related to pre-K-12 education, it has positive impact on students'

perception of their subject matter, provides opportunities for firsthand experiences in real-world applications of knowledge and skills, develops students' self-awareness and as a result builds their confidence and patience in working with real-world problems.

Engaging student teachers in reflection mitigates the effect of the apprenticeship of observation. Student teachers come to teacher education with preconceived notions about what teaching is based on years of observation of their k-12 teachers' instruction (Lortie, 2002). Lortie discussed that student teachers come to their teacher education program having spent thousands of hours as students seeing and assessing professionals in action. As a result of their preconceived notions, student teachers regard teaching imitative rather than analytic. Some of these views can be attributed to a (mis) understanding of teaching. Student teachers, however, believe that these notions are true and may utilize them as they reflect (Gelfuso, 2018); they do not have the ability and knowledge required to carefully consider these beliefs and draw further conclusions.

The support of knowledgeable others facilitates student teachers' engagement in reflective practice and corrects their misconceptions and beliefs about teaching (Gelfuso & Dennis, 2014; Schutz et al., 2018). According to scholars, student teachers can overcome the misconception that teaching is an apprenticeship of observation by critically reflecting on and inquiring into past educational experiences. This enables them to make thoughtful and intentional decisions in the classroom (Mewborn & Tyminski, 2006; Moodie, 2016; Pennie, 2019). Furthermore, during practice, student teachers strive to combine their content knowledge, pedagogical knowledge, and praxis through reflection (Rasmussen, 2008). Such efforts by student teachers should be supported by teacher educators (International Alliance of Leading Education Institutes (IALEI), 2008). IALEI emphasized that leaving such reflection for integration to pre-service teachers alone is risky, and as a result, teacher educators must identify the systems of support that influence student teachers' reflective practices.

Learning to teach is not a one-time event in which student teachers are provided with theory and procedures through on-campus teaching practices (OCTPs) and then sent out to practice it in practicum schools (Cochran-Smith, 2011). Accordingly, student teachers' reflective ability can be facilitated through coursework training and fieldwork (practicum) modalities.Student teachers' engagement in reflecting on their classroom practices during OCTPs helps them learn how to reflect on their practices during practicum (Zeichner & Liston, 1987). In relation to this

Amobi and Irwin (2009) discussed that student teachers' reflectivity is a developmental process which first nurtured in a protected on-campus setting and followed by off-campus field-based placement. This necessitated the facilitation for student teachers reflective practice starting from on-campus clinical experiences to off campus practicum experiences. However, Yadav (2008) discusses the intricate and disorganized nature of education as well as the dearth of materials in teacher education that encourage candidates to reflect and make decisions. Munby et al. (2001) concur that a significant portion of teacher education curriculum is devoted to knowledge acquisition, with little consideration paid to integrating that knowledge with practice through a consistent practice of critical reflection. According to Darling-Hammond (1994), teacher education programs ought to place greater emphasis on helping teachers develop their ability to make difficult decisions based on their understanding of the subject matter and pupils.

According to Grossman (2009), offering opportunities for high-quality practice to student teachers is critical for teachers' education. Practical experiences that are essential to promoting the reflectivity of student teachers can be provided through on-campus approximation of practice and real school practicum during teacher education. Simulated learning environments can be used to prepare students for practical situations. Learning in a simulated environment ensures that all students are exposed to a determined range of skills that may be regarded as essential to a profession, allows the practice of skills in low-risk environments, and allows repetition of practice (Grossman et al., 2009; Smith et al., 2014). Participation in simulated learning activities improves students' capabilities, which are important for their work integrated learning (WIL) placement (Bradley et al., 2013; Nicola-Richmond et al., 2016). In teacher education, educators arrange deliberate practices to help pre-service teachers engage in challenging components of the practice in a more supportive and less complicated environment (Grossman et al., 2009; Schutz et al., 2018). Grossman et al. (2009) referred to this as attempting to navigate the seas in more comfortable circumstances.

On-campus approximation of practice facilitates student teachers learning from practicum. On-campus approximation of practice offers an on-campus practicum experience and is part of the total practicum activities in the majority of teacher education programs (Akyeampong et al., 2013). Typically, on-campus practicum boosts trainees' confidence, pedagogical abilities, and professional competencies in preparation for their school-based practicum and teaching career.

Appropriate preparation before students participate in practical situations can help guide them toward specific learning objectives and facilitate their learning from work experiences (Billett, 2015; Rowe & Zegwaard, 2017; Zegwaard & Rowe, 2019). Furthermore, the effective preparation of students is a key quality indicator of work-integrated learning (WIL) (Billett, 2015; Smith et al., 2016, 2019). On-campus practical experiences make pre-service teachers ready for school practicums (Adu-Yeboah & Kwaah, 2018).

Microteaching is one of the approximation practices in which student teachers plan a short unit of a lesson and teach it to peers and reflect on their teaching. Microteaching is scaled-down, and a shortened lesson that used to practice, rehearse and reflect on action (Arsal, 2014; Ledger & Fischetti, 2019). It has been stated that microteaching is an essential reflective and pedagogical tool in education (Crumley & James, 2009; Kloet & Chugh, 2012).In the process of micro-lessons, student teachers assume the roles of teachers, learners, and observers alternatively, giving and receiving feedback on performance, and receiving feedback from their instructors. Through feedback, student teachers identify their gaps and reflect on them. As a result, microteaching provides a foundation for student teachers to become reflective practitioners (Mergler & Tangen, 2010).

In contrast to OCTPs, practicums provide real teaching-learning experiences to student teachers in school contexts. Practicum is an integral part of teacher education programs in which student teachers have the opportunity to integrate theory and practice in the workplace, providing them with opportunities to practice, test, research, and talk about classroom practices (Allen & Wright, 2014; Qazi et al., 2012). During the practicum, student teachers experience various learning and teaching strategies and techniques in an authentic classroom and interact with students under the guidance of experienced teachers. Furthermore, it provides the first hands-on experience of integrating knowledge from university courses and knowledge gained through classroom teaching. Moreover, during practicum, student teachers self-evaluate their competence in classroom teaching, clarify their learning needs, and reflect on their learning (Endedijk et al., 2012). Thus, according to Darling-Hammond (2006), school placement is one of the most noteworthy formative experiences of student teachers.

The issuance of the Education and Training Policy (ETP) by the Transitional Government of Ethiopia (TGE) in 1994 was a turning point for teacher education in the country. The policy

acknowledged that the country's education was entangled with the complex problems of relevance, quality, accessibility, and equity. In the policy, it is explained that the inability to adequately enrich the problem-solving ability and attitude of students is one of the major problems of the education system, and insufficient training of teachers is also one of the indicators of the low quality of education provided. The policy identified teacher education as one of its priorities for reform and stipulated that emphasis would be given to basic knowledge, professional code of ethics, methodology, and practical training in teacher education and training.

The Ethiopian government initiated The Teacher Education System Overhaul (TESO) (Ministry of Education, 2003)with the intention of "addressing serious problems present in the education system'' (Ministry of Education, 2002,), which were identified through the research task force. Some of the problems identified were; the deficiency of professional competence of teachers, the unsatisfactory content knowledge of teachers, mismatch between teachers and the standards and expectations of their profession, the inadequate emphasis and insufficient implementation of practicum, the quality of courses and methods of teaching are theoretical and teacher-centered, lack of professionalism and ethical values in Ethiopian teacher education programs (Ministry of Education, 2002).

Following the introduction of TESO, the Ministry of education launched Higher Diploma Program (HDP) in 2004 (Gebru, 2016). The objective of the program includes capacitating teacher educators in identification of their own need and become reflective teachers, and use of student-centered instructional methods.One of the themes of HDP training is reflective teacher educator in which theoretical and practical aspects of reflective practice are discussed.

One of the significant changes made in Ethiopian Teacher Education by TESO was the length of the field experience of practicum and the use of general pedagogy and subject-specific methods (Mekonnen, 2008). In the pre-TESO education system, student teachers were given a very short time for their field experience, and general pedagogy and methods pertinent to specific subjects were poorly addressed. This significant change was ascertained through the weight given to professional courses and practicums, 35 and 25 credit hours, respectively. For the effective implementation of practicum, TESO postulated the necessity for a strong partnership and linkage between institutions educating teachers and the school.

Furthermore, the new student-teacher education curriculum and the Ministry of Education (MoE) demonstrated a strong intention to provide practical experiences through which student teachers will practice teaching. This is evidenced by the time allotted for practicum and professional courses of 14 and 27 hours, respectively, for primary student-teacher education (MoE, 2013). The curriculum framework of primary teacher education indicates that one of the objectives of the Ethiopian primary school student-teacher education program is to enable students to become reflective practitioners who will analyze and improve their practice as they mature as professional teachers (MoE, 2013). The significant place of teaching practice in Ethiopian teacher education is also evidenced by the integration of micro-teaching as one of the methodologies to be used in subject area courses to offer teaching practice to student teachers(MOE, 2013). Furthermore, one of the principles stated that reflective practice should be infused into a teacher education program as an important part of the practicum experience.

Support for student teachers during practicum was also focus by Ethiopian teacher education. In the curriculum framework of primary teacher education (MoE, 2013), it is stated that the practicum will be well-structured and well-supervised by both college and school staff to make it a genuine learning experience for both student teachers and college staff.

Thus, one focus of Ethiopian teacher education is the development of student teachers' reflective practices. There are also provisions for on-campus and off-campus teaching practice. Teacher educators and primary school teachers (mentors) were assigned to instruct, supervise, and support student teachers' practices. As a result, this study was undertaken to investigate how teacher educators, tutors, and mentors fostered student teachers' reflective practices through OCTPs and school practicums.

1.2.Statement of the problem

Quality education is one of the major agendas worldwide and is the quest of many countries (UNESCO, 2017).Accordingly, Ethiopia has set ensuring access to and quality of education as one of the top priorities in education. Student learning outcomes are a metric used in Ethiopia to assess the quality of education (Mekonnen, 2023). The Ministry of Education (MoE, 2010) reports that despite significant investments in employing more teachers and raising their standards, student success has not increased noticeably. This raises the question of teachers'

effectiveness; their teaching quality. The single most crucial element in student learning is quality instruction, which is defined by teachers' reflection (Jay, 2003). This calls for them to think constantly and modify their methods of instruction to meet the demands of pupils from different backgrounds. Concerning the previously discussed issue of teacher effectiveness in Ethiopia, the subject at hand is how teachers evaluate their situations and adjust their methods of instruction to suit the demands of their pupils better. This is a question regarding how they are reflective on their practice.

Reflective practice is emphasized in educating student teachers to help them acquire and use reflective practice skills after their education. Through engagement in reflective practice in teacher education, student teachers develop a lifetime habit of reflecting on the best practices that impact student achievement (Lupinski et al., 2012). Consequently, teacher education programs should incorporate reflective teaching into their practices, and facilitated through the curriculum implementation process.

Reflection on practice can be discussed either in terms of the time it occurs (reflection-for-action, reflection-in-action, and reflection-on-action) or in terms of the level (lower-higher). To discuss either the time or level of reflection, practitioners should engage in well-defined practices. In the case of teacher education, student teachers are given approximations of the practices through which they learn teaching in general and reflection, in particular, under the supervision of knowledgeable others. In teacher education, practices are approximated through OCTPs (e.g., microteaching, rehearsal, case studies) and school practicums. During OCTPS, student teachers work under close supervision and support from teacher educators, and during school practicums, they work under the supervision of tutors and mentors. Therefore, student teachers' engagement in reflective practice during these practices is contingent on the environment created for the support and guidance provided by knowledgeable others.

Facilitating student teachers' reflective practice entails supporting their engagement in reflection during pre- and post-practice activities. Creating a risk-free dialogic environment and giving or facilitating feedback on the stages of practice enhances the development of student teachers as reflective practitioners. The knowledgeable others who are in charge of facilitating student teachers reflective practice should plan to enhance student teachers' engagement in the forms and levels of reflection. Thus, studies on the facilitation of student teachers' reflective practice

should focus on how student teachers are guided during each stage of practice, and how the support provided is targeted towards the types and levels of reflection.

Teacher educators, tutors, and mentors support student teachers' learning during on-campus approximation of practice and school practicum. Therefore, teacher educators, tutors, and mentors must develop professional techniques and environments that facilitate the active involvement of student teachers in reflective practice. One of the professional supports is classroom observation and feedback (Mena et al., 2017; Orland-Barak & Hasin, 2010). Using this strategy, teacher educators, tutors, and mentors provide direct feedback on their observations; show the gap between student teachers actual practice and the desired level of the practice, and help them improve the practice by using the feedback. The second strategy is to question student teachers to reflect on their practices (Foong et al., 2018; Smith, 2007). This strategy focuses on facilitating student teachers' self-reflection and the knowledgeable others guide student teachers think about their practice, and identify the gap in their practice. The next strategy is to help student teachers work with their peers (Korthagen et al., 2006; Korthagen, 2016; Ma & Ren, 2011) and nurture an environment with true partnerships and trust (Chan et al., 2014; Siebert & Walsh, 2013). Marshal et al. (2022) reviewed the existing literature to identify the factors that enable the effective facilitation of reflection. From the synthesis, they found two themes: factors facilitating reflection and facilitator tasks. According to Marshal et al., factors facilitating reflection are reflection with experienced people, building relationships, an appropriate environment for reflection, and facilitator qualities. Facilitator tasks involve clarifying roles and expectations, dialogic practice, modeling, and collaboration.

The strategies discussed above focused on enhancing student-teacher engagement in feedback and facilitating an environment for feedback. Whether offering direct input or facilitating student teachers to provide feedback to one another, cultivating an engaging and supportive environment in which student teachers engage with teacher educators, tutors, mentors, and among themselves is essential. Thus, providing feedback and facilitating dialogic relationships are at the center of discussions on professional techniques and environments to facilitate student teachers' reflective practice. Therefore, in the process of appraising facilitations for student teachers' reflective practices, the work of teacher educators, tutors, and mentors should be

scrutinized based on how they facilitate a dialogic environment and enhance the process of feedback.

Studies have shown opportunities provided to student teachers to help them engage in reflective practice and professional learning during on-campus teaching practices. As to the process of the microteaching provision in teacher education institutions, Adu-Yeboah and Kwaah (2018) carried out a study on 'Preparing Teacher Trainees for Field Experience: Lessons from the on-campus practical experience in colleges of education in Ghana'. This study aimed to understand the process of providing on-campus practical experience to student teachers in preparation for school practicums and how they perceive it. The findings of this study showed that on-campus practical experience provided student teachers with the opportunity to improve their knowledge and skills.Moreover, the results revealed that there were no standards or guidelines for on-campus practicums and that the time given to student teachers to engage with supervisors was limited. In this study, despite the opportunity for improvement of student teachers knowledge and skills, how teacher educators facilitated student teachers reflective learning, what type of feedback and on what content was not identified. Furthermore, in the study, it was reported that there were no standards or guidelines for the OCTP. However, how the lack of the guideline affected student teachers microteaching practice in general and reflective practice in particular was not explained.

Yigitoglu-Aptoula (2021) investigated student teachers' perceptions of the efficacy of the feedback they received on their microteaching activities and found that student teachers consider feedback from their teacher education to be the most influential on their development as teachers.However, in this study, the manner of feedback provision (relational dimension) and how teacher educators provided feedback before and after practice, and how this facilitated student teachers learning from microteaching was not scrutinized.

Practicum-based microteaching was one of the approaches introduced into microteaching (Zhang & Cheng, 2011). The method looked at how opportunities were made available for student instructors to gain teaching experience in purposeful learning environments. The methodology offers student instructors options for interactive learning practices, rehearsal, revision, and retry, according to the results. It has the ability to match student teachers' field experiences with methods courses from a less complete and authentic scenario to a more complete and authentic

situation by providing manageable portions of professional practices. This is a useful model to help student teachers understand what they will be teaching. Nevertheless, even if the practice opportunity was set up, the teacher educator's role in helping student teachers take use of the chances was not looked at.

Batman and Saka (2021) conducted an experimental study on the effects of micro-reflective teaching practices on the professional skill development of student physics teachers in Turkey. The findings revealed that micro-reflective teaching helped student teachers improve their basic professional skills. In the experiment, student teachers were given microteaching practices, followed by reflection. The results of the study indicate that student teachers were able to assess their teaching, identify gaps, and repeat lessons to bridge this gap. Thus, in this study, feedback was a driving force in the improvement of students' professional skills. However, in the study how teacher educators provided feedback was not addressed.

The use of video in microteaching has been more popular recently, and research findings show that video helps student teachers learn through microteaching.Ahmet (2019) explored student teachers' reflective reports of their video-recorded microteaching. The findings of the study revealed that when compared to traditional microteaching technique implementation, incorporating smartphone video recording technology into the microteaching technique yielded benefits, particularly in terms of the feedback stage and improving student teachers' reflective skills. In a similar vein, using video recordings to assess their microteaching performance highlights both their areas of strength and weakness. Zilka (2020) conducted research to find out how student teachers would go through a developmental process and become more open and critical of themselves, following the viewing of the lessons they taught on video. The study's findings showed that the majority of student teachers attempted to modify certain procedural tasks in order to enhance their teaching demonstrations and were critical of themselves. Furthermore, VanLone (2018) discovered that video self-analysis assisted student teachers in tracking their development of teaching skills and putting them to use in a practical classroom setting. Based on the findings, VanLone proposed that student teachers need extra help from their instructors in addition to their coursework, and that using video self-analysis to track their own skill development can help them apply what they learn in the classroom.

The studies on the use of video during microteaching revealed the significance of using video to provide an opportunity to look at their teaching, find their strengths and weakness, and be reflective on their practice. However, the studies did not indicate the facilitation of teacher educators to bring about the reported chances. One of the supports is providing standards and guidelines which indicated what to achieve and how to carry out the teaching. Based on the gap, student teachers modifying a lesson based on the result reflection. However, in the studies the role of the teacher educators and interaction of student teachers during the feedback, the utility of the feedback result for lesson amendment were not discussed.

From a review of the studies on microteaching, it is clear that microteaching provides an environment in which student teachers can practice teaching, work with their peers, and offer and receive feedback. Despite its artificial nature, microteaching facilitates the development of student teachers' reflective practices. These studies indicate the importance of feedback before and after practice.However, the type of reflection that was improved, how teacher educators facilitated student teachers' reflective practicewhen the teacher educators provided feedback on student-teacher practice, and how the feedback was provided were not investigated by the studies. Furthermore, the discussions of video as a tool of reflection without discussing the related support, implicitly suppresses the role of knowledgeable others' facilitation of reflective practice during student teachers practice.

In Ethiopia, regarding on-campus teaching and learning practices and facilitation of student teachers reflective learning was investigated by Amera (2016). Amera investigated the levels and forms of student teachers' reflective learning practices and the facilitation for reflective learning through curriculum implementation process in secondary school teacher education at Bahir Dar University. The results of his research revealed that student teachers reflected at lower levels, and their reflections focused on retrospective reflection (reflection-on-action), and some time the student teachers were non-reflective, and revealed that teachers teaching approaches during curriculum implementation is one of the issues in facilitating student teachers reflective learning. The study shades light on the practice of teacher education in developing student teachers reflective learning and prospect of the development of student teachers towards reflective practitioners. However, the study did not scrutinize the teaching practice of student teachers through micro-teaching and teacher educators' facilitation of reflective practice.

To the knowledge of the researcher, no study has investigated microteaching practices in relation to facilitate reflective practices of student teachers in the Ethiopian context.

Appropriate professional support provided to student teachers during their practicum facilitates their professional development. Student teachers develop their capability and preparedness if they receive proper support from their mentors and tutors during practicum. Fekede (2009) argued that student teachers' support from mentors and supervisors plays a critical role in their learning and development. After their practicum practice in schools, student teachers reported the importance of support from teacher mentors during their practicum in their development as teachers (Busher et al., 2014, Soslau, 2015). Mena et al. (2017) argued that using mentorship to assist in teaching practice and experience can lead to effective reflective practice. Students can learn how to manage their behavior, content management, presentation skills, preparing lesson plans, and so on.

Despite the significant contribution of practicum to student teachers' learning, the findings of the studies on practicum reported problems related to practice. Studies have reported problems related to role clarity among mentors and student teachers, lack of clear objectives in school practicum, and lack of reflection and discussion after school visits (Birbirso, 2012; Mekonnen, 2008). Birbirso and Mekonnen discussed that student teachers' engagement in the routine work of filling evaluation criteria with classroom observations and teacher educators' lack of required qualifications to supervise and provide constructive feedback barricaded practicum practices.For instance, Birbirso (2012) investigated reflective practicum in Ethiopia and reported that the reflective practice of student teachers was hindered by the use of highly structured, performance-oriented, and underpinned evaluation criteria. Danbi and Tadesse (2019) investigated institutional conditions for preparing critically reflective teachers and found that structured opportunities for reflection were not created for student teachers to practice reflection. Likewise, MoE (2007) revealed that lack of uniformity in the course offering situation, clarity of practicum activities on assessment methods, and lack of full involvement of mentors in the practicum program were bottlenecks for practicum implementation. Furthermore, mentors consider mentoring as an extra responsibility, and they lack training in mentoring skills (Woubshet, 2006); mentors' provision of timely guidance and constructive feedback is an issue in practicum implementation (Tarekegn et al., 2020).

The studies discussed above addressed the practices of student teachers, mentors, and tutors and how student teachers reflect on their practices. However, how the mentors and tutors approached the student teachers, how their approach dictated the roles they assumed, and how they provided feedback to student teachers before and after the practice were not discussed.

Studies on 'reflective practice in teacher education' have focused on either OCTPs or school practicum practices. These studies are significant because they indicate how student teachers reflect on learning sites. However, becoming a reflective practitioner is part of the developmental process of becoming a teacher. Thus, developing the ability to reflect is a development process and not a one-time practice. It is a continuous action that starts with the OCTPs and goes through the school practicum. Previous studies overlooked the integration of this continuity.

Furthermore, the studies present how student teachers engaged in reflective practice and how knowledgeable others supported them, separately. Furthermore, student teachers' ability to undertake reflection alone is important yet insufficient. Since knowledge is socially constructed, reflection and meaning-making are inherently social processes (Brockbank & McGill, 2012). This social process affects the support provided by knowledgeable individuals. This aspect of the study was missing from the studies reviewed above. Thus, they tell only 'half of the story' about the reflective practice of student teachers. They never indicated how practices of promoting reflective practice reinforce each other starting from OCTP through school practicum and social relations with knowledgeable others. Despite the significance of the briefing session (before practice), existing studies focus only on debriefing sessions (post-observation) during practicum.

The review of studies revealed that student teachers' reflections were at a low level, focusing mostly on reflection on action, and some student teachers were non-reflective. According to Larrivee (2008), students at the non-reflective or pre-reflective level of development respond to classroom circumstances without thinking about various options. Larrivee discusses how teachers at this level of reflection react instinctively, placing blame for issues on pupils or other people, considering themselves to be victims of their environment. They do not challenge assumptions or modify their lesson plans in response to the demands and responses of their students. According to Larrivee, the student teachers at the lower level of reflection focus on the tactics and approaches employed to accomplish pre-established objectives. Student teachers are more focused on what works than they are on the importance of goals as ends in and of

themselves. Larrivee discussed that this level is terms as surface to indicate a wider range than technical issues and to imply that attitudes, assumptions, and ideas that are beneath the surface are not taken into consideration at this stage of thought.

These gaps signal the significance of looking for the practice of knowledgeable others to facilitate student teachers' reflective practice. The development of student teachers' reflection demands the facilitation of conditions that foster purposeful reflection. Hussein (2006) stated that providing tasks that engage student teachers in reflection and facilitating an environment that enhances reflection is indispensable.

How teacher educators and mentors facilitated student teachers' reflective practice through feedback in a dialogic environment during practicum has not been investigated in Ethiopian teacher education.

Taking these gaps in the previous studies into consideration, this study has tried to address how teacher educators and mentors facilitated student teachers' reflective practice in OCTPs and school practicum. Specifically, the study focuses on practice teaching and professional support provided to student teachers to enhance their engagement in reflective practice during OCTPs, practicum, and contextual factors affecting the process. The findings of this study would provide information to teacher education providers to look into the alignment of teacher educators, tutors, and mentor practices to develop reflective practice among student teachers. Specifically, the research tried to answer the following basic questions:

1. How do teacher educators use feedback to facilitate student teachers engagement in reflective practice during microteaching?
   1.1. How do teacher educators provide different types of feedback on pre-teaching andpost-teaching activities during microteaching?
   1.2. How does teacher educators' feedback in pre- and post-teaching activities during microteaching guide student teachers' towards reflective practices?
2. What are the contextual factors that influence teacher educators' facilitation of student teachers' engagement in reflective practice during microteaching?
3. How do mentors and tutors facilitatestudent teachers' engagement in reflective practice during practicum?

3.1. How do mentors approach their mentees while providing feedback on practicum activities?

3.2. How does the mentors' approach influence the responsibilities they take on and the focus oftheir feedback throughout practicum?

3.3. How do tutors provide feedback to student teachers during practicum?

3.4. How do tutors and mentors monitorstudent teachers' practice of reflective activities in the practicum guide during practicum?

4. What contextual factors influence the mentors' and tutors' approach and focus of feedback during practicum?

1.3. Objectives of the study

This study looked at how school practicums and OCTPs were used by mentors and teacher educators to support student teachers' reflective practice. During simulated practices, the emphasis was on providing student teachers with a teaching experience and on the instructors' support in facilitating their reflective practice. The professional assistance that school teachers (mentors) and practicum supervisors (tutors) offered to student teachers was investigated during the practicum.

The specific objectives of the research were to:

- Explore how teacher educators provided various forms of feedback to student teachers during microteaching.
- Assess how the teacher educators' provision of feedback enhanced student teachers engagement in different forms of reflection on practice.
- Identify the contextual factors impeding student teachers' reflective practice during microteaching and practicum.
- Examine how mentors approach student teachers during mentoring service.
- Investigate how mentors' approaches affect the responsibilities they take on.
- List the elements that influence the professional assistance that mentors and teacher educators provide to student teachers.
- Describe the professional support provided by practicum supervisors and mentors to student teachers.

1.4. Scope of the study

The study focuses on the facilitation of student-teacher reflective practice through microteaching and school practicum. The study was limited to teacher educators' feedback, tutors' and mentors' professional support for student teachers, and how the feedback and the support facilitated student teachers' reflective practice.

This study was limited to the Hawassa College of Teacher Education. The study was carried out on third-year student teachers. In the college, microteaching during the subject area methodology course and student teachers' practicum practice were the focus of the study. The practicum school activities were limited to two practicum schools (Tabor and Ethiopia Tikidem primary schools). Conceptually, how the practices in microteaching and practicum were designed and implemented to enhance student teachers' reflective practice was the focus of the study.

1.5.Significance of the study

Why are teacher educators and mentor facilitation for student teachers' reflective practice focused on in this study? What is the importance of reflection on practice in teacher education? These are significant questions that should be answered to justify the importance of this study. Accordingly, the result of this study would be significant to:

- Curriculum developers by highlighting the importance of incorporating content and teaching-learning experiences to enhance student teachers' reflective practices during teacher education.
- Colleges of teacher education by emphasizing their role in focusing on student teachers' practical engagement in teaching. Furthermore, curriculum developers, who are aware of the importance of facilitating the reflective practice of student teachers, incorporated teaching practices that engage student teachers in reflective practice early in their teacher education.
- Colleges of teacher education and practicum schools by signifiying the need for collaborative work to facilitate student teachers' learning from practicum. Selecting mentors who are committed to supporting student teachers, training them, and

supervising their practice is a collaborative task of teacher education and practicum schools.

- Teacher educators, mentors, and tutors by indicating the strategies they could use and the approaches they should follow to facilitate student teachers' reflective practice.

1.6.Limitation of the study

Limitation of a study discusses the how the limitation could have affected the result of the study and its interpretation (Ross and Bibler Zaidi, 2019). Accordingly, this study investigated the teacher educators, tutors, and mentors facilitation of student teachers reflective practice during on-campus and school teaching practices in Hawassa College of Teachers Education. In a case study, finding informants with good insight and experience on the issue under investigation is crucial (Yin, 2018). Yin discussed purposive sampling as an appropriate technique to select participants for a qualitative case study design, and it helps identify participants who can help students discover, understand, and gain deep insights about the issue under exploration. Accordingly, due to the intensive process of data collection, repeated classroom observations, and interviews, informants (student teachers and teacher educators) who had orientation about practice teaching and support to student teachers were selected through purposive sampling. Therefore, the result of these respondents may not represent the responses of all teacher educators, tutors, and mentors because there might be teacher educators, mentors, and tutors who had no orientation at all about the process of practice teaching.

1.7.Definitions of Important Terms

This case study explored the facilitation of student teachers' reflective practices at Hawassa College of Teacher Education. In this study, I examined the facilitation practices of teacher educators during microteaching and the practices of tutors and mentors during practicum. To ensure clarity across this study, the following terms and phrases were defined:

Facilitating reflective practice- refers to the arrangement of practical activities through which the student teachers learn how to teach (peer teaching), the professional supports provided to them by their instructors (supervisors) and school teachers (mentors) during practicum, and opportunities to work with and get feedback from their peers.

Student teachers- are students in teacher education being educated for the teaching profession.

Reflective Practice- Student teachers' reflective practice is their ability to reflect on an action with the purpose of continuous learning. It is their self-examination and evaluation of their practice individually and in collaboration with others to improve their professional practice. In this research it refers to student teachers teaching during micro-teaching and practicum, and reflecting on what they have done, and improving their upcoming teaching.

Practicum- is the part of the teacher education program in which student teachers are placed in real school environments to help them understand the complex experiences of teacher practice. In this dissertation, practicum refers to the student teacher's engagement in the last practicum experience (independent teaching) in which they taught in classrooms.

Microteaching is a mini-lesson taught by student teachers during their learning of courses (subject area methodology courses). In micro-teaching, student teachers teach their peers in the classroom under the supervision of course instructors to help student teachers learn how to teach.

1.8.Theoretical Framework

Student teachers learn from practical experiences through reflection. This makes facilitation of student teachers' reflection on their practice a significant practice in teacher education. Reflection does not occur on a vacuum, and practice teaches nothing to a non-reflective practitioner. Therefore, arranging practical experiences for student teachers in teacher education and facilitating their engagement in reflecting on their practices is a pivotal task of teacher education. On the other hand, teaching is relational profession (Grossman et al., 2009) that the interaction between teacher and students and among the student plays anessential role. Thus, sociocultural theory explains how student teachers learn through interaction with their teacher educators, mentors, and their peers through approximation of practice. Taking the above premised into consideration, this dissertation is grounded on conceptualization of learning from practice through reflection (eg. Dewey, 1933; Kolb,1984; Schon, 1983) and Vygotsky's Sociocultural theory (1978).

Student teachers learn how to teach through active engagement in the teaching experience and reflecting on the experience. Developing reflective practice among student teachers requires helping them engage in teaching experience and learn from it through individual inquiry or working in cooperation with others (Dewey, 1933; Schon, 1983; Vygotsky, 1978). From this explanation, the first requirement for occurrence of reflective practice is designing and providing appropriate experience through which student teachers engaged in practice of teaching. In teacher education, teaching practices is provided through OCTP and school practicum. OCTP encompasses peer teaching, microteaching, rehearsal, and school practicum includes different practicum activities in which student teacher visit practicum schools. In this study, OCTP refers to microteaching practice and school practicum refers to independent teaching practicum activities.

The different models of reflection help practitioners approach teaching with a critical mindset. The practitioners will think about how things could be and why they are the way they are. They will reflect on the areas where their own practice needs improvement and its strengths, asking why certain learning experiences might be the way they are and thinking about ways to make them better. Consequently, their classroom activities will be well-organized, grounded in prior knowledge and research, and driven by rational reasoning. Each of these models emphasizes how crucial it is to repeat the cycle in order to ensure that knowledge is retained and advancement is maintained.

Kolb's (1984) model of reflection is based on theories about how people learn, and has four main stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The model focuses on gaining an understanding through real-world experiences. According to Kolb, concrete experience is the stage in which participants have some kind of experience. According to this concept, practitioners begin with an experience that could be something entirely new or a recurrence of something that has already happened. The description of experiences and feelings at the time is typically included in this step of reflection. The second state is reflective observation, which is a step to think back on the experience that the practitioner learned anything new from it. At this point, the practitioner reflects on their encounter. At this point, they will start to truly consider that experience. The emotions and connections between the abilities, expertise, and past experiences of the practitioner are

highlighted. In this situation, practitioners should consider both the areas of strength and growth. The third stage is abstract conceptualization, the main goal of which is to gain experience-based knowledge. Practitioners should evaluate and elucidate their reflections. Practitioners begin to generate new thoughts; for instance, they attempt to determine the possible causes of unexpected events. They should concentrate on the implications of their contemplation and additional options. It is possible to recognize both the successful and unsuccessful aspects of the process. These may pinpoint areas that require further investigation. This was the process of creating abstract ideas. It is the practitioner's responsibility to interpret a situation. Making connections between what they have done, what they already know, and what they still need to learn will help them achieve this goal. Practitioners should utilize concepts found in textbooks and research to facilitate growth and comprehension. They could also rely on their prior experiences and assistance from other coworkers. Practitioners should revise their concepts or develop novel strategies based on their observations and more studies. The last stage of the Kolb model of reflection is active experimentation, which puts the newly acquired knowledge to use in various contexts. This illustrates how experience and reflection directly lead to learning. This is related to converting explanations and analyses into plans and activities. Any objectives set by the practitioner should be clear, quantifiable, doable, reasonable, and focused. The practitioner thinks about how they use what they have discovered. As practitioners test ideas in hypothetical future scenarios, their abstract conceptions become more concrete and lead to new experiences. Active experimentation is performed when concepts from conceptualizations and observations are incorporated into future instructions. This stage also involves returning to Stage 1 by embarking on new experiences based on the knowledge gained.

A modification of the Kolb and Fry model was published by Korthagen in 1982 and 1985, and it has subsequently been incorporated into numerous teacher preparation programs across the globe. With the help of five phases—(1) Action, (2) Looking back on the action, (3) Awareness of essential aspects, (4) Creating Alternative Methods of Action, and (5) Trial, which is a new action and thus the beginning of a new cycle—this model explains the ideal process of learning in and from practice. Due to the initial letters of each of the five stages, this five-phase model is known as the ALACT model.

Gibbs (1998) expanded on the theoretical framework of reflection as a cyclical model. This paradigm follows a six-step process that starts with an account of the incident and ends with recommendations and conclusions for subsequent occurrences. Although Gibbs' model is more simplified than Kolb's, the majority of the fundamental ideas remain the same, and this encourages teachers to consider their own feelings and views.

Because it is divided into several pieces, Gibbs' model is a helpful tool for reflecting after an experience and is especially beneficial if you are new to reflection. Gibb's cycle contains six stages: Description, Feelings, Evaluation, Analysis, Conclusion, Action plan. Similar to other models, Gibb's starts with an account of the event that is being thought back on. It then invites us to concentrate on how we felt during and after the encounter. This is a stage of describing experience. The practitioner should provide a detailed description of the experience in this section. This report of the events in the classroom must be factual. At this point, analysis shouldn't be done.

At the feeling stage, the practitioner explores any feelings or thoughts they were experiencing at the time of the incident. In this case, the practitioner should describe emotions and provide specific instances that pertain to the teaching experience. Even if the practitioner is experiencing unpleasant emotions, it is crucial that they are forthright about their sentiments. The practitioner can only put these boundaries into practice once the feelings have been recognized.

The next stage, analysis, is to assess the experience: from our perspective, what went well or not well? After that, we can analyze the scenario and attempt to make sense of it using the evaluation. The practitioner interprets the experience in this section. They think on the factors that might have aided or impeded learning. In order to make sense of the experience, the practitioner now consults any pertinent literature or study. We will conclude from this analysis as to what other steps, if any, we may have taken to get a different result. The practitioner now pulls all the concepts together. Based on their broader research, they ought to now know what they need to improve on and have some ideas on how to achieve it.

Action plan is the last phase of Gibb’s cycle of reflection. In this last phase, the practitioner summarizes the cycle's earlier components. They draft a detailed plan for the novel educational endeavor. The practitioner makes a list of things they will maintain, develop, and do differently.

The action plan may also include the next actions that must be taken to get beyond any obstacles, such signing up for a course or watching a colleague at work. The practitioner summarizes the cycle's earlier components. They draft a detailed plan for the novel educational endeavor. The practitioner makes a list of things they will maintain, develop, and do differently. The action plan may also include the next actions that must be taken to get beyond any obstacles, such signing up for a course or watching a colleague at work. Creating an action plan with actions we can take the next time we encounter a similar circumstance is the last phase.

Driscoll created another simplistic model in the middle of the 1990s. The mode is based on the 3 'What' questions: What? So what? and Now what? These three easy questions will help us start to examine and draw lessons from our experiences. To put the circumstance or event in perspective, first we define it. This gives us a good understanding of the situation we are in. it is description of the practice: what did I learn? What was I trying to achieve? What actions did I take? What was good or bad about the experience? Next, we ought to consider the event by posing the question, "So what?" this question deals with theoretical aspects of the practice. The questions asked includes: What does it tell me/teach me/imply about my learning/attitudes/ methods? What could I have done to improve it? What is my new understanding of the situation?

In the last phase, practitioners are asked to consider the steps they will take after this reflection. Will they attempt something else, alter their current behavior, or stay the same? This step is action oriented. The question include what do I need to do to make things better/ improve in the future? What might be the consequence of changing something?

One of the most basic models of reflection is the ERA cycle (Jasper, 2013), which consists of just three stages: experience, reflection, and action. The cycle illustrates that every experience we have is either brand-new to us or something we have experienced previously. This encounter may be favorable or unfavorable, connected to our work or unrelated to it. As soon as we have experienced anything, we start to think back on it. This will enable us to reflect on the event, assess our emotions, and determine our course of action. This brings up the cycle's last component, which is acting. Depending on the person, what we do as a result of experience will be different. The cycle continues as a result of this action leading to another experience.

From the discussions of the models of reflection discussed above it is clear that the focus of reflection is thinking about an experience that practitioners encounter, identifying problem in the experience /strengths and weakness in their practice, thinking planning alternatives to improve the practice, and implementing the new plan to improve the practice. Improving practice is at center of reflective practice. The models reinforce the explanation of Dewey on the importance of reflection on experience for learning from it. Furthermore, the models strengthen the discussion of Schon reflection-in-action and reflection-on-action to learn from it. The discussions of Dewey and Schon highlight the importance of identifying strengths and weakness based on the tangible data from observations on experience or practice to show the gap between the expected and actual performance of the practitioner. According to Hattie and Timperley (2007) this identification of gaps in practice is known as feedback. In the models it is discussed that planning for improve practice and implementing the plan is part of a cycle in the models.

According to discussion of Hattie and Timperley (2007) the data collected from feedback is used to plan future action to improve the practice, and this is called feed forward, taking action to improve practice based on the data from feedback. Feed forward is part of the models of the reflections discussed above. For instance, the last stage of Kolb's model, active experimentation is dealing with converting the explanations and analysis into future plans and activities. Similarly, in ALACT model the last two stages, creating alternative methods of action (4) and Trial (5) are in line with the concept of feed forward. Likewise, the 'now what' question of Driscoll's 'What Model' is concerned with what the practitioner need to the practice better for the future. This is a plan for future and is related with feed forward. As to the Gibb's model, the last stage clearly indicates the action plan for improve action. At this phase, the practitioners are expected to summarize the cycle's earlier components. They develop a detailed plan for the new educational endeavor based on the lessons drawn from the summary, and this a feed forward to improve the practice. Furthermore, the last stage of ERA model of reflection is action. In the model, the practitioners are supposed to take action base on the data of their reflection. This is highly consistent with the conception of feed forward.

Using feedback and guiding student teachers towards reflective practice is one the roles of teacher educators, tutors, and mentors during teacher education. They offer feed up before practice and discussion on them with student teachers, observing the practice based on the feed

up standards, giving feedback based on the observation data against the feed up set, and encouraging them to repeat their practice to bridge the gap identified through feedback.

Learning occur best through interactions with other. Vygotsky (1978) argues that interaction with others in a socially-embedded context is a source of learning. In teacher education in general and in micro-teaching, rehearsal, and practicum in particular student teachers learn from their teacher educators, practicum supervisors, mentors, and peers through active engagement and interaction. Student teachers learn reflective practice through collaboration with other students. Reflective practice better taught as social practice rather than individual practice through teacher education (Zeichner and Liston 1996). When student teachers work in collaboration with their peers in planning, instruction, and evaluation of lessons, they develop the skill of discussing on issues with their friends, and develop their reflectivity. To this effect teacher education programs arrange various instructional contexts in which student teachers experience teaching.

Vygotsky (1978) claims that the majority of learning is not obtained in isolation, but rather through interaction with others in socially-embedded contexts, and such interaction needs to occur within the zone of proximal development. Vygotsky defined the ZPD as the gap between the demonstrated level of problem solving and prospective development level as determined through solving a problem under the guidance of more knowledgeable others (Vygotsky, 1978). This definition indicates that an individual has two development levels. These are actual development level and the potential development level. The actual development level of an individual denotes to the already attained mental function of an individual; what an individual can work independently without help of others. On the other hand, potential development level refers to what an individual can work with the help of knowledgeable others. Thus, ZPD refers to the difference between the ability of an individual to solve problems independently, and his ability to solve them with assistance received from knowledgeable others. This concept accentuates the importance of working with and getting support from experienced professionals and working with peers.

The social context of learning, wherein interaction facilitates more learning than when pupils learn independently, is intrinsic to the ZPD concept. According to Moll (2013), interaction affects academic advancement and fosters critical higher mental functions including memory,

perception, and problem-solving (Tryphon & Vonèche, 2013). Teaching in the ZPD stands out as a promising clinical instructional paradigm because of the intricacy of tasks in the classroom that are challenging for students to complete on their own and the complexity of clinical situations.

The ZPD's spatial representation, defined as the separation between a starting point and the goal of development, fulfills symbolic purposes and also captures Vygotsky's understanding of the essence of development. According to Bodrova and Leong (2007), Vygotsky chose the term "zone" to represent development as a continuous process as opposed to a single point on a scale. As such, the ZPD as a developmental process (Cobb et al., 1993; Eun, 2008) highlights the ongoing collective journey as members of the zone work toward achieving transformative worldviews.

The teacher educators, practicum supervisors, and mentors are knowledgeable others who guide student teachers towards their professional development through planned activities and engagements. To guide student teachers towards required professional development, the knowledgeable others first should identify the level of development or what they can do by themselves without support. Then, they decide what they can learn under the support of others.To this purpose, the gap between existing capacity and the potential one can be identified through feedback, according to Hattie and Timperley (2007).

Feedback is at the center of facilitation for reflective practice. Facilitating student teachers' reflective practice is not tackling their practical problems, but it is helping them to tackle problems they face during their practice and making their practice effective (Smyth, 1989). Then effective feedback is facilitation for feedback. Feedback is intended to guide student through questioning, giving comment, and scaffolding (Savvidou, 2018). Accordingly, the feedback given by teacher educators (knowledgeable others) and peers (more capable peers) through dialogic relationship helps student teachers identify the gaps between their current performance and the expected one. This is an identification of the gap between student teachers Zone of current development and ZPD.Student teachers use feedback to re-plan and re-teach to fill the gaps in their performance; achieve their potential development. As facilitators, teacher educators work together towards the attainment of group goals, and they do not impose their opinions on the student teachers.

One strategy of facilitating for feedback is making it dialogic. Effective feedback is dialogic (Lichtenberger-Majzikne & Fischer, 2017), and reflection occurs in collaboration with others (Gelfuso & Dennis, 2015; Harford & MacRuairc, 2008). Lave and Wenger argued that feedback is a 'social practice' (p. 50). The scholars proclaimed that feedback is a process of negotiating meaning through social interaction, and it is not one-off exchange (Astuti, 2020; Zhu & Carless, 2018). Thus, both feedback and reflection require social interaction, and facilitated in risk free environment.

Loughran (1997) talked about how relationships are important in differentiating between "telling" and "teaching." She argued that relationships are "the heart and soul of teaching," since teaching is based on a knowledge of oneself and others (P. 58). Loughran listed the following pedagogical principles for teacher education: risk-taking, modeling, relationship, trust, independence, purpose, and engagement/challenge. Relationships, according to Loughran, are the most crucial of all the principles since they make the other ideas possible.

The relationship between teacher educators, tutors, and mentors established with student teachers determines the role they assume, the style they adhere to in their supervision and mentoring, and the focus of their feedback. Knowledgeable others who assume the role of facilitators create a conducive and trustworthy environment that enhances student teachers' engagement in dialogue and, in turn, facilitates their reflective practices. However, the environment of knowledgeable others who assume themselves to be masters is full of tension, fear, and anxiety. Such an environment hurts student teachers' reflective practice. The power and roles of university supervisors, as well as student teachers' impressions of them, can have an impact on feedback and how student teachers respond during feedback sessions (González Ramírez, 2012). Additionally, the comments exchanged between supervisors and STs can impact student teachers' performance and willingness to try out new techniques or activities.

Despite the significance of providing teaching practice, student teachers learn from the practice through their active engagement in the process of reflection. This signifies that only student teachers who reflect on their experience benefit the experience as a source of learning (Dinkelman, 2003). Similarly, Kolb (1984) described that student teachers develop knowledge from experience transforming experience. Through his cyclical model, Kolb indicated that concrete experience is a base for reflective observation. His model elucidates the importance of

experience as a springboard for learning and the significance of reflection to transform the experience into knowledge.

Promoting student-teacher reflective practice demands teacher educators' provision of support in a defined time frame that facilitates reflection in a practice. Student teachers reflect on their practice when they are planning, implementing, and at the end of their lesson implementation. The reflection which is carried out during lesson planning is known as reflection-for-action, the reflection during implementation is designated as reflection-in-action, and the reflection after implementation is named reflection-on-action (Killion & Todnem, 1991; Schon, 1987). To facilitate these temporal dimensions of reflection, teacher educators should guide student teachers to reflect on their practice before and after practice. The classification of reflective practice based on the time it occurs reveals that reflective practice is a deliberate effort of fact finding for what has happened before, during, and after practice. Accordingly, teacher educators' and mentors' arrangement of strategies which help student teachers engaged on reflection before, while, and after practice, and at the different levels of reflection.

1.9.My motivation for this study

I was working a term paper on teachers' pedagogical content knowledge as part of a course during my PhD study. During the work I had a chance to read different views on the essence of pedagogical content knowledge. PCK is one of knowledge bases of teaching and said to be the province of teacher education. This signifies the importance of PCK for teachers, the responsibility of teacher education in developing student teachers PCK. Park and Oliver (2008) explained that PCK is teachers' knowledge that is developed through reflection-in-action and reflection-on-action. Furthermore, Park and Oliver developed a PCK model with five components, and explained that PCK is the function of integrative use of the components through reflection-in-action and reflection-on-action. One of the views of PCK argues that it is dynamic and knowing-to-act, which is inherently linked to and situated in the act of teaching, and it, is context-bound. This shows that teachers' ability to use their PCK is highly reliant on their ability to reflect on their situation and decide how to integrate PCK components. Then, I came to understand that teacher education programs have to develop student teachers' ability on reflection-in-action and reflection-on-action. Then after, I reviewed studies on reflective practice of student teachers in Ethiopia. The results indicate that student teachers' reflective practice was

at an alarming level, to the extent that some of the student teachers remained unreflective (Amera, 2016; Derje, 2009). Finally, I asked the following question: How can teacher education programs develop the reflective capabilities of student teachers? What should be the focus of teacher educators and other bodies responsible for enhancing student teachers' reflective practices? I then reviewed more literature on the subject and realized that one way to enhance student teachers' reflective practice is by facilitating their engagement in reflection within the context of teaching practice. I have finally made the decision to research this subject for my dissertation.

Chapter Two: Review of Related Literature

2.1.Introduction

In this chapter, literature relevant to reflection practice in general and facilitation for student teachers' reflection in particular have been reviewed. Studies related to teacher educators' use of feedback, mentors relationship with mentees, supervisory styles and skills were reviewed.

2.2.Reflective practice- conceptualization and critics

There is wide agreement among scholars on the importance of reflective practice in teacher education. Despite the agreement, there is no consensus among them on the conception and models of reflection on practice. Several terms have been used interchangeably under the umbrella of the term reflection, including reflective thinking, reflective practice, and reflective learning. The phrases have been used to characterize a variety of actions, from evaluating a particular class component to taking the moral, social, and political ramifications of a certain teaching strategy into consideration. All these descriptions and definitions, however, argued that they were based on the writings of Dewey (1933) and Schon (1983).

Various definitions of reflective practices have been given by different scholars. Dewey (1933) defined reflection as "the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it" (p. 9). Similarly, Schön (1983) developed the theory of reflective practice, which he defined as the ability to engage in a process of continual learning by reflecting on actions. According to Larrivee (2008), reflective practice denotes performance at work as a consequence of applying a reflective process to everyday problem-solving and decision-making. According to Husu et al. (2008), reflection indicates the teachers' engagement in self-examination and self-evaluation regularly to interpret and improve their professional practice. The definitions and explanations given illuminate that reflection helps teachers to look into their practices, find solutions for unseen problems in their practice, and improve their profession continuously.

An indispensable relationship exists between practice and reflection. Reflection makes practice productive and does not occur in a vacuum. According to Dewey (1933), a practice or experience can be educative if it is accompanied by reflection. Dewey (1933) asserted that

people learn not from practice but from reflection. He contended that students learn and retain information and implement it in new situations if what they learn is connected with their world of experience (Dewey, 1938). Schon (1983), through his identification of reflection-in-action and reflection-on-action, strengthened Dewy's explanation that reflection is related to learning from practice. Killion and Todnem (1991) concurred with Dewey and Schon by developing the concept of reflection-for-action. In the case of teacher education, reflection indicates teachers' regular engagement in self-examination and self-evaluation to interpret and improve their professional practices (Husu et al., 2008). As a result, the first point of discussion in the conceptualization of reflective practice is how it pertains to practice and its impact on practice improvement.

Reflective practices occur at different times and levels. Reflection can be divided into three types based on time: reflection-for-action (Killion & Todnem, 1991), reflection-in-action, and reflection-on-action (Schon, 1987). According to Schon, reflection-in-action occurs during an action, whereas reflection-on-action occurs after an event. Reflection is classified into several levels based on depth and content (Larrivee, 2008; Van Manen's, 1991). Van Manen's reasoning was structured into three levels: technical, practical, and critical. Larrivee identified four types of reflection: critical, educational, surface, and pre-reflection. The discussion of reflection in terms of time and the levels in which it occurs indicates that student teachers practice teaching, and there is room to assess student-teacher reflection by time and level. Consequently, the second point of discussion in the conceptualization of reflective practice is the time and level at which it occurs.

Despite the significance of reflective practice for the professional development of teachers in general and student teachers in particular, there are critics of the concept of reflective practice (Beauchamp, 2015; Collin et al., 2013). Critics of reflective practice in initial teacher education focus on how it is conceptualized (theoretical), how it is operationalized in initial teacher education (practical), and how it is studied empirically in initial teacher education (methodological) (Collin et al., 2013).

The distinction between reflection-in-action and reflection-on-action is debatable. Although Schon identified them as reflections in different time frames, it has been argued that reflection-in-action and reflection-on-action are part of the same process in a continuum (Collin et al.,

2013). According to Schon (1983), reflection-in-action is bounded by the ‘action-present’ (p. 62). Schon defined 'action-present' as the period during which action can still affect the situation. He further discussed that the duration of action present depends on the pace of the activity and the situations that characterize the practice. Accordingly, the duration may range from a few minutes to a few months. In this discussion of reflection-in-action, it is possible to reflect it retrospectively. In this case, the reflection-in-action process is similar to that of reflection-on-action (Collin et al., 2013).

Reflection-for-action, as defined by Killion and Todnem (1991), considers anticipated action and is an anticipatory reflection (van Manen, 1991). Thus, reflection-for-action refers to thinking about future actions based on past experiences, and it can be used to improve or change a practice (Olteanu, 2017). Reflection-for-action requires teachers to anticipate what will happen during a class as well as to reflect on their previous experiences before the lesson (Farrell 2013). Practitioners should consider how to improve their practices while considering gaps in the completed practice. When considering methods to enhance (repeat) the same action based on feedback from a completed action, the line between reflection-on-action and reflection-for-action becomes blurred. Thus, I contend that the conceptualization critic is not restricted to the distinction between reflection-in-action and reflection-on-action and that it is challenging to distinguish between reflection-on-action and reflection-for-action when repeating an action to enhance it.

Another theoretical approach to reflective practice that is under criticism is the hierarchical level of reflection. Van Manen (1991) conceptualized reflection as having various levels. According to Van Mannen, these levels extend from technical, which deals with the effective application of skills and technical knowledge in the classroom setting, to critical reflection, which deals with the moral and ethical issues of teaching. Collin et al. (2013) discussed that such axiological grading of reflection is debatable. The first debate is that grading reflective practice by level leads to categorizing reflective practices and their practitioners as ‘good “or’ bad.’ The grading of reflection leads to the standardization of values, and this denies the value of the situation that resulted in reflective thought. The second debate is that grading levels in the hierarchy prioritize certain domains of reflection over others (Collin et al., 2013). For instance, in Van Manen’s hierarchy of levels, technical reflection, which deals with technical skills, is at a lower level and

critical reflection is at a higher level. This finding indicates that teachers should work harder to achieve higher levels. Zeichner (1994) argued that the idea of prioritizing devalues technical skills is used in teachers' everyday practice. He emphasized the importance of all the domains of reflection, and the number of 'levels' that teachers use in their practice should be used to measure the quality of reflection rather than the 'levels' that are attained by teachers.

Regarding the operationalization of reflective practice in initial teacher education, there is no consensus on what to focus on in studies on reflective practice. Studies on reflection-oriented programs of initial teacher education showed divergence among the programs (Collin et al., 2013). According to Collin et al., the programs differ in reflective domains, reflective processes, and the role of the practicum. Arguing that reflective practice should be mentored in initial training, Schon (1987) recommended that teacher-in-training be immersed in hands-on teaching practice. This made practicum a critical component of teacher education for the provision of ideal situations to develop reflective practices. Schon emphasized that reflective practice was developed through engagement in practice. However, scholars who view reflective practice through its critical, social, and political dimensions argue that student teachers should develop the ability to reflect before they go for practicum (Calderhead, 1989, as cited in Collin et al., 2013).

As a result, this study began its examination with teacher educators' practices to promote student teachers' reflective practice during microteaching and then investigated how the practice is mentored throughout the practicum. In this study, teacher educators, tutors, and mentors' facilitation of the temporal dimensions of reflection were investigated through the type of feedback (Hattie & Timperley, 2007) they provide to student teachers. As a result, reflection-for-action is distinguished as reflection-guided by feed-up and feed-forward practice, while reflection-on-action is guided by feedback. During the microteaching and practicum, student teachers think about the implementation of their lessons (during planning). These anticipatory planning activities are guided by feed-up activities. The criteria and standards of the practice were used as data for thinking about the practice to come. In this study, reflection-on-action refers to an action of reflection on a completed action as it is guided by feedback (performance feedback), and reflection-in-action refers to thinking about the practice while implementing it (contemporaneous).

During the microteaching and practicum, student teachers think about how they are completing their tasks correctly, based on their plan, which is their reflection-in-action. In this study, reflection-on-action refers to reflecting on an action after it has been carried out, whereas reflection-in-action refers to thinking about practice while doing it out (contemporaneous). Reflection-on-action in microteaching refers to reflection on the finished microteaching session, but in practicum it refers to reflection on completed classroom teaching (retrospective). Student teachers consider ways to enhance and execute their practices based on inputs from teacher educators, peers, or self-reflection. This also indicates reflection-for-action (retrospective). This time, the data for anticipatory reflection are not criteria or standards of practice but feedback on the completed action, which is feed-forward.

2.3.Paradigms in teacher education and reflective practice

Teacher education has passed through various alternative approaches of educating teachers with the assumption of enhancing effectiveness of teacher education. A paradigm in teacher education is a set of beliefs and assumptions about the nature and goals of schooling, teaching, teachers, and their education that guides and shapes policy and practice in teacher education (Areaya, 2016). Zeichner (1983) outlined four paradigms that have influenced teacher education discourse. These are behavioristic, personalistic, traditional-craft, and Inquiry-oriented teacher education.

Though each paradigm has its unique point of view on how to educate teachers, they are divided into two groups based on their perspectives on educational difficulties in social contexts. The first category of paradigms includes "behavioristic," "personalistic," and "traditional-craft" teacher education, which regard teacher education issues as "givens." The second category includes "inquiry-oriented" teacher education, which recognizes that teacher education is a "problematic" topic that necessitates critical inquiry on the part of learners. The first category of paradigms explain the challenges in teacher education that are the same regardless of their social environment. These approaches belong to a traditional applied model of teacher education (Robinson, 2019).

Traditional applied model of teacher education is characterized by theory comes first with no integration with practice; priority is given to acidic knowledge (Korthagen et al., 2006;

Robinson, 2019). In this model of teacher education student teachers are supposed to learn theory firs and then implement it in practice without questioning it. Thus, knowledge is something that needs to be conveyed from a teacher to a student in this teacher education approach. This model does not seek to theorize or integrate theory and practice; instead, teaching practice occurs at the conclusion of the academic year, after all theoretical components of teacher education have been completed (Korthagen et al., 2006).

In contrast to the paradigms of behavioristic, personalistic, and traditional-craft teacher education, 'inquiry-oriented' teacher education contends that educational problems differ depending on the context in which they occur, and that teacher education programs should assist student teachers in developing the capacity for reflective action. According to (Robinson, 2019), inquiry oriented teacher education belongs to reflective practitioner model. The reflective practitioner model of teacher education, in contrast to the traditional apprentice model, makes the assumption that knowledge is constructed by the learner rather than transmitted to them, that learning is a process in which the learner constructs knowledge, and that teaching is a process in which the learner facilitates the learning of others rather than imparts knowledge.

Real-world challenges in general and classroom instruction issues in particular, are unpredictable. In light of this, Schon (1987) claims that practitioners are not confronted with real-world situations as well-formed structures. This indicates that education problems fluctuate depending on the social environment in which they arise, and the application of teachers' expertise to address these contextualized difficulties differs appropriately. As a result, teaching is an unexpected practice that varies from setting to situation and from person to person, and is thus contextualized. Teacher education programs must base their teaching on the realities of educational challenges and the application of professional knowledge.

The above-mentioned paradigms of teacher education differ in their views on the extent to which the curriculum of the teacher education program is specified in advance, as well as the extent to which a teacher education conception views the institutional form and social context of schooling as problematic. In terms of defining curriculum content ahead of time, the content of teacher education established through educational research and theories serves as the curriculum for teacher education, and prospective teachers are expected to learn it. Student teachers are merely passive consumers of pre-packaged knowledge. In contrast, Schon (1987) stated that

there are 'real' theories developed by 'real' theorists on the high land of professional knowledge's topography, and there is practical knowledge (not 'real' theory) produced by practitioners on the lowland of the topography. Schon argued that the practical information acquired in the swampy lowlands is most beneficial to regular people, specifically teachers' daily lives. Teachers are thus more than just consumers of knowledge created by academics and theorists; they are also producers of knowledge relevant to their situations.

Teachers are producing practical knowledge through their engagement in the swampy lowlands. Schon (1987) argued that the problems in the real world present themselves as messy and indeterminate situations. Thus, the institutional form and social context of schooling are not given or certain; rather, they are problematic. This problematic situation makes the working environment for teachers swampy. Working in this problematic situation requires teachers' ability to inquire and reflect. Through this active and reflective engagement, they produce practical knowledge that is applicable and effective for their context. There is no end to the production of such knowledge; learn from their practice and produce this practical knowledge continuously. This makes learning to teach a lifelong process.

Inquiry-Oriented or reflective teacher education provides only the foundations, and teachers' learning is continuous throughout their career. Student teachers in this teacher education program are taught how to reflect on their practice and make adjustments to their situation to address the needs of their students. Thus, in reflective teacher education, learning to teach is seen as a life-long process. In relation to this, Dewey (1933) discussed that teaching effective practices to teacher candidates is important, but they also need to learn thoughtful action.

2.4.Strategies to support reflection in teacher education

There is an indispensable interdependence between practice and reflection. However, engagement in experience does not automatically result in learning. Reflecting on experience is necessary to learn from it. This implies that teaching practice is the bedrock for student teachers' learning of how to teach, and reflection on the practice converts practical experiences into effective and meaningful learning. Teaching practice provides an experience for students' active engagement into learning to teach. Accordingly, teacher education programs made a major shift of focus towards teaching practice that necessitate knowledge and doing, and increasingly

underlining systematic inquiry and reflective practice in courses and evaluation procedures to help student teachers became better facilitators of student learning (Cochran-Smith et al., 2009; Grossman et al. , 2009; Zeichner, 2012). According to Grossman (2009), offering high-quality practice opportunities for student teachers is critical to the success of teacher education. As a result, the delivery of these practices has been central to many teacher education programs (Endeley, 2014). To help student teachers learn from the teaching practices and develop their reflective capacity, educators need to provide strategically constructed strategies which facilitate the reflection process (Larrivee, 2008).

The professional support provided to student teachers improves the levels of their reflection. Research findings reveal that STs' reflections carried out without support resulted in lower level of reflection compared to reflection with structural support (Chamoso & Cáceres, 2012; Gelfuso, & Dennis, 2014; Liakopoulou, 2012). The researchers argued that supporting and mentoring student teachers to help them engaged in deliberate reflection and research their practice and their implications is the role of teacher educators. Ulvik & Smith (2011) contended that prospective teachers should be provided with the necessary support and coaching to lift their practice beyond descriptive level. They contended that reflection in teacher education need redirection towards producing knowledge for practice in way that are concrete and tangible.

2.4.1. Feedback and reflective practice

Using feedback as a pedagogical tool, it is possible to guide student teachers in their learning by giving them feedback before, during, and after the practice. Feedback makes the practice productive. Accordingly, student teachers' practice in microteaching will be productive if supported through feedback. Thus, feedback is an essential aspect of microteaching (Zhang and Cheng 2011). Feedback provided during microteaching facilitates novices' engagement in simulations of interactive practice (Grossman & McDonald, 2008). In microteaching, feedback is given to student teachers on their performance gaps, and they reflect on these gaps and how to improve them. Thus, feedback during microteaching provides an experiential base that student teachers reflect on. Accordingly, it provides content for reflection (Amobi, 2005; Diana, 2013). As a result, offering and receiving feedback can be seen as 'the starting point of reflection' (Lichtenberger-Majzikne & Fischer, 2017, p. 119).

Hattie and Timperley (2007) argued that feedback is power if it integrates three basic feedback questions ‘where am I going?’, ‘how am I going?’, and ‘where to next?’ Teachers and students ask questions about the goal of their practice (Where am I going?), how they are working effectively to achieve the goal (How am I going?), and what more activities and strategies need to be used to facilitate the progress towards their goal (Where to next?)(Hattie & Timperley, 2007, p. 86). According to Hattie and Timperley, these questions correspond to the concepts of feed-up, feedback, and feed-forward.

I. Feed up - where am I going?

The purpose of feedback is reducing the gap between the existing understanding/performance and the desired goal (Hattie & Timperley, 2007). Hattie and Timperley define feed up as feedback delivered before practice through an explanation of the goal/criteria/standards. This help student teachers be clear with what they are going to achieve and bear a question ‘where am I going?’ in their mind. A precondition for effective feedback is the provision of explicit criteria and standards for students, as well as orienting students to purposeful behaviors that lead them to attain the intent or goal of learning (Hattie & Timperley, 2007). Similarly, according to Boud and Molloy (2013), students' understanding of the criteria to be applied to a practice promotes learners' involvement and creates improvement-driven activity. Thus, giving clear and specific goals and challenging tasks is a pre-requisite for effective feedback (Boud & Molloy, 2013; Hattie & Timperley, 2007), and this serve as guide to support students in their teaching practice.

Feedback on performance denotes identifying gap between the expected performance (goal) and the actual performance of student teachers. Thus, the first task in the process of microteaching is setting challenging and specific goals (expected level of performance) that student teachers should achieve through their practice (Hattie & Timperley, 2007). These goals serve as a mile stone to student teachers to exert their effort to achieve them, and teacher educators to assist student teachers through various strategies and feedback. Hattie & Timperley name this goal setting as feed up. The feed up activities help student teachers reflect on the plans and their implementation ahead of the practice. Thus, feed up activities facilitate student teacher reflection-for-action. Marshall et al. (2022) reviewed factors that enable effective reflective practice and the result indicated that clarifying roles and expectations to student teachers is one of the factors that facilitate student teachers reflection. Similarly, Karlström & Hamza (2019)

analyzed the student teachers engagement in microteaching planning session and their learning opportunities through reflection and indicated that using guideline students teachers state of perplexity, hesitation, doubt were identified as opportunity for reflection.

II. Feedback- How am I going?

Based on the goals/criteria/standards performances of student teachers are assessed and information on the gap between the set standards and actual performance is given to student teachers. Performance feedback is the provision of objective information to student teachers based on observation data (Cornelius & Nagro, 2014), and this feedback raises student teachers' awareness of their teaching practice, strengthens desired teacher behaviors, and makes changes to undesirable ones (Sweigart et al., 2015). Feedback is given either orally at the end of the lesson presentation or in writing using the evaluation criteria prepared by teachers. Using written feedback from classmates, student teachers discover gaps in their course delivery and consider solutions for improving their practice in the future (Mergler & Tangen, 2010). Therefore, the feedback activities facilitate student teacher engagement in reflection-on-action.

III. Feed forward – where to next?

Feed forward is closing the gap of performance using the feedback. Supporting students in improving their performance going forward through dialogue is the major purpose of feedback (Savvidou, 2018). Concerning improvement as a result of feedback, Boud & Molloy (2013) stated that telling is not the end of feedback, and it should indicate what to do to bring about improved performance. If performance is not improved using the information, the information is ‘dangling data’ (Sadler, 1989, p. 121). And it is feedback only if it is used to alter learning and changes the gap (Draper, 2009; Wiliam, 2011). Thus, to help students demonstrate change in their behavior, educators are responsible for setting succeeding and interrelated tasks for learners. This succeeding performance is part of completing the feedback loop (Boud & Molloy, 2013). They discussed that the ‘closing of the loop’ helps the students and educators to assess the quality of their educational message and advice.

Students need feedback that gives them sufficient information to improve their work in the near future (Ferguson, 2011). However, in higher education, students find feedback given to them not useful; that is, revision of assignments using the given feedback is not required (Ferguson, 2011).

To realize its formative potential, students must use feedback on their performance (Jonsson, 2013). Jonsson stated that, despite its significance, many students did not use it. The provision of feedback after the completion of a course or module is a problem for student teachers to use formatively because there will be no time to revise and repeat their work (Ferguson, 2011).

The result of Ellis & Loughland (2017) indicates that supervisors' were reluctant to provide critical, constructive, and specific feedback on 'Where to next?' on student teachers' professional practice. But, Jons (2019) studied use of feedback during the triadic conference and found that the participants have allotted significant time for feed-forward.

IV. The feedback questions and reflective instances

During professional practice, reflection occurs before, while, and after practice (Schon, 1983, 1987). These are temporal dimensions of reflection identified as reflection-in-action and reflection-on-action (Schon, 1983, 1987), and reflection-for-action (Killion & Todnem, 1991). Reflection-in-action refers to thinking about the action while doing it, reflection- on-action denotes reflection on completed action, and reflection-for-action refers to reflection on future action. Similarly, van Manen (1991) introduced anticipatory, contemporaneous, and retrospective reflections which refer to reflection on the action to come, reflection in the moment of action, and reflection on a completed action respectively. Thus, to facilitate student teachers' engagement in these instances of reflection, teacher educators should provide or facilitate feedback on actions that take place in the times pertinent to the types of reflection. These feedback are feed up (before practice), feedback (after practice), and feed forward (on practice to come) (Hattie and Timperley, 2007). Karlström & Hamza (2019) analyzed microteaching planning sessions and found out that there are situations in microteaching planning which elicit student teachers reflection. Likewise, Chi (2023) asserted that both the observers and the observed can change their practices as a result of the pre- and post-observation talks, which provide opportunities to reflect first for action (in the pre-phase), then on-action, and finally for action again (in the post-phase).

V. Levels of feedback

Hattie & Timperley (2007) identified four levels of reflection. The levels of reflection are different by their focus on the practices of learners. The levels are reflection at task level (how

well tasks are understood of or performed), process level (the main process needed to understand or perform the tasks), self-regulation level (self-monitoring, directing, and regulating of action), and self-level (personal evaluation and affect (usually positive) about the learner.

According to Hatie & Timperley (2007), feedback at task level deals with the task or the product, whether the task is performed correctly or not. This type of feedback is known as 'corrective feedback or knowledge of result'. It relates the performed task with some criterion such as correctness, neatness, or behavior.

According to Hattie & Timpeley feedback at process of a task deals with the process that underlies the task. It deals with students' use of various strategies in their learning. Hattie & Timperley discussed that students' strategies to detect errors is a major type of feedback at process of task. They further discussed that feedback given at this level require students to revise their strategies, look for alternative strategies, and/or to strive for support. Butler & Winne (1995) discussed that task validity feedback brings the connection between a cue—like the usage and presence of an advance organizer—and the likelihood of a good performance to a learners' attention.

Self-regulation refers to how students track, guide, and control their behavior in order to achieve the learning objective (Hattie & Timperley, 2007). Feedback is intrinsic facilitator for all self-regulated activities (Butler and Winne, 1995). They argued that through the process of monitoring their engagement with tasks, students' internal feedback is generated. According to Butler and Winne this internal feedback explains the characteristics of the thought processes that resulted in such states as well as the nature of the outcomes. Self-regulation deals with self - assessment, and at this level student select and interpreting information to get feedback out of it. These self- assessment and internal feedback is dialoguing with oneself, and questioning once own practice and belief system, and it is self-reflection. Hattie & Timperley asserted that feedback at self-regulation is most powerful because it leads students to more participation in their own learning. Students' engagement of analyzing their own teaching, and making judgment of it help them to develop their evaluative skill (Tang & Chow). This evaluative skill develops the capability of student on self–assessment which is taken as a crucial skill for professional life (Sadler, 1998).

Nicol & Macfarlane-Dick (2006) developed a conceptual model of processes of self-regulation and internal feedback and proposed seven principles that support self-regulation of students. Accordingly, good feedback practice:

1. helps clarify what good performance is (goals, criteria, and expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching (p. 205)

The purpose of feedback is to give information to student teachers about their performance so as they improve it. To serve its purpose, trainees want to assure that they are getting feedback of good quality (Brandt, 2008). Feedback focuses on the performance and how to do it effectively in the future are more important than feedback that comprises praise, reward, and punishment (Hattie &Timperley,2007). Hattie andTimperley argued that feedback at self-level deals with praise and personal issues of the students (lesson presenters in the case of this research), and as a result its educative value is insignificant.

Feedback on self is evaluative because the teachers use expressions such as – good, wonderful (Hattie & Timperley, 2007). This affects the effectiveness of the feedback. In relation to this Brinko (1993, as cited in Brandt, 2008) identified conditions which are preconditions for effective feedback. Two of the preconditions describe that the feedback should focus on behavior rather than the person, and it should be descriptive rather than evaluative. Evaluated through these two preconditions, feedback at self-level describes the behavior of the presenter and it is evaluative.

2.4.2. Collaborative and dialogic Relationship

Collaboration with others is the most effective way to learn. According to Vygotsky (1978), collaboration with others in a socially grounded context is the foundation of learning. Because knowledge is socially created and meaning is formed in connection to other people, reflection

and meaning-making are intrinsically social activities, and hence student teachers' ability to engage in reflection individually is vital but insufficient (Brockbank & McGill, 2012). Brockbank and McGill suggested that student teachers' ability to reflect on their own is necessary but insufficient. According to Brockbank and McGill, in order to achieve their goal of moving beyond transmission to transformation, higher education institutions should promote basic circumstances for students' experiences, one of which is a relationship between students' experiences.

Collaboration between student teachers and knowledgeable others (teacher educators, tutors, and mentors) is very important. Reflection occurs in partnership with those who are perceived to be knowledgeable (Gelfuso & Dennis, 2014; Harford & MacRuairc, 2008). This collaboration promotes communication among student teachers and teacher educators. According to Lichtenberger-Majzikne and Fischer (2017), feedback is a two-way process in which the receiver processes the information packed by the sender. One of the ingredients of the relationship is communication between instructor and student (Brockbank & McGill, 2012). We create an environment for critical reflective learning by engaging in reflective discussion with others. A reflective dialogue demands a specific type of relationship between the teacher and the learner, as well as between the learners.

Effective feedback constitutes dialogue. Laurillard (2002) argued that learning results from iterative discussion centered on a topic goal between the instructor and the pupil. Conversation between student teachers and mentoring is a special kind of professional conversation regarded as a core activity in knowledge construction (Orland-Barak & Hasin, 2010). Due to its tacit nature, the professional knowledge of student teachers is not easily accessible and verbalized (Mena et al., 2017). Through mentoring conversation, student teachers would identify and recognize the professional knowledge they are dealing with and connect them with the theory they learned during their classroom instruction (Mena et al., 2017). Giving a larger share of discussion time to student teachers is a feature of dialogic talk. Facilitating dialogue during feedback meetings can build an opportunity for reflection. It may be difficult to student teachers to develop their reflectivity on practice if they are receiving feedback only from their instructors (Pow& Lai, 2021).

Teacher educators are expected to be a dialogic partner to student teachers rather than an authority figure in the classroom. Telio et al. (2015) defined the supervisor-trainer relationship as ‘educational alliance’. He contended that the quality of the alliance between supervisor and trainer should be judged from the perspective of the trainee. He further contended that using the educational alliance as a lens reframes the feedback process from one of information transmission (from supervisor to trainee) to one of negotiation and dialogue occurring within an authentic and committed educational relationship that involves seeking shared understanding of performance and standards, negotiating agreement on action plans, working together toward reaching the goals, and co-creating opportunities to use feedback in practice.

Loughran (1997) addressed the significance of relationship in distinguishing 'teaching' from 'telling'. She contended that teaching is founded on an awareness of oneself and others, and hence 'the heart and soul of teaching begins with relationships' (P. 58). In teacher education, Loughran identified the following pedagogical principles: relationship, trust, independence, purpose, engagement/challenge, modeling, reflection, and risk-taking. Loughran argued that, of all the principles, relationship is the most important because it facilitates the other concepts.

2.5.Teaching practices and reflective practice in teacher education

The phrase ‘reflective practice’ itself highlights the significant relationship that exists between practice and reflection; reflection is a process that is carried out in practice, and practice is productive when it is combined with reflection. Consequently, it is not possible to separate teaching practices from their reflections. Teaching practices are the foundation for student teachers' learning of how to teach, and reflection on these practices transforms hands-on learning into meaningful and productive. In highlighting the significant relationship between practice and reflection, Dewey (1933) said that we learn from reflections on experience. According to Jay (2003), reflection is therefore important to the teaching process. Considering these premises, the on-campus and school practicum provisions of teaching practices and the practices of facilitating reflection on these practices are discussed in the following sections.

2.6. Microteaching and facilitation of reflective practice

In teacher education, on-campus teaching practices are provided to student teachers through approximation of practice. Approximation of practice denotes chances for engagement in aspects

of practice under more supportive circumstances that are ideal for learning (Schutz et al., 2018). With additional guidance and in settings that are ideal for learning, approximation offers a chance to practice certain skills. The reduced complexity of approximation minimizes the risk of failure, and this encourages student teachers attempt new elements of practices. The approximation of practice provides an opportunity to student teachers practice the decomposed constituent parts of a professional practice under the guidance of more knowledgeable others. According to Grossman et al. (2009) this is practice in which teacher educators arrange deliberate practice to help student teachers engaged in challenging components of the practice under less complicated environment.

In the approximation of practices, student teachers took the role of teachers, and teacher educators and their peers give them feedback. Grossman et al. further contended that error is inevitable during approximating complex situations and the feedback and professional support provide on the practice facilitates student teachers' move from approximations to real practice. Similarly, DeGraff et al. (2015) argued that feedback should be considered during planning of approximation of practice to help student teachers understand the complexity of teaching. In approximation of practice, student teachers simulate real-world practice by acting more like teachers than like pupils. A visceral experience of reacting in the present and getting immediate feedback from peers and teacher educators is provided by the approximate practice (Schutz et al., 2018). Role plays, microteaching, rehearsals etc. are examples of approximation of practice (Schutz et al., 2018, Grossman et al., 2009).

Microteaching is one of the approximations of teaching practice in which teaching practices are provided to student teachers before school practicum. During micro-teaching, student teachers work under the support of experienced teachers in reviewing or explaining difficult ideas to pupils. With its scaled-down teaching practice, feedback from instructors and peers, and self-analysis on-campus, micro-teaching promotes the development of student teachers as effective and reflective teachers (Amobi & Irwin, 2009). Microteaching is considered one of the most widely used methods which provide on-campus clinical experience for student teachers (Amobi, 2005), and it promotes the development of student teachers as effective and reflective teachers (Amobi & Irwin, 2009). As a result, it has been the topic of studies on teacher education (Adu-

Yeboah & Kwaah, 2018; Amobi &Irwin, 2009; Arsal, 2014, 15; Batman & Saka, 2021; He & Yan, 2011; Karlstrom & Hamza, 2019; Yigitoglu-Aptoula, 2021; Zhang & Cheng, 2011).

Feedback provided during microteaching facilitates the engagement of novices in simulations of interactive practice (Grossman & McDonald, 2008). In microteaching, feedback is given to student teachers on their performance gaps, and they reflect on the gaps and how to improve them. Thus, feedback during microteaching lays an experiential base on which student teachers would reflect. Accordingly, it gives content for reflection (Amobi, 2005, Diana, 2013). As a result, providing and accepting feedback can be seen as the initial step in the reflection process. (Lichtenberger-Majzikne & Fischer, 2017).

Giving orientation on why the student teachers are doing microteaching and clear criteria on how to do it facilitates the provision of feedback on practice, and it is part of feedback. Giving clear criteria and standards to students is a prerequisite for effective feedback (Boud & Molloy, 2013; Hattie & Timperley). These provisions help student teachers be clear with the goal of the practice and answer the question ‘where am I going?’ (Hattie & Timperley, 2007). Evaluation criteria and criteria constitute feed-up activities, and they make microteaching engaging and meaningful (Boud & Molloy, 2013).

Microteaching has steps. One of the significant steps is rehearsing the practice to be presented during microteaching. The teacher educators’ provision of clear goals for the practice facilitates student teacher engagement and learning through rehearsal.Rehearsals provide an environment for pre-service teachers' cooperative learning. During microteaching, the grade of the group is determined by the effort of every group member; thus, they support each other during rehearsal to enhance the capability of each member of the group to carry out the practice. Thus, there is a positive interdependence among group members. Positive interdependence is proposed to establish responsibility forces, which boost group members' sense of responsibility and accountability for completing one's portion of the task and assisting the work of other group members. When a person's performance affects the results of collaborators, the person feels accountable for both his and her well-being (Johnson & Johnson, 2008). Failing oneself is horrible, but failing others is worse. The concept of "ought" is added to group members' motivation by the shared duty established by positive interdependence—one ought to do one's part, pull one's weight, contribute, and fulfill peer norms (Johnson & Johnson, 2005). Such

feelings of responsibility boost a person's motivation to succeed. This develops group cohesion and a sense of belonging, which in turn develops mutual trust among group members (Strijbos et al., 2004). This facilitates and nurtures an environment with true partnership and trust in a critic-free environment, in which pre-service teachers give and receive feedback. Collaboration among pre-service teachers facilitated a collaborative environment for peer coaching and built trust among them, which enhanced their engagement in providing and receiving feedback.

Within cooperation, rehearsal provides an encouraging environment, and trust among student teachers. In line with this, Harford and MacRuairc (2008) argue that effective feedback requires social interaction and reflection in collaboration with others. Similarly, Lichtenberger-Majzikne and Fischer (2017) contend that a credible and guaranteed practical experience to provide and receive useful feedback can only be established in an environment of openness and acceptance. According to Crow and Nelson (2015), applicants may test their learning during rehearsals in an environment where making mistakes and receiving immediate feedback are both acceptable and useful. Similarly, Briton and Anderson (2010), found that peer coaching, affords pre-service teachers a stress-free environment to communicate with their peers. Furthermore, Ovens (2004) found that pre-service teachers who participated in peer coaching showed greater accountability and dedication, and during the process, peers came to share a mutual sense of trust, honesty, and equality.

Participation in rehearsal encourage student teachers share their expertise with others more freely. Looking for feedback, pre-service teachers develop an interest in publicizing their knowledge and sharing it with others. Kazemi et al. (2016) discussed how pre-service teachers learn the value of sharing with others and establish a shared knowledge of the work through rehearsals, which calls for promoting a culture of making one's practice public. Participating in practice-based learning through rehearsals fosters a collaborative environment in which individuals discuss ideas with their peers and make their teaching public aware of real-world teaching circumstances (Kazemi et al., 2016).

Furthermore, engagement in receiving and providing feedback offers a platform for professional discourse, resulting in new learning. Student teachers change their perception of feedback in general, and feedback from peers in particular due to participation in rehearsal. Cochran-Smith (2009) discussed that professional discourse "enables the learning of new knowledge, questions,

and practices, and, at the same time, the unlearning of some long-held and frequently challenging ideas, beliefs, and practices (p. 9). Similarly, McDonald et al. (2014) argued that public rehearsal allows pre-service teachers to try various classroom discourse formats and plan deliberate organization of lesson materials.

Rehearsals offer significant opportunities for pre-service teachers to practice teaching and reflect on their practices during rehearsals. Rawlins et al. (2020) examined the utilization of rehearsals by new teachers to help their learning of ambitious mathematics teaching and found that opportunities for rehearsal increase new teachers' confidence and afford opportunities to develop reflectivity. As a result of reflection, student teachers who participate in rehearsal amend their lesson plans and enactments several times during their practice. The pre-service teachers in an online learning environment, Xie et al. (2021) investigated how student instructors improved their adaptive competency in lesson preparation through repeated rehearsals and reflections. Employing a case study methodology, they gathered information from several iterations of student teachers' lesson plans and utilized descriptive analysis to interpret the results. The study's conclusions demonstrated that when student teachers revised their lesson plans, they did it in a constructive way. Xie et al. deduced from their research that student teachers can make adjustments in lesson planning in an online setting with the help of frequent rehearsals and reflections. Furthermore, Troyan and Peercy (2016) looked into how novice teachers perceived their own learning during practice sessions for teaching second languages. According to the research, novice teachers saw rehearsal as a crucial chance for externalizing fundamental practices, which is made possible by dialogic mediation. Furthermore, Geletu (2022) discovered that in cooperative learning, there is a high degree of interdependence among group members, everyone works hard to achieve the group's goal, and students who perform better in the group helps other students perform better.

Presenting the rehearsed skill and collecting feedback from teacher educators and peers is one of steps in microteaching.In recent years, an increasing number of studies have examined how technology and video, in particular, might be used to support teachers' reflective practice and professional learning during microteaching (e.g., Ahmet, 2019; Arsal, 2015; Batman & Saka, 2021; Karakaş & Yükselir, 2021; Yuan et al., 2022). They can use a variety of knowledge sources to analyze and identify their strengths and weaknesses, as well as create improvement

plans (Walsh & Mann, 2015; Zhang et al., 2011). To reflect on their pedagogical strengths and flaws after teaching, student teachers can now take advantage of technological advancements and video-record their sessions (Kourieos, 2016; Payant, 2014).

The result of experimental and quasi-experimental studies revealed the importance of microteaching for professional development of student teachers. Related to experiment, Bilen (2015) has used single group pretest/posttest design to investigate the effect of microteaching technique on student teachers' beliefs towards mathematics teaching and their view concerning classroom instruction. The findings revealed that microteaching practice improves student teachers' mathematics teaching efficacy beliefs and their perceptions of competence related to class instruction. Similarly, Arsal (2014) examined the effect of microteaching on student teachers' sense of self-efficacy in teaching using quasi-experimental design. Arsal reported that student teachers' sense of self-efficacy was improved significantly as a result of their engagement in microteaching practice. The student teachers' performance in experimental group was video recorded and afterwards their teacher educator provided feedback to them on their performance. And Arsal argued that the video record on student teachers performance and the subsequent feedback from teacher educator might have caused the significant enhancement of their sense of self-efficacy. In his another study, Arsal (2015) examined student teachers critical thinking dispositions using the same method, and reported that student teachers in experimental group have showed greater progress in terms of critical thinking dispositions. In the research student teachers in experimental group discussed among each other, their performance was video recorded, and they received feedback from teacher education, and Arsal suggested that these might contribute for the progress of student teachers' critical thinking depositions.

Some studies reported the importance of microteaching based on perception of student teachers towards the practice. In this regard, He andYan (2011) conducted a study on 'Exploring authenticity of microteaching in student teacher education programs'. He andYan have employed reflective paper writing to explore the student teachers perception on their microteaching experience. The result of the study showed that the student teachers perceived microteaching practice as a useful tool for their professional development, and discussed that the feedback they receive from their teacher educators and peers made them aware on their strengths and weakness, and contributed for their reflection. Likewise, Elias (2018) investigated 'student teachers'

approach to the effectiveness of microteaching in teaching practice program'. Elias analyzed the contribution of microteaching experience on student teachers' attitude based on their opinion towards teaching practice program. The result of the study showed that student teachers believed that their microteaching experience helped them to identify their strengths and weakness in their teaching. Moreover, student teachers reported that they developed various skills in teaching.

As to the process of microteaching provision in teacher education institutions, Adu-Yeboah and Kwaah (2018) studied the process of providing on-campus practical experience to teacher trainees in preparation for practicum in basic schools and how trainees perceive this in Ghana. The findings revealed that the on-campus experience provided trainees with the opportunity to improve their knowledge and practice of general pedagogical skills, such as writing lesson plans, stating appropriate lesson objectives, delivering lessons, timing activities, and using teaching and learning resources. Despite the importance of standards and guidelines to facilitate student teachers' engagement in microteaching, teacher education programs were not preparing or providing them to student teachers. This affected the student teachers critical interrogation and reflection on their practices. Consequently, they suggested that teacher education colleges should prepare appropriate teaching standards and guidelines for on-campus practice. Moreover, Yigitoglu-Aptoula (2021) investigated perception of student teachers' on the efficacy of the feedback they received on their microteaching activities and found that student teachers consider the feedback of their teacher education as most influential on their development as teachers. On top of that, student teachers expect their peers to give them feedback on task process of the task, and their teacher educators on self- regulation.

There are researches that introduced innovative tools into microteaching to enhance student teachers professional learning. One of the approaches introduced is 'practicum-based microteaching' (Zhang & Cheng, 2011). Zhang andCheng related on-campus microteaching practice with teaching in real schools, and they reported that the model facilitated opportunities for interactive learning practices, for rehearsal, revision, and retrial. The model consists of planning, teaching, and feedback. Thus, feedback is significant component of the model. Similarly, Batman and Saka (2021) carried out an experimental study to examine the impact of micro-reflective teaching practices on student teachers' professional development in Turkey. The findings of the study revealed that the practice of micro-reflective teaching helped the student

teachers improve their basic professional skills. In the experiment, the student teachers were given microteaching practices with followed by reflection. The result of the study indicated that student teachers were able to assess their own teaching, identify gaps, and repeat the lesson to bridge the gap. Thus, in the study, feedback was a driving force for improvement of student in their professional skills.

Through microteaching, student teachers develop various skills including reflective practice that are pertinent to teaching and learning. Richard (2021) investigated the impact of micro-teaching lessons on teacher professional skills among South African student teachers. The results of the study indicate that participation in micro lessons helps teachers acquire professional skills such as lesson planning, teaching craft, resource utilization, reflection, decision-making, time management, responsibility, and professional conduct.

Similarly, Karlström and Hamza (2019) analyzed student teachers' engagement in microteaching planning sessions and their learning opportunities through reflection and indicated that using guidelines identified students' states of perplexity, hesitation, and doubt as opportunities for reflection. Using the comments given by teacher educators classmates, student teachers identify the gaps in teaching the lesson and reflect on alternatives to improve their practice in the future (Mergler & Tangen, 2010).

To sum up, it is stated that feedback is an essential component of microteaching. For effective teaching of the specific skill to be taught through microteaching, the effective use of feedback is decisive. And also it is stated that reflective practice is significant skill of teaching, and micro teaching is one of the tools to be used to develop it. Furthermore, one of the principles of good feedback is its ability to facilitating reflection. But, a look at studies in the area of microteaching, the synthesis of microteaching, reflective practice, and feedback is not satisfactory. Thus, this study tries to look into how the practice of feedback in microteaching is being used to engage student teachers in reflective practice. The result of the study will contribute to the existing literature on how feedback is being used in teacher education to enhance student teachers reflective practice.

From the reviewed literature it is clear that reflective practice is learned through practical activities, microteaching is one of teacher education strategy which provides practical activity,

and feedback is a significant component of microteaching to lead student teachers learning that help them to answer sequence of questions. Moreover, the relationship between types of feedback and times of reflection is discussed. From the discussion it is clear that if teacher educators manage the types of feedback in microteaching they can facilitate student teachers' engaged in different forms of reflective practices. This is a clear gap in the literature that this study tried to address.

2.7.School practicum and facilitation of reflective practice

The constantly changing situations make the future uncertain. During teacher education student teachers cannot learn everything they need to know. Kemmis (2010) argued that teaching can always be discussed and improved upon uncertainty. Preparing teachers for this constantly changing situations and uncertainties is one of the challenges in teacher education (Ulvik & Smith, 2011). The effectiveness of teachers is highly dependent on the context in which they are working. Thus, providing an environment in which teachers develop their profession based on real professional practice is inevitable. Practicum gives such real practical learning environment for student teachers.

School practicum is a significant part of teacher education which provides a real school environment for student teachers to do the instruction. In teacher education program, practicum is aimed at providing student teachers with authentic hands-on experience. The provision of authentic hands-on experience facilitated the development of prospective teachers' teaching skills, and it helped them to collect experiences to enhance their professional wisdom. The practicum plays an essential role in assisting student teachers to become reflective practitioners, parallel with their intellectual and professional development (Armutcu & Yaman, 2010). Practicum is arranged in teacher education to provide an environment to student teachers learn from their experience and practice. Dewey argued that people will not simply learn from practice, but they learn from reflection on their practice. In relation to this Loughran (2002) emphasized that reflection serve as a lens through which practitioners look into their practice. Reflection helps student teachers to make sense and meaning from their learning practice. The result of their reflection may lead them to change their thinking and practice or question practices and innovations. Therefore, the process of reflection entails looking back at what has

happed and the looking for the reasons for the occurrences and will give us new insight that will guide us in the future, and reflection is at the heart of practicum.

As a result, in recent decades there is a growing intention of strengthening student teachers practical training schools (Organization for Economic Co-operation and Development (OECD), 2019). This global intention led teacher education to go through Practicum turn (Reid, 2011; Zeichner, 2012). This help student teachers spend more time in schools and see the nexus between theory and practice. In line with this, Darling-Hammond (2006) suggested aligning on-campus courses with school-based experiences to mitigate the dislocation of theory and practice.

During the practicum, the prospective teachers work with their mentors and college/university supervisors and get practical guidance on the practices in schools. They also practice teaching in an authentic classroom environment and develop their skill of teaching (Ulvik & Smith, 2011; Gravett and Ramsaroop, 2015). School practicum aligns method courses that are taken in ITEs with school-based experiences, and this bridge the theory-practice gap in teacher education (Darling-Hammond, 2006). The alignment provides an environment for prospective teachers to learn 'how to teach' in- practice and from practice (Bjuland and Mosvold, 2015, 84; Korthagen, 2016). From the alignment, prospective teachers will use the theory they learned in college to guide their practice, and they substantiate the theory through the new experiences they found during their practice. This strengthens their understanding of the interrelationship between theory and practice.

Though teaching practicum constitutes a very important component of the teacher preparation program, student teachers' learning from practicum cannot be achieved by chance (Grudnoff, 2011; Ulvik et al., 2018).They discussed that to make practicum beneficial for student teaches', designing relevant activities, and providing experience which promote reflection is mandatory. Furthermore, provision of appropriate support for PTs helps them develop the required skills and make their practicum effective (Gurvitch & Metzler, 2009; Aydin et al., 2015). Aydin et al. found out that support provided to prospective teachers during their practicum enhanced the interplay among the components of PCK through reflection-in-action and reflection-on-action. To bring about this effective learning of PTs, they have to be given with focused professional support on their reflective practice.

Teacher education programs have a practicum as a required element in which student teachers participate in many teaching and observation assignments. In teacher education programs, supervisors, mentor teachers at schools, and student teachers usually work closely together and actively participate. Student teachers, mentors, and supervisors may participate in the practicum to varying degrees in order to conduct class observations, pre- and post-teaching conferences, or evaluations. Student teachers' success and learning from practicum are contingent on the facilitation of mentors and tutors during the process.

2.7.1. Mentoring and facilitation of reflective practice during practicum

Teacher education programs have adapted mentoring as significant part of teacher education to support student teachers professional development. Accordingly, researchers have investigated and reported the positive effects of mentoring on student teachers' professional development (Yoon & Kim, 2019). Mukeredzi and Mandrona (2014) investigated the teaching practicum experience of a group of Bachelor of Education student teachers in a rural South African school. Student teachers who participated in school practicum reported that the classroom practices and their collaborative reflections were beneficial for their professional development. The students didn't explain the aspects in which the classroom practices and reflective activities benefited them. The research did not indicate what element of professional knowledge of the student teaches was improved.

Leijen et al. (2014) introduced a guided reflection procedure that aims to support student teachers in developing knowledge based on their practical experiences and by linking this with theoretical knowledge. This study focused on student teachers' experiences and feedback on guided reflection processes. The result of the study revealed that the guided reflection procedure supported the development of student teachers practical knowledge. The students reported that the feedback that they got from their supervisors helped them a lot. The result of the study suggested that student teachers seem to require different focus and guidance of reflective activities.

Le and Vásquez (2011) explored the strategies adopted by mentors in giving post-observation feedback to student teachers, and how the student teacher perceived the feedback of their mentors. The findings of their research identified effective strategies to give constructive

feedback. These are the use of questions, the delivery of compliments before criticisms or specific suggestions, the production of mild advice and suggestions and the assistance for the interns to pinpoint their own problems, in addition to the provision of a comfortable atmosphere for the feedback conferences and a balance of both positive and negative comments in feedback delivery.

Studies on the mentor-mentee relationship indicated that the majority of mentor-mentee conversations are mentor-dominated. In order to characterize the supervisory conduct of mentors during mentoring dialogues, Hennissen et al. (2008) analyzed literature on mentoring. The study's findings showed that mentors mostly employed a directive supervisory style or assumed the position of an imperator, introducing a topic for debate and using directive supervisory techniques to give mentors direct instructions. Mentors talk and give instructions for the most part of the conversation. Additionally, the findings demonstrated that the conversation's primary focus was on organizational and instructional issues.

Several analytical models were used to analyze mentor-mentee relationships, and the results indicated that mentors exercised dominating and directive supervisory skills. Mena et al. (2017) looked into how mentorship affected student teachers' acquisition of professional teaching expertise. The mentor-teacher role in dialogue (MERID) model, created by Hennissen et al. (2008), was employed by the researchers. The results of the study demonstrated that the mentor dominated the connection between the mentee and the mentor; mentors took on a more directive mentoring style and controlled the discourse. In a similar vein, Merket (2022) examined the functions of mentees and mentors in a program for student teachers. Using Bernstein's (2000) analytical frameworks of framing and classification, Merket investigated mentoring as a pedagogical practice. According to this study, mentee control over communication with the mentor is indicated by poor framing, which suggests the mentor's dominance during conversation. However, classification was utilized to explain the roles that mentors and mentees played in their connection. The study's findings showed that mentors used their directive skills to give feedback, maintained control over communication, and participated actively in conversations.

The kind of feedback English language student teachers received during their practicum was examined by Akcan and Tatar (2010). The study's conclusions demonstrated that mentors

typically concentrated on the efficiency and suitability of each classroom's activities as well as classroom management. They also gave mentees clear instructions on how to enhance the following lesson without giving them time to consider and evaluate their own performance. The study's findings demonstrated that there was limited chance for mentees to speak at the post-lesson conference and that mentors and mentees did not connect in any way.

In educational settings, three types of mentorship have been implemented: competency, reflective model, and apprenticeship (Mullen & Klimaitis, 2021). The term "apprenticeship model" describes the process of copying a mentor. This has drawn criticism for encouraging only one-way communication. Furthermore, this discourages mentees from learning through inquiry. The apprentice imitates the master's teaching techniques. On the other hand, the competency model speaks about mentors achieving a few predetermined competencies. Within this program, mentors identify and assess certain competencies using a checklist. At the end of this period, the mentee's responsibility was to acquire these competencies. The last model is the inquiry-based learning model, adopted by the reflective model. The reflective model emphasizes teamwork, idea sharing, and honing of critical thinking and problem-solving abilities. The primary objective is to provide mentees with the skills they need to become qualified teachers.

In traditional mentoring, there is a hierarchical relationship between mentors and mentees. In this relationship, there is an expert-novice divide, and the mentors are experts who take directive and evaluative stands. This is a relationship in which mentors give direction, introduce topics for discussion, and use more speaking time during feedback (Hoffman et al., 2015). Alternatively, in a practice-based, reflective model of teacher education, there is a dialogic interaction between mentor and mentees where mentors take the stand of reflective coaches, and mentees get more opportunities for student teachers to explore and reflect (Kroeger et al., 2009; Nilsson and van Driel, 2010).

Collaborator mentors use open-ended Socratic questions, use active listening skills, never impose their thinking on the student teachers, and encourage the student to open up during the facilitation dialogue. They allow and stimulate ideas on deeper levels and establish a reciprocal relationship (Boud, 2010; Foong et al., 2018). Moreover, these mentors use a team approach and involve mentees in identifying needs and constructing knowledge (Ambrosetti et al., 2014). They work in collaboration with mentees during planning and teaching. Thus, they are identified as co-

planers, co-teachers, co-thinkers, and co-learners (Orland-Barak & Wang, 2021), and their motto is 'We are all in the same boat; let's work it out' (Foong et al., 2018, p. 9). Collaborative mentors do not focus on tasks and never instruct what to do. Thus, they use a non-directive style of mentoring (Hennissen et al., 2008). Furthermore, these mentors allow mentees to talk about their practice, develop alternative approaches, and regulate their learning, which facilitates student teachers' development as reflective practitioners.

Contrary to collaborators, mentors who use an instructive role use closed questions and fix instructional targets (Foong et al., 2018). These mentors lead student teachers' conversations and provide feedback based on the established targets. Mentors who assume the position of a master or role model provide technical and procedural feedback, and their communication with student teachers is direct and evaluative (Hoffman et al., 2015). Mentors with directive skills are imperators and advisors who speak for a long time during the dialogue, providing advice and instruction on the practice (Hennissen et al., 2008, p. 177). These mentors use predetermined criteria to evaluate progress and give feedback on guiding mentees toward a clearly stated goal (Nahmad-Williams & Taylor, 2015), attend to the alignment of mentees' teaching with those of them rather than guiding to current understanding and concerns (Hoffman et al., 2015). The focus of these mentors is on whether a task is performed correctly or not, and this in turn leads the student teacher to focus more on implementing the planned lesson than looking for alternative strategies to make their task better.

A review of the mentoring literature indicates that most mentor-mentee dialogues were mentor-dominated. Hennissen et al. (2008) reviewed studies on mentoring to describe the mentors' supervisory behavior during mentoring dialogue. The result of the study revealed that mentors mainly used a directive supervisory approach or played an Imperator role in which mentors introduced a topic of discussion and used a directive skill in which they told the mentors what to do directly. The mentors use much of the dialogue time, giving directions and speaking for more time during the dialogue. Furthermore, the result showed that instructional and organization aspects were the focus of the dialogues.

Mentors' feedback to mentees is influenced by the nature of the mentor-mentee relationship and the roles they play. According to Hennissen et al. (2008), collaborative mentors adopt a non-directive style of mentoring in which they avoid giving instructions or concentrating on specific

tasks. Moreover, these mentors provide mentees with the opportunity to discuss their work, devise new strategies, and control their education. Student teachers can evaluate their own work with the aid of these techniques. Collaborative mentors creating provide a carrying and secure environment to their student teachers. Azevedo et al. (2023) investigated how might a caring facilitator encourage and enhance student teachers' reflection about their pedagogical practices and found out those facilitators caring approach builds resilience and trust among PSTS while providing a safe space for reflective inquiry. Their sense of being heard, understood, and encouraged gives them the confidence to face obstacles and doubts along the way of their education. Overall, the study has demonstrated that the facilitators' compassionate acts supported student teachers in growing in their ability to reflect. The feedback provided by collaborative mentors falls into the self-regulation level of input according to Hattie and Timperleys' (2007) classification of feedback.

2.7.2. Practicum supervision (tutoring) and reflective practice during practicum

In addition to mentors, teacher educators from the college are assigned as supervisors for student teachers during practicum. As intermediaries between the practicum school and the teacher education site, practicum supervisors, also known as tutors, are uniquely positioned to offer an exclusive emphasis on the professional growth and learning of teacher candidates during their practical experiences (Lee, 2011). However, it has been proposed that supervisors are underutilized in supporting teacher candidates (Clift & Brady, 2005), and that their hours of direct interaction with them are insufficient to substantially promote their learning (Norman, 2007). Consequently, supervisors are more frequently assigned to serve as assessors rather than as active advocates for the teaching methods of teacher candidates (Burns & Badiali, 2015).

Practicum supervisors and mentors work in cooperation to support student teachers during the practicum. The effective learning of student teachers is an aggregate of support from supervisors and mentors. Mtika et al. (2014) explored the effectiveness of the collaboration between mentors and supervisors in supporting student teachers and found out that the collaboration created an environment for aligned expectations and consistent feedback to student teachers. The study by Mtika et al. involved the joint observation of supervisors and mentors on student teachers' practice and a triadic post-observation conference. The results of the study assert that when

practicum supervisors and mentors work together, they set uniform standards and offer feedback based on them so that they will receive uniform feedback. This fosters an environment in which student instructors can collaborate with mentors and supervisors. Similarly, Smith et al. (2006) discussed the significance of collaboration among the staff of university and practicum schools to support the professional learning of student teachers. Furthermore, Moran et al. (2009) highlighted the importance of helping student teachers co-construct and negotiate professional knowledge, which narrows the gap between university and classroom practice. However, there is a significant variation in the roles and tasks of supervisors during practicum, and supervisors take on the roles and tasks of facilitators, role models, mediators, brokers, and assessors (Long et al. 2013; Tillema, 2009).

According to Tang and Chow (2007), feedback can serve both formative evaluation purposes, which aim to improve professional development, and summative assessment purposes, which serve to inform personnel decisions or obtain certification. Though the goal of supervision might be stated in a program, how that goal is carried out depends on the interactions between participants when providing or receiving criticism. As Tsui et al. (2001) point out; unequal power relations are inherent in processes like supervision, where the work of only one side is reviewed, supervisory conference formats, and participant views and expectations.

A crucial part of pre-service teachers' professional development is supervision in the form of lesson observation, which is followed by a post-observation conference and the sharing of constructive criticism (Tang & Chow, 2007). Furthermore, Brandt (2008) suggests that rather than using the post-observation sessions as a forum for feedback, they should be seen as opportunity for introspective discussions. Therefore, supervisors help student teachers develop the tacit aspects of professional competence through supervisory feedback. They are also in charge of giving student teachers solid professional knowledge foundations and resources for continued, independent professional development so they can become independent teachers after graduation. (White, 2007)

During practicum, supervisors' lesson observation and the follow up conference and communication of constructive feedback is vital for professional development of student teachers (Bjørndal, 2020; Tang & Chow, 2007). Bjørndal (2020) argues that as college mentors help

student-teachers build their disposition, knowledge, and abilities by reflecting on their school-based practice, reflection is essential for effective post-observation feedback.Similarly, Hattie & Timperley (2007) argued that providing data on students' performance is one of the main purposes of teaching practice supervision. He discussed that the data provided or the feedback takes the students forward.

Reflection is essential for effective post-observation feedback because college mentors help student-teachers develop their disposition, knowledge, and abilities by reflecting on their school-based practice.

Research findings on the content of feedbacks given by school teachers (mentors or cooperating teachers) and university supervisors vary in their contents (Ulvik& Smith, 2011). According to the finding of Ulvik and Smith which investigated the practicum practice of English language student teachers, the feedback of university supervisors through post-lesson conferences and written evaluation mainly focuses on the student teachers' language use, the activities they used, and how the activities were appropriate to the learners. Furthermore, the finding revealed that the supervisors' feedback addressed on the way of increasing learners' participation and interest in the lesson. Similarly, Akcan and Tatar (2010) found that teacher educators (supervisor) focused on evaluating how the teaching and learning activities are tailored to the learners' needs. The supervisors focused on the smooth transition between activities and their appropriateness to learners' level, age, interest of student teachers, and background knowledge. Since the supervisors have no information about the background of the students in a given classroom, their judgment on the alignment of the teaching and learning activities to the background of students is based on the information they are provided by the student teachers. Akcan and Tatar argued that, the cooperating teachers know their class students well, thus, their support and evaluation is based on their own experience about the students. Their feedback is directed towards the suitability of the activities to a particular group of learners in their classroom.

In Ethiopia, mentoring studies indicate that mentors do not provide appropriate support to their mentees. Tarekegn et al. (2020) investigated pre-service primary science teachers' perceptions of mentoring in science teaching. The results of the study showed that (a) mentors lack supportive personal traits that are significant for having a fruitful dialogue with mentees, (b) mentors did not provide timely and constructive feedback, (c) mentors lacked the personality of a primary

science teacher to model science teaching, and (d) the support and feedback of mentors focused on issues related to time and classroom management. Tarekegne et al. suggested training for mentors on science-specified mentoring skills. Similarly, Solomon (2013) examined the state of student–teacher support services rendered by cooperative teachers as school-based practitioners by taking Bahir Dar University as a case study. The results showed that many cooperative teachers did not provide sufficient support to mentees. In addition, the results revealed that mentors were unclear about their roles in mentoring. Melkamu (2019) investigated cooperating teachers' knowledge, beliefs, and commitment to mentoring PGDT trainees at Bahir Dar University. The results of the study showed that cooperating teachers had no adequate training opportunities, and communication between mentors and practicum supervisors was poor regarding mentees' progress. Hagos (2013) also noted several obstacles to practicum implementation, including inadequate school facilities, inconsistent college supervision, incoherent practicum stakeholders, and inappropriate evaluation standards.

Research findings on practicum activities in Ethiopia revealed that they were entangled with several problems (e.g., Dawit, 2008; Jeylan, 2011; Tadesse, 2014; Walelign and Fantahun, 2007; MoE, 2007; Girma and Abraham, 2019). The findings showed that the practicum field experiences of students lacked clarity on the mentoring role of school teachers, the number of student teachers was unmanageable, which made supervision difficult, lacked clear objective on the side of students' teachers in school practicum, and lack of reflection and discussion after school visits were some of the bottlenecks. The researchers discussed that practicum activities were not well designed; the students were made to fill out checklists on classroom observation, which made practicum work routine, and teacher educators were not well qualified to supervise student teachers and give them constructive comments. Furthermore, the MoE revealed a lack of full involvement of mentors in the practicum program.

The cooperation between practicum supervisor and mentor facilitates the professional support provided to student teachers. Supervisor and mentors who are working in cooperation may observe the classroom teaching of student teachers and confer before and after practice. Windsor et al. (2022) suggest employing multiple observers with varying perspectives to avoid the expert-novice or adviser-advisee dichotomy that often arises in feedback conversations involving just

two people. This approach fosters collegial exchanges wherein no perspective is perceived as more valuable than the other.

2.8.Factors Affecting facilitation of flection practice during teacher education

2.8.1. Collaboration among tutors and mentors

Stakeholder cooperation is essential for effective work placement learning. In order to offer a more thorough, significant, and all-encompassing educational experience through school placements, stakeholders in teacher education need to work together more closely (Ferns et al., 2023). A collaborative relationship marked by trust, a balance of autonomy, and knowledge of partners' duties and responsibilities produces competent instructors (Ferns et al., 2019). According to Ferns et al. (2019), the benefits of collaborative partnerships include giving students performance feedback, developing stakeholders' capacity, and instilling a feeling of accountability.

2.8.2. The utilization of evaluation criteria

The in appropriate use of checklist led teacher educators’ towards strict use of checklists and complete alignment between a plan and classroom teaching, hampered and force student teachers to look into only the correctness of their practice against the checklist. This approach does not provide a supportive environment in which student teachers’ commit errors and learn from them, and hampers their criticality of their practices. This result is in agreement with the discussion of Marshall et al. (2022) that if not used cautiously, the structured guidelines may constrain students’ reflection on practice. Furthermore, According to Mann and Walsh (2013), it is typical to see an instrumental, technical approach to RP adopted in some contexts, where teachers merely follow the 'check-the-box' practice in accordance with existing criteria/framework without engaging in in-depth and critical reflection on the complexities and dynamics of classroom teaching. Therefore, Marshall et al. (2022) argued that facilitators should help the learners to understand that the guidelines are provisional and students can adapt them to their individual and group needs.

2.8.3. Relationship for reflection

Teaching is not simply transmitting subject knowledge to student teachers. Knowledge is constantly constructed, deconstructed, and reconstructed through active engagement in dialogues. Thus, teaching should focus on the development of student teachers' capability to engage in dialogues. Loughran (1997) discussed the importance of relationship to distinguish 'teaching' from 'telling'. She argued that teaching is grounded on an understanding on one self and others, and thus, 'the heart and soul of teaching begins with relationships' (P. 58). Loughran identified principles of pedagogy in teacher education: relationship, trust, independence, purpose, engagement/challenge, modeling, reflection, and risk-taking. Loughran contended that of all the principles, relationship is the leading principle because the other principles are facilitated through relationship.

Accordingly, a safe and critics-free environment is critical for the effective implementation of microteaching, the effective use of feedback, and the development of the reflective ability of student teachers. For effective use of feedback, teachers should create an environment rich with a culture of feedback (Chan et al., 2014). Chan et al. explained that an environment with a culture conducive to feedback is risk-free, student-focused, and feedback-focused. Similarly, true partnership and trust constitute an environment for meaningful reflection (Chan et al., 2014; Siebert & Walsh, 2013). Chan et al. discussed that to give feedback, the teacher must trust that the students will respond, and the students must trust that the intention of their teachers is moving their learning forward rather than pointing out their failures. In an environment of trust and respect, students view their peers and teachers as resources giving them feedback to attain their learning goals. But, due to their power relationship, in higher education, there is no trust between educators and their students (Siebert & Walsh, 2013).

2.8.4. Evaluation focused feedback

When feedback is related to a grade or a mark, students will be unwilling to participate in peer assessment due to power dynamics (Lipnevich, 2021). Furthermore, Jonsson (2013) noted how the application of grades impedes the feedback process because students prefer to comply with their teachers rather than challenge their teachers' opinions. This is due to the teacher's use of assessment power. Assessing implies having control over the individual being assessed, and

when students engage in peer assessment, they share the power of teachers. According to Evans (2013), power relations are one of the factors for resistance to peer assessment. Evans discussed that students value feedback based on the trust they have in how knowledgeable the source is, do not value feedback from a less knowledgeable person compared to them, and express their dissatisfaction with receiving and giving feedback.

In contrast to the concept of 'educational partnership,' educators are seen as assessors in teacher education, putting the student and educator in a hierarchical relationship that prevents collaboration in learning. A traditional division of labor implies that evaluation is done to the learner rather than with the learner. In support of the above point, Siebert and Walsh (2013) stated that the manner in which assessment is administered creates a power imbalance between the assessor (tutor) and the student teachers. As a result, in university experience, the tutor has the authority to assess, and there will be no meaningful partnership (Siebert & Walsh, 2013). Furthermore, institutions compel students to achieve particular academic standards, which lead to students developing a sense of providing the 'correct response' (Siebert & Walsh, 2013). This response will be evaluated by the teacher or tutor, and so evaluation criteria associated with academic disciplines may be viewed as the exercise of power over students.

2.8.5. Mentor training

Mentors have an important part to play in how practicums are implemented. The effectiveness of the practicum depends on mentors' comprehension of their duties. Teacher-education programs ought to prioritize mentor preparation as part of practicum planning. Instructors need to be trained on mentoring techniques and the roles that are expected of them. This is due to the fact that mentoring calls for expertise beyond only teaching (Garza et al., 2019). Untrained mentors were unable to offer their mentees the proper level of professional assistance. According to Hennissen et al. (2008), inexperienced mentors employ directive supervisory techniques such evaluating, advising, verifying, expressing one's own viewpoint, providing strategies, and providing feedback. Furthermore, mentors who lack mentoring training are forced to rely on their prior teacher education experience (Clarke et al., 2014; Hoffman et al., 2015). However, according to Darling-Hammond (2006) and Hudson (2013), teacher education institutions' policies do not significantly take the caliber of mentors into account during the practicum. Zeichner (2010) contended that efforts to educate mentors on mentoring attitudes, abilities, and

comprehension are insufficient. Thus, one of the ongoing issues in teacher education that undermines the value of mentoring and does not provide the best environment for mentees to learn is the absence of mentor training.

2.8.6. Time and space for reflection

Coordinators should take into account the amount of time and space needed for mentor mentee reflections and interactions while organizing the practicum. Mentors require additional time and resources with their mentees in order to provide excellent mentoring services (Muyengwa & Jitai, 2021). Student instructors are encouraged to discuss and write about their practicum experiences in a setting that is set aside for them (Farrell, 2013). According to Maxwell (2009, referenced in Danbi & Tadesse, 2019), setting aside time and creating a designated space are necessary for reflection on practice. However, due to a shortage of time and space, mentors organized informal mentoring meetings with their mentees, according to the findings of Muyengwa and Jitai's (2021) study on the settings of WIL in schools for student teachers. According to Maxwell, a hectic and disjointed timetable hinders student teachers' ability to learn professionally. Mentors and mentees talk about lessons both before and after teaching sessions throughout the practicum. School schedules for student teachers in training should be adjusted to allow for these kinds of conversations.

2.9.A brief history of development of education in Ethiopia

2.9.1. Traditional Education in Ethiopia

The Ethiopian long and rich traditional education is associated with the activities of Coptic Church (Pankhurst 1972). Pankhurst explained that the Church has been a powerful institution in the area of contemporary Ethiopia for over 1000 years. Though the exact date of its introduction is not exactly known, Ethiopian native education history goes back to fourth century A.D. the date in which Christianity was assumed to be introduced into the country (Derebssa, 2008; Girma, 1967). The Church established religious education with major aim of preparing young men for the service of the Church (priests, monks, debteras), but yet church schools also serve the state in preparing educated civil servants, such as judges, governors, scribes, treasures and general administrators (Girma, 1967).

Girma (1967) discussed that church education was given in stages which are considered parallel with stages of modern education systems. Accordingly, church education has elementary, secondary, college and university education levels. “Qum tsehefet”, “Zema Bet”, and “Qene Bet” schools are the levels of church education which are parallel to the primary schools, secondary schools, and the higher education in the Western – oriented education respectively. Girma consider Qene bet as college level and Metsehaft bet as university level.

Quran education was one of the early education systems which were introduced into Ethiopia in the 7th century with the introduction of Islam into Ethiopia (Derebssa, 2008; Girma, 1967). The Quranic education system was given in two – tier with lower and higher levels. Tehaji is the lower level of education in which Arabic letters and reading of the Quran were taught. Badiya was the highest level of education in which Islamic Cannon Law (Fiqh), Arabic Grammar (nahew), and the commentaries on Quran (tefsir) are taught and studied. The focus of religious education couldn’t be far from serving the religion.

Thousands of Ethiopia’s traditional church schools provide a vast array of education, from primary to higher education, which have been in operation for hundreds of years (Enbakom, 1974). These schools have been hubs for learning arts, sciences, and prehistoric history (Mezmur, 2011). All the knowledge and wisdom of the nation came from these schools. Additionally, before modern education was introduced, and before 1908, the schools were crucial for promoting literacy among Ethiopians. Traditional church schools teach arithmetic, art, architecture, law, governance, medicine, reading, writing skills, and other subjects (Amare, 2005). These institutions have served as centers for the study of architecture, law, philosophy, governance, and other societal development skills. The teaching methodology of these institutions is influenced by the traditional educational practices of the Ethiopian Orthodox Church (Amare, 2005).

There is a peer coaching practice in traditional church education in Ethiopia. Mulualem et al., (2024) investigated the pedagogical practices in traditional schools of Ethiopian Orthodox church focusing on Qene school, reported in the teachers of level ‘Qene’ school known as ‘Yenetas’ instruct only advanced students, and these advanced students instruct the students in the lower levels.

However, critics and reflection to bring about new understanding and different perspectives was highly discouraged by the church education. In the system accepting the existing order without questioning was the order or the education system. The learners were expected to preserve what is handed down to them through their teachers and passing it over to the next generation. Thus, unquestioning and submissiveness for social and natural orders was the highest virtue of the learners. This outlook and teaching was prevalent at home and in public teachings of the church. Thus the child's sprit of inquiry stifled at home and reinforced through schooling.

2.9.2. Modern Education in Ethiopia

Modern education was introduced in to Ethiopia at the beginning of twentieth century. Cognizant of the limitation of traditional religious schools to prepare educated people who meet the demands of the international atmosphere, Menlik II interested to introduce modern education into Ethiopia. At the first years of the century Menelik II established a school at his palace which marks the creation of modern education in the country, but the first Government - operated modern school, the Ecole Imperiale Menelik II, was opened at Addis Ababa by the Emperor in October, 1908 (Pankhurst, 1974). The transition from religious schools to modern western schooling was not easy task to the emperor due to the high opposition from the Orthodox Church which had a virtual monopoly over education for centuries. A fear of the undermining potential of the state schools was the justification given from the Church for the opposition. Menilik II used diplomatic policy or recruiting teachers from the Coptic Church of Egypt to ease the opposition (Punkhurst, 1974).

The government, foreign communities, and missionaries continued expanding modern education in Ethiopia following the establishment of the first school in the capital. Accordingly, a French community school was opened in the capital in 1908, and another one in 1912 by Alliance Francaise. Private schools also started to flourish during time, and one hundred private schools were opened from 1906-1935 (Bender, 1976, as cited in Alemayehu and Lasser, 2012).

Since Ethiopia had no teacher education institutes to prepare for the newly opened modern schools, and had no curriculum prepared for the school, importing teachers and curriculum materials was an obligation. Accordingly, teachers and curriculum materials were imported from abroad (Alemayehu &Lasser, 2012), and the students were forced to learn an alien content, in an

alien language. The context of students learning, their backgrounds, language problems and other factors which are related to the learning of the students were not considered.

The expansion of modern education continued during the Emperor Haile Selassie after death of Menelik II. During Emperor Haile Selassie significant development was registered in educational structure, teacher training, educational management and co-operation (Kassaye, 2005). During this time teacher training was started to prepare teachers for primary schools and the first higher education institution the Addis Ababa University College was established in 1950 (Amare, 2005) and started preparing teachers for secondary schools. Some of the developments during this era were, the opening of more schools in Addis Ababa, Dessie, Ankober, and Harar; the issuing of a proclamation on education and the establishment of a Ministry of Education in 1930 (Seid, 2012). The education system consisted of six years of primary education, two years of junior secondary education and four years of senior secondary education (6+2+4) and four to five years of higher education (Meseret, 2012). In 1974,the regime of Haile Silassie was overthrown by the military 'Dergue' and the country was ruled by the socialist system of governance till 1991.

The 'Dergue' regime instituted socialist ideology in to the country and changed the education practices accordingly. The 'Dergue' regime dismissed the previous education policy by identifying it as discriminatory (Tekeste, 2006). The regime introduced most modern and comprehensive education policy (Tekeste, 2006). With aim of creating productive citizens, the policy included the development of knowledge in science and technology, and emphasized on research.

Due to conflicts in different parts of the country, the 'Dergue' regime was in shortage of finance to accelerate the development of the education sector (Tekeste, 2006). This affected the quality of education seriously. The socialist regime attempted to correct the problems through reforms. Accordingly, in 1983 the regime called for 'Evaluative Research of the General Education System in Ethiopia' (MoE, 1986) which was not successful because it "was shrouded in secrecy".

2.9.3. Teacher education in Ethiopia

Ethiopian Education and Training Policy identified teacher education as one of the priority areas to improve the education of the county (TGE, 1994). To strengthen teacher education, there was

a need to identify the bottlenecks of the then teacher education system. Accordingly, the Ethiopian Ministry of Education established a research task force that identified the former problems in teacher education (MOE, 2002). Accordingly, deficiency in teachers' professional competence, unsatisfactory content knowledge of teachers, the mismatch between teachers and the standards and expectations of the teaching profession were found as problems pertinent to teachers. Regarding program implementation, the inadequate emphasis is given for practicum and its insufficient implementation, the low quality of courses, teacher-centered and theoretical teaching methods, and lack of professionalism and ethical values in the Ethiopian teacher education programs were identified as factors which jeopardize the education system (MoE, 2002).

To address the above problems in teacher education, the MOE introduced the Teacher Education System Overhaul (TESO) (MOE, 2003). According to the MOE, TESO was meant to address the problems identified by the task force and enhance the quality of teacher preparation in Ethiopian teacher education institutions. MOE states that there is "a paradigm shift on teaching which makes changes in ideas and directly in people's lives, taking the real world into the classroom and taking teachers out of the classroom, and democratizing teacher education—giving teachers, students and citizens confidence to make decisions and take initiative to take control of their world" (Ministry of Education 2003, p. 34). The idea of the paradigm shift provides fertile ground for the development of PCK because the shift centers on making learning practical.

The introduction of TESO into Ethiopian teacher education signals the beginning of the quest for PCK. In the TESO document, five competencies that teachers of all levels must exhibit were listed. Accordingly, teachers are expected to demonstrate competence in producing responsible citizens; in the subject(s) and the content of teaching; in the classroom; in areas relating to the school and the education system; in the values, attributes, ethics, and abilities essential to professionalism in upholding the professional ethics (Tuli, 2009). These competencies are related to pedagogical content knowledge of teachers. But, due to lack of teacher educators trained to teach courses related to PCK (subject area methodology), PCK was not addressed properly through the TESO program (Mekonnen, 2008). This implies that the effective implementation of an innovation in education requires a capable teacher to implement the innovation.

Furthermore, MOE stipulated that practicum and teaching methods used in classrooms will be a base for student teachers to learn how to teach. This is evidenced through the time allotted for practicum and professional courses, 25 and 35 credit hours respectively. But, TESO allocated only 30 credit hours for major area courses which creates an imbalance among the knowledge bases of teacher education (Mekonnen, 2008), which impedes the PCK of prospective teachers. Though TESO was one of the changes in Ethiopian teacher education which were aimed to focus on the integration of pedagogical training with the subject matter, after six years of actual implementation, TESO was condemned to the same drawbacks of the previous programs, and it has been decided to close the program (Semela, 2014, Shishigu et al, 2017).

In Ethiopian teacher education for primary school, there are four practicum courses in which students go to primary schools in each semester starting from their second year. The last practicum is known as independent teaching, and students engaged in classroom teaching independently. This practicum is highly significant for prospective teachers because it provides them a chance to work in an authentic school environment. It is the time in which teachers integrate the knowledge that they learned through various courses. They integrate their knowledge of subject matter and pedagogy to make their teaching effective. This time they are supported by their mentors and supervisor. During this practicum, the support is on teaching lessons in the classrooms. Mentors and tutors are supposed to work together with the practicing teachers to support them throughout all the teaching and learning processes.

A look at practicum activities in Ethiopia reveals that it is entangled with several problems. The practicum field experiences of students lack clarity on the mentoring role of school teachers, the number of student-teacher was unmanageable which makes supervision difficult, lack clear objective on the side of students teachers on school practicum, lack of reflection and discussion after school visits (Mekonnen, 2008; Tadesse, 2014). Even though there was an intention to integrate primary school subjects with their specific teaching methods in teacher education (MOE, 2003), there is no evidence for such integration (Mekonnen, 2008; Walelign and Fantahun, 2007). The researchers discussed that practicum activities were not well designed; the students were made to fill check-lists on classroom observation which makes practicum work routine, and teacher educators were not well qualified to supervise student teachers and give them constructive comments. In line with this MoE (2007) uncovered that there is a lack of

uniformity in course offering situation, lack of clarity on practicum activities, assessment methods lack clarity. Furthermore, Ministry of education revealed the lack of full involvement of mentors in the practicum program. Due to these shortcomings, the practicum activities couldn't contribute to reflective practice of teachers.

2.9.4. Practicum in Ethiopian Teacher Education for Primary Schools

In the curriculum framework for primary student teacher education, the Ministry of Education discussed the basic guiding principles, and one of the principles is link practice at the college with the schools and communities. Under this principle, Ministry of education emphasized that professional courses will be designed with strong link to school and classroom practice, and this will bring a link between theory and practice, practicum that is well structured and well-supervised by both college and school staff will be part of the teacher education so that it is a genuine learning experience for both student teachers and college staff.

Accordingly, teacher education is designed with a school practicum that has four components or courses. The first practicum is 'school observation'. It provides prospective teachers with general knowledge of the school. During this first practicum, the prospective teachers observe the school environment and available facilities such as student behavior, school environment, extracurricular activities, instructional resource center, school administration, school - community relation, and many others. They are also expected to observe the challenges that teachers face in their teaching. Student teachers will observe schools once a week for four weeks in a semester. This observation will be followed by an on-campus presentation and reflection (MoE, 2013)

The second practicum or course is 'working under the mentor'. In this practicum, the prospective teachers work under the close supervision of the mentor. During this practicum, the prospective teachers deeply understand how lessons are planned and conducted. This is an important developmental stage on their way to becoming teachers (MoE, 2013).

Practicum three is 'Assisting the Mentor'. This is a practicum in which prospective teachers assist their mentors in certain areas of the teaching-learning process. The prospective teachers are expected to develop the skill of assisting their mentors because they passed through the activities of practicum II. This time they closely look at how their mentors operate their classrooms, how

they deliver their lessons and how they manage their classrooms. This practical engagement helps them to get practical skills, and become skilled teachers.

The final Practicum is ‘Independent teaching’. This is a practicum in which prospective teachers engaged in actual teaching in a real classroom. The prospective teachers prepare lesson plans, implement their plans and evaluate their teaching. During their teaching, they will get continuous and constructive feedback from mentors, university supervisors, and peers.

Chapter Three: Research Methodology

3.1.Introduction

The major purpose of this study was to investigate the practices in teacher education to enhance student teachers reflective practice. Particularly, on-campus practice teaching (microteaching and rehearsal) and practicum practices at Hawassa College of Teacher Education were scrutinized. Providing opportunities and facilitating an environment for reflective practice enhances student teachers development as reflective practitioners. With this goal in mind, this chapter covers the design used for this specific study as well as the description and justification of the research methods.

3.2.Philosophical perspective of the study

Philosophical perspectives explain the collection of values to which people subscribe (Evely et al., 2008). Philosophical perspectives are a set of generalized worldviews that form beliefs that influence action. The philosophical perspective of researchers shows the researcher's preconceptions about their research, which leads to decisions about the research's objective, design, methodology, and methodologies (Moon & Blackman, 2014). The philosophical orientation of researchers is important because it allows them to interpret their findings in an effective way, provided they are clear about the decisions they make that impact the research's conclusion. In line with this Wilson (2014) argued that knowledge of the research Philosophy is important since it establishes the framework for your study methodology.

The basis for selecting a philosophical paradigm is the researcher's comprehension of ontology, epistemology, and paradigm options (Denzin & Lincoln, 1998). According to Denzin and Lincoln, ontology tackles concerns about the nature of reality and the nature of the human being in the world. Philosophers have debated whether reality exists independently of the researcher or if it exists on its own.

Ontology is typically divided into two categories: realist and relativist. The presence of a single reality that can be investigated, understood, and experienced as a 'truth' is referred to as realist ontology; a real universe existing independently of human experience. Meanwhile, relativist ontology is based on the notion that reality is constructed within the human mind; hence there is

no such thing as a 'genuine' reality. Instead, reality is 'relative' to how people see it at any particular time and place (Guba & Lincoin, 2005; Moon & Blackman, 2014).

In this study, a qualitative case study research methodology which assumes relativist ontology was used. There is no objective universe or truth in relativist ontology; everything is relative and generated by social beings (Guba & Lincoln, 1994). They debated that how we understand the world is a function of both what is understood and a system of interpretation. The universe and the truth we see are products of our own minds and mental inventions. Furthermore, there is no such thing as value-free study; everything is influenced by the researcher's norms and values, which are created by culture and society.

The second base for selection of philosophical base of a research is epistemology. Epistemology is significant because it determines how researchers structure their research in their pursuit of knowledge (Moon & Blackman, 2014). Epistemology focuses on the nature and sources of knowledge, as well as the development of knowledge (Morehouse & Maykut, 2002). The study of epistemology encompasses the validity, breadth, and techniques of knowledge acquisition. Examples of these include the definition of knowledge, methods for producing and gaining knowledge, and techniques for determining the degree of transferability of knowledge (Moon & Blackman, 2014).

The researcher's epistemology view is usually classified as either objective; if the researcher views knowledge as something guided by natural rules; or subjective; if the researcher regards knowledge as something interpreted by individuals. If the goal of the study is to develop a more informed and complex construction, the researcher's viewpoint will dominate (Guba & Lincoln, 1994). Accordingly, as the researcher of qualitative case study, in this study knowledge is viewed as subjective.

3.3.Research paradigm

A paradigm is defined as a fundamental collection of beliefs that guide behavior (Guba & Lincoln, 1994). A researcher's paradigm is a frame of reference that they bring to their research. The research paradigm is used to create conclusions and results concerning phenomena. Researchers can use Paradigm to easily identify and explain certain perspectives and assumptions. According to Morgan (2007), a paradigm is the set of beliefs and practices that

guide a field, and it helps the researcher summarize his or her beliefs. Guba & Lincoln (1994) recognized three prevalent and widely accepted philosophical research paradigms: positivism, critical theory, and interpretivism.Similarly, Creswell (2014) identified four research paradigms: post-positivism, constructivism, transformative, and pragmatism.

Among the research paradigms discussed, interpretivism and constructivism are used in this study. Constructivism was selected as a paradigm for this study because of the belief that experience is formed as a result of one's active participation in response to stimuli in the environment (Vygotsky, 1978). At the beginning of this dissertation, it was stated that educational problems are highly contextual, understood, and interpreted in their specific context. This contextual understanding of problems and search for contextual solutions facilitate student teachers' engagement in reflective practice. Therefore, in such studies, there are various views that lead researchers to look for the complexity of views (Creswell, 2014). This necessitates the researcher in a constructive paradigm to understand and rely on the views of the research participants i.e. the researchers makes meaning of the phenomenon under study from the views of the participants.

Furthermore, Social constructivism maintains that knowledge is a product of social interaction, dialogue, negotiation, and consensus among members of a discourse. Constructivist researchers often deal with the processes of interaction among group members (Creswell, 2014). Therefore, in this study, the relationships between teacher educators and student teachers, mentors and mentees, tutors, and student teachers were investigated.

Moreover, due to a lack of experience in reflection, student teachers' engagement in reflective practice is facilitated through the support of knowledgeable others (Vygotsky, 1978). Accordingly, this study examined the support provided by teacher educators, mentors, and tutors.

In this study, the interpretivist paradigm was selected because, contrary to postpositivism, constructivist researchers intend to interpret (make sense) the views of others about the world– the development theory or pattern inductively.

3.4. Qualitative research methodology

McMillan and Schumacher (1993) defined qualitative research as essentially an inductive process that involves categorizing data and detecting patterns or correlations among categories. "Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data" (Pathak et al., 2013, p. 1).Qualitative research, places the observer in the world. It consists of a series of material interpretative procedures that bring the world into focus. Through field notes, interviews, conversations, photos, recordings, and memos to oneself, they transform the world into a succession of representations (Denizen & Lincoln, 1994).

Qualitative research is undertaken to understand social phenomena in their natural settings (Creswell, 2014). The interest of qualitative research is to understand the process rather than the outcome by making sense of the whole context. Yin (2018) explained that in qualitative research the respondents provide data through their direct voices and practices, and this increases trustworthiness and transferability of results.

In study, facilitation ofstudent teachers' reflective practice wasinvestigated through the natural context of teaching; on-campus microteaching the practicum, and data collected from participants of the process directly. Understanding facilitation of reflective practice during microteaching practice teaching in Hawassa College of teacher education and practicum in selected primary schools in Hawassa was the focus of this study. Understanding the facilitation practices of teacher educators during microteaching practice teaching and that of mentors and tutors during practicum require the investigators persistent follow up and collection of qualitative data on what they are doing and how their practices guided student teachers to be engaged in reflective practice. Thus, in this study, qualitative research methodology was chosen because of its affordances for in-depth investigation of the problem under study.

3.5. Case study design

Yin (2018: p. 45) defines case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context especially when the boundaries between phenomenon and context may not be evident". In contrast to other research methods, such as experimental studies that separate the phenomenon under study from its contexts, a case study

researcher engaged in case study research because he/she wants to comprehend a real-world scenario and such comprehension would most likely contain crucial contextual factors relevant to the case. Yin argued that a case study offers flexibility to explore a wide range of contexts and situations. Based on this premise on case study and context, how reflective practice and the contexts for reflection are interrelated is discussed below.

3.6.The issue of context for reflective practice in teacher education

Context is a significant element that facilitates or hinders reflective practice in teacher education, and any consideration of reflection should give due attention to context. Context is the focus of several authors in their wrings about reflection (e.g. Geluso & Dennis, 2014; Thompson & Pascal, 2012). Gelfuso & Dennis, (2014) argued that reflective practice is facilitated in an environment where there is structural support. They discussed that the importance of knowledgeable others and their ability to provide support on reflective practice. Similarly, Thompson & Pascal (2012) discussed the power relation in discourse is a powerful factor that facilitators or hinders reflection but neglected in discussions of reflection. They asserted that an environment with power imbalance is not conducive for development of reflective practice. The above discussions on importance of context are supported by the review offactors for facilitation of reflective practice (Marshall et al., 2022). Marshall and colleagues categorized factors which enable reflective practice in to two: Factors facilitating reflection and facilitator tasks. According to Marshall et al. (2022) factors facilitating reflection are related to context, one of the factors is a safe, supportive, and blame free environment. The discussion of Marshall et al. (2022) reveals that the effective implementation of facilitator tasks is dependent on the fulfillment of factors facilitating reflection. Furthermore, Beauchamp (2015)review literature to scrutinize issues prevalent in current literature related to reflective practice and identified context is one issues related to discussions on reflective practice. The studies reveal that the facilitation of reflective practice and the context in which the facilitation is studied are not separable. Thus, case study is an appropriate research in this study because of its affordances to examine the facilitation of reflective practice with in its context in Hawassa College of teacher education.

Yin discussed that case-study focuses on individuality and describing it comprehensively as possible, and handling the ‘how’ and ‘why’ questions.

As the case can be a person, a group of people, an organization, a phenomena, processes, etc. providing an accurate and complete examination and description is the goal of qualitative case study regardless of the case.Therefore, identifying the ‘case’ to be studiedis a significant component of case study design (Yin, 2018). Yin discussed that in the process of ‘case’ identification; researchers define the ‘case’ and bound the ‘case’.

In this research, facilitation of student teachers reflective practice was examined through on-campus microteaching and practicum practices in Hawassa College of Teacher Education. Accordingly,Hawassa College of teacher education is a case of this study. In the case, the study focused on the facilitation of student teachers’ engagement in reflective practice. Withinthe general context of Hawassa College of Teacher Education, microteaching and practicum provided imbedded sub-contexts. Hawassa College of Teacher Education (with the embedded sub-contexts) is the context of the case. Thus, the case being studied is inseparable from its context. This would make the case study appropriate research design because it allows the researcher to explore the case in its context.

Within the larger context of Hawassa College of Teacher Education, microteaching and practicum are the embedded contexts through which the facilitation for student teachers development as reflective practitioners was studied. Thus, this case study design is single case with embed sub-contexts and it belongs to type 2 in the following case study designs, single case embedded design.

3.7.Single case study

Yin (2018) discussed five rationales for the use of a single case in a case study. Among the rationales ‘representativeness or typical case’ is one of the rationales, and it refers to the extent the lesson learned from the case will give information about other similar cases. Furthermore, Yin (2018) explained that a single case is used if the case is a common case. According to Yin (2018) the focus of using a common case is capturing the circumstances and conditions of an every situation because of the lesson gained from it about social processes relate to some theoretical interest. Accordingly, the Hawassa College of Teacher Education is one of the pioneer primary teacher education compared to other colleges in its surrounding. Thus, the

lesson learned on the facilitation of student teachers reflective practice from the context of Hawassa College of Teacher Education will throw light on the practices of other colleges.

Furthermore, Yin (2018) categorized case study into two: holistic and embedded case study. In holistic case study data arecollected from a single unit and there isa single unit of analysis. In contrary, in embedded case study, there are different units embedded in the case and data arecollected from the different units and analyzed separately, and thus, there are multiple units of data analysis.

In this case study, data were collected on facilitation of student teachers reflective practice during microteaching and practicum. Microteaching is OCTP and practicum is off campus school practice. These two teaching practices are embedded in the practice of the college of teacher education. The data from the on-campus microteaching were collected from subject area methodology course instructors and student teachers, subject area course materials. The data from the practicum werecollected from tutors, mentors, and student teachers, and practicum module. These data were analyzed separately to give the picture of the case teacher education practice regarding enhancing student teachers reflective practice in both units of the practice.

Stake (1995) categorizes case studies into two types: intrinsic and instrumental. An intrinsic case study focuses on learning from the case; the subject itself is the primary focus. An instrumental case study focuses on learning about the issue, or research questions (Stake, 1995). The case study employed in this research was an instrumental case study. As an instrumental case study, this case study investigated the practices of the case college in facilitating the reflective practice of student teachers during on-campus microteaching and school practicum to draw a lesson about the facilitation of student teachers reflective practice through on-campus and practicum unites of teacher education.

3.8.Qualitative Case Study

The most prevalent element of a case study is an exhaustive investigation of a phenomenon, which involves digging deeper than the breadth of any issue. Because the case is complex, an in-depth investigation is required. Hence, to gain complete insight into this phenomenon, qualitative case study research is important.

A qualitative case study is an in-depth, comprehensive description and analysis of a single entity or case, which can be categorized as an individual, an occasion, a program, a time period, a crucial incident, or a community (Merriam, 1988). This definition does not entirely deny some ideas of objectivity, it does acknowledge the subjectivity of meaning and reality (Glesne, 2006). Instead, it makes an effort to include certain standards for establishing reliability and credibility in the study procedures and findings. Additionally, this approach aims to create descriptions of the entire phenomenon that demonstrate certain sequences, patterns, and cause-and-effect relationships on human behavior (LeCompte & Preissle, 1993).

Researchers who dealt with reflective learning and practice usually prefer to use qualitative case study design. For instance Amera (2016), Erginel (2006), Luttenberg and Bergen (2008), Tadesse (2013), and Zhu (2011)have used qualitative case study design in their studies. Zhu (2011) contented that the design is preferred by researchers because it is appropriate to investigate reflective practice and learning of student teachers and the professional support provided to them from teacher educators. As a qualitative study, the design allow the researcher to investigate the teacher educators and mentors provision of support, student teachers engagement in reflective practice as a result of the support provided. Furthermore, the design enabled the researcher to collect data from various sources such as interviews, observation, FGD, document analysis (Baxter& Jack, 2008; Stake, 1995; Yin, 2018).

In this study, the facilitation of student teachers' reflective practice (the case) is a complex phenomenon investigated by delving deeply into the issues in its context. To gain deep insight into the case under study, collecting data through various strategies and looking into it in different directions was indispensable. Therefore, this study employed a qualitative case study.

The qualitative case study approach was chosen for this investigation since it provides the most comprehensive means of addressing the research issues. It also discloses in detail the distinct perspectives and concerns of individual participants in a real-world scenario, which makes it the most appropriate research technique for this topic. Furthermore, a case study offers a deeper comprehension of the current topic because it draws on a variety of data sources. In actuality, qualitative researchers carry out their research in the field where the participants reside and work, as Creswell (2014) explains. These are crucial contexts for comprehending the participants' statements. This makes sure that several lenses are used to examine the problem,

rather than just one, revealing and understanding different aspects of the phenomenon (Baxter & Jack, 2008).

The conceptual framework explains that student teachers' reflective practice is the result of facilitation during on-campus and practicum teaching practices. During microteaching, teacher educators provide feedback to student teachers before, during, and after the practice. The teacher educators' provision of this feedback enhances student teachers' engagement in reflective practice before, while, and after the microteaching practice. An investigation of the way teacher educators' feedback and how feedback affected student teachers' engagement in reflective practice enabled me to answer the first basic research question. Teacher educators' provision of different types of feedback and student teachers' engagement in reflective practice is contingent on contextual factors during microteaching. The examination of these factors helped answer the second research question.

After the on-campus practice of teaching in general and reflective practice in particular, student teachers attended school practicums. Their learning of teaching and engagement in reflective practice relies on the mentors' and tutors' approach during feedback. The way mentors and tutors approach student teachers during feedback dictates the roles and responsibilities that they assume during mentoring. The reciprocal interaction of mentors' and tutors' approaches and the roles they assume affect student teachers' engagement in reflective practice. The investigation of this integration helped answer the third basic question of the study. The approaches of teacher mentors and tutors and the focus of feedback are governed by factors in the context. Thus, the analysis of these contextual factors helped answer the fourth basic research question.

3.9.Research Site and context

Learning does not occur in a vacuum, it occurs in a given context. Learning is a social process influence by the context that students experience. The context of learning is critical because it offers and environment in which the learner perceives, feel, and act and becomes transformational learners. Thus, the learning processes constitute a context and the circumstances under which the learning takes place. Accordingly, this study was conducted at a government college of teacher education, Hawassa College of Teacher Education and its practicum schools.

Hawassa College of Teacher Education (HCTE) is located at Hawassa town, the capital city of Sidama Regional State, which is 275 kms from Addis Ababa. The college was established in 1969 E. C. as Teacher Training Institute (TTI) to train elementary school teachers for graders 1-6 at certificate level. The college trained teachers in certificate program for 21 (1969-1990) years and during these times it prepared 18, 779 elementary school teachers. HCTE is one of the teacher education institutes that promoted to college level in the nation and it was established as aCollege of Teacher Education at the end of 1988 E.C. to educate teachers for primary schools.

The college has started offering teacher education with eight departments and by now the college is educating teachers in fifteen departments including Sidamu Affoo (mother tongue). The college started its diploma program with 525 summer students and by now the college developed its intake capacity to more than 3000 students in theregular program.

The participants in this study were third-year student teachers (Specialist program) subject area methodology course instructors, tutors, and mentors. The practice of facilitating student teaches' reflective practice was investigated in OCTP and practicum units of teaching practice in the college. Subject area methodology course is one of the courses which provided practical activities to student teacher practice teaching on-campus before they go to their school practicum. In this course, microteaching was one of the strategies intended to help student teachers practice teaching, receive feedback on their practices, and give feedback on the practice of their peers. The course has two credit hours (50 minutes for a credit). Observation of microteaching was used as one of the assessment strategies in subject area methodology courses and was used across subjects.

Due to large class sizes, student teachers provided microteaching practice in a group, and the number of group members ranged from 5-7. The group members planned the microteaching in collaboration, but only one representative presented the lesson. Teacher educators evaluated the teaching of the representative and gave the same grade to all group members. Therefore, each student in the classroom did not get the chance to practice microteaching and receive feedback on their presentation.

Teacher educators use evaluation criteria prepared for microteaching. The teacher educators adapted the evaluation criteria from practicum modules. The evaluation criteria had objectives,

activities, assessment, teachers, and student components, and there are detailed criteria under each component to indicate the level of performance in the lesson. The evaluation criteria were prepared on a rating scale of 1–5. The scales indicate how the criteria were observed in the lesson: 1 = the criteria were not observed in the lesson; 2 = the criteria were poorly observed in the lesson; 3 = the criteria were observed at a good level; 4 = the criteria were observed at a very good level; and 5 = the criteria were observed in the lesson at an excellent level.

The teacher educators had a second degree in their subject area and had work experience ranging from 4 to 12 years as teacher educators.All teacher educators have taken higher diploma Program (HDP) training.

The other sites of this study were two practicum schools working with the selectedcase teacher education. The college deploys the student teacher for practicum activities in the practicum school of its catchment area. Without the effective functioning and support of these schools, the college can't discharge its responsibility of preparing effective teachers. Thus, the practicum schools are significant context forteacher's experience and the development of reflective practice. The schools were Tabor and Ethiopia Tikidem primary schools. The primary schools were located in Hawassa city.

In primary school teacher education there are four practicum courses and the practicum used for this study was practicum IV (as independent teaching). In the practicum, student teachers were placed in primary school for four weeks. The hosting primary schools assigned mentors to each student teacher. The number of students assigned to one mentor depends on the number of mentees placed in a school and the number of school teachers available per department.

In the first week, student teachers observed practices in the practicum school, including the classroom teaching of their mentor. In the remaining three weeks, they taught their subjects under the supervision of assigned teacher educators (practicum supervisors) and school teachers (mentors). The supervisors and mentors provided mentees with professional support and evaluated their performance.

For the practices, checklists and evaluation criteria were used to guide and assess student teacher works. The checklists and evaluation criteria were part of the practicum guideline (module). Accordingly, the student teachers received, tutors, and mentors receive them with the practicum

guideline. Furthermore, the evaluation criteria were duplicated and distributed to tutors and mentors for evaluation purpose

3.10. Research Participants' Selection

Due to the intensive process of data collection, repeated classroom observations and interviews, informants (student teachers and teacher educators) were selected through purposive sampling. Furthermore, in a case study, finding informants with good insight and experience on the issue under investigation is crucial (Yin, 2018). Yin discussed purposive sampling as an appropriate technique to select participants for a qualitative case study design, and it helps identify participants who can help students discover, understand, and gain deep insights about the issue under exploration.

Accordingly, purposive sampling was used to select informants for the research. As the focus of this study is examining the practice of teacher educators, mentors, and tutors to facilitate student teachers reflective practice, the teacher educators, tutors, and mentors were selected from three departments (English language, Physics, and Mathematics) based on the teacher educators' experience in teaching subject area methodology and their willingness to work with the researcher through their microteaching practices. Also the microteaching groups (for observation) were selected based on the recommendations of the teacher educators and their willingness to allow the researcher observe their preparatory practices. Similarly, the students for FGD were selected among the student teachers who did not get chance to teach microteaching (because only one group member teach microteaching) based on the observation of the researcher and their willingness to participate in the FGD. Similarly, for semi-structured interview, student teachers who presentedmicroteaching lessons were selected purposefully and based on the researcher observation on the microteaching presentation the student teachers'.

As to practicum, two practicum schools were selected purposefully based on their capacity to accommodate many mentees for practicum, their willingness to cooperate with the researcher, and their distance from each other to follow up the practices in the two shifts. The mentors and tutors were selected based on their willingness to work with the researcher.

3.11. Research participants

For this study, three departments—English Language, Mathematics, and Physics department were selected. From each department, two microteaching groups were selected for observation (preparatory and classroom teaching), and six microteaching groups were included in the study. From the six groups, 18 student teachers (three from each group, 12 males and 6 females) were selected for FGD and grouped into three FGD groups of six students (coded FGD 1-3). The FGD participants were given pseudonyms. From the six microteaching groups selected, six students (lesson presenters, four males and two females, coded ST1-6) were selected for semi-structured interviews.

Furthermore, three teacher educators (two male and one female, coded as TE1-3, one from each department) teaching the subject area methodology courses in the selected departments were selected for the study.

From practicum schools six student teachers (three from each, coded ST1-6, four male and two female) were selected for interview and same six students were selected for FGD (coded FGD prac. 1-6) based on the observation of the researcher on their practicum practices and their willingness to give information to the researcher. The student teachers were selected from English language, Mathematics, and Physics department based on the researchers' observation in the first week and their willingness to take part in the study. Six primary school teachers (four male and two female, coded as MT1 –MT6) who were teaching the subjects in the practicum primary school and assigned as mentor were selected for the study. Furthermore, three practicum supervisors (all are males, coded as SP1, SP2, and SP3) who were assigned to supervise the selected student teachers were selected for the study.

This sample size is within the range of sample size which was used by various qualitative case studies. For instance, Otienoh (2011) used 8 pre-service teachers and 4 facilitators, Dereje (2009) used 10 student teachers and 4 teacher educators, Taddesse (2013) used 6 school teachers, Amera used 12 respondents (8 student teachers and 4 teacher educators).

3.12. Strategies for data collection

In order to comprehend the data and make decisions in a qualitative study, the researcher should be involved in the data collection process (Zhu, 2011). As recommended by Creswell (2009), a

variety of data collection tools were employed in this study to address the research topic. These comprised observations, document analysis, focus groups, semi-structured interviews, and document analysis; each of these is covered in more detail below.

3.12.1. Unstructured Observation

Observation is a principal data collection tool in a case study. Observation-based data is quite accurate. According to Yin (2011), it is trustworthy because what you see and feel with your own eyes is unaffected by what other people may have self-reported to you or by what the author of a document may have observed. Additionally, observation provides opportunity for nonverbal communication analysis (Moriarty, 2011). Furthermore, by use of classroom observation, the investigator can assess the degree of coherence between the professed beliefs and the practical behaviors of educators (Canh, 2011).

The objective of this study, which is to explore facilitation of student teachers' reflective practice, necessitates direct and naturalistic observations of behavior and actions/interactions. Bernard (1995) pointed about two types of unstructured observation: unobtrusive or naturalistic observation and complete observation.Unobtrusive or naturalistic observation is unstructured observation that does not interfere with the occurrences of actions/interactions. In an unstructured and inconspicuous manner, the researcher made descriptive notes on student instructors' actions/interactions seen and heard in the research context. Complete observation of classroom interactions, on the other hand, is an unstructured observation in which the researcher recorded lesson observation notes or running comments of classroom teaching-learning events.

During classroom instruction of subject area courses, student teachers microteaching practices were observed. The student teachers' rehearsal sessions and teaching of micro teaching practice were observed. Before teaching, student teachers were planning in group, commenting on their plan, revising the plan, and rehearsing the presentation through the representative of the group. Accordingly rehearsal of six groups (two times for one group, a total of six observations) were observed.

During practicum the supports from tutors and mentors are very important strategies to enhance reflective practice of student teachers. Tutors and mentors supports start with discussion on student teachers lesson plan before implementation, observing their teaching and having post

lesson discussion. Thus, the researcher followed up the tutors and mentors professional supports before and after lesson during practicum activities of student teachers.

The student teachers stayed on practicum for four weeks. The first week was a week for observing the classroom teaching of their mentors. In this week, how the school teachers guided student teachers and prepared them for real classroom teaching was explored. Thus, the researcher observed the practicum activities of student teachers staring from the first week. In the first week how student teachers observed the mentors' classroom teaching and what was done next was observed. After observation there wasa follow up discussion with the student teachers, mentors, and supervisors.

3.12.2. Semi-structured interview

Qualitative research frequently uses semi-structured interviews. It facilitates the understanding and description of the complexity of human behavior without imposing any pre-existing classifications that can restrict the area of study (Creswell, 2014). This is typically accomplished through a conversation that aims to explore a participant's knowledge, experience, viewpoint, ideas, beliefs, and attitudes around a certain event or phenomenon (Creswell, 2014).

Interview is a tool in which the interviewer and the interviewee engaged in a dialogue. Interview allows researchers to carry out one to one correspondence with their interviewee and to collect an in-depth and meaningful data by taking the real contexts into consideration (Yin, 2018).For case study research, semi-structured interviews are an effective method for gathering data (Hancock & Algozzine, 2006). Participants are encouraged to speak freely and candidly during semi-structured interviews, expressing themselves from their own viewpoints rather than the researcher's. In addition, the researcher uses semi-structured interviews to collect detailed, significant, and insightful information from the study participants by posing open-ended questions and documenting their answers. Semi-structured interviews facilitate access to research participants' brains, allowing us to ascertain their knowledge, values, preferences, attitudes, and beliefs (Alzaanin, 2014). Furthermore, informants are allowed to voice their thoughts however they see fit. We can learn more about how participants define and interpret the world from their perspective by conducting semi-structured interviews.

In a semi-structured interview, the interviewer usually prepares a list of questions or themes they wish to cover, but there is flexibility in the timing and format of the questions as well as the interviewee's response options. Without imposing any prior categorization that would restrict the topic of study, it aids in understanding and describing the complex character of human behavior (Bryman, 2004; Creswell, 2014). Typically, this takes the shape of a conversation with the goal of learning about each participant's perspective, knowledge, ideas, beliefs, and attitudes toward a certain event or phenomenon.

In this research, semi-structured interview was used as one of the primary data collecting strategy to collect data from purposively selected instructors, student teachers, mentors, and tutors. The questions were prepared in English language but the interviews were conducted in Amharic. The interviews lasted for 45 minutes on average. The interviews were conducted in Amharic language and were audio-recorded to provide an accurate account of the responses.

3.12.3. Document analysis

Summarizing and reporting the message and content of textual material is the process of document analysis (Bowen, 2009). It's an approach to using texts to generate valid and repeatable analysis. According to Cohen et al. (2007), it may be done with any type of written material, including printed, handwritten, and electronic. Document analysis, according to Bowen (2009) in his paper "Document analysis as a qualitative research method," is a time, cost, availability, obtrusiveness, stability, and exactness-maximizing method. To minimize bias and enhance credibility in qualitative case studies, it is employed in conjunction with other techniques for the triangulation process.

In this study, how the microteaching activities were planned in subject area methodology courses was analyzed. The objective of the microteaching, the time given, and how frequent the activities were the focus of the analysis.

One of the sub-basic questions of this study was how tutors and mentors monitored the implementation of the reflective activities in the practicum module. To look into this monitoring, the activities in the practicum modules were analyzed. In the module, there were activities that require the students to reflect on, and self-evaluate their practices. Thus, these objective and activities were analyzed for their content or focus to guide the reflective practice of the student

teachers, and how teacher educators and tutors monitored student teachers engagement in these activities during school practicum.

In addition to reflective activities to be carried out by student teachers, practicum modules should provide guide line for tasks, roles, and responsibilities of tutors and mentors. Accordingly, the practicum module was analyzed to look for the inclusion of these elements.

3.12.4. Focus Group Discussion

Focus groups allow members more opportunity to identify what they have to say and are intended to be free-flowing discussions (Bradley, 2009). According to Corpuz (2011), focus groups allow the researcher to communicate directly with study participants in order to get a wealth of detailed data. Focus groups, as noted by Finch and Lewis (2003), are more than just a compilation of one-on-one interviews; group interactions provide the data. Furthermore, members' contributions are shaped by what they hear from one another, and the group functions as a whole because of its synergy. Furthermore, the group environment fosters spontaneity and produces a more realistic and socially contextualized setting. FGD sheds light on the disparities in viewpoints among various groups of people and offers information about the variety of opinions and sentiments that people have regarding particular topics. Because it enables participants to respond organically—something that is typically not possible when using another approach separately—it is adaptable and information-rich.

Focus group discussion is a type of interview with 6-10 participants. Focus group discussion was held with student teacher on their on-campus microteaching and practicum activities. Focus group discussion allows the participants to present their ideas and hear the views of their peers (Ritchie & Lewis, 2013).

The professional supports provided to them, the challenges they faced during microteaching and practicum, factors affected their practices were the focus of the group discussion.

Participants in focus groups were asked to share their opinions and experiences while also listening to those of others (Ritchie & Lewis, 2013). The debate was open to anyone who wished to participate. Before and during the conversation, the researcher explained to the participants the purpose of the study and assured them that they could discuss anything as long as it was

relevant to the discussion topics she had provided. They were also told that the research findings might be reported using pseudonyms or anonymity, and that their names would not be revealed.

3.13. The Research Procedure

From the very beginning of this study, the researcher has been discussing on the topic of this study and issues related to it with the two advisor and other professionals who have expertise on the topic. As a result of the discussions there have been continuous refinements on the topic. This flexibility is recognized by qualitative case study that all there would be continuous revision and improvement on the topic of the study and the whole process until its culmination (Flick, 2006). According to Yin (2018) in a case study there would be recurrent revision on the data to be collected as a result of emerging arguments as the study progresses. Likewise, Baxter and Jack (2008) and Stake (1995) argued that a researcher might collect additional data or review literature while analyzing the already collected data.

Accordingly, the researcher of this study held various discussions on the items of data collection and the procedure of data collection with various professional in addition to the advisors of the dissertation. The researcher discussed with senior PhD students in the curriculum and instruction department of Addis Ababa University and Hawassa University. Furthermore, the researcher discussed with experts on educational research at Hawassa University. Besides to discussions on the topic, the above mentioned experts reviewed the dissertation and the data collection instruments. From their review, the researcher collected a lot valuable comments which were used to revise and refine the instruments and as well as the data collection process.

As to editing the language aspect of the dissertation, the researcher used Paper Pal language editing software (the free version).

3.13.1. Pilot test

The pilot test for this case study method was conducted at the Dilla College of Teacher Education. The College was selected as a pilot site because of the difference in the calendar for practicum. i. e. the academic calendar of Dilla College of Teacher Education was one month ahead of that of Hawassa College of Teacher Education. In the college, English language department was selected to pilot microteaching practice, and one practicum school, one tutor, and one mentor were selected to pilot practicum activities.

From the pilot test lessons were drawn on the use of interview and observation tools, and what to observe. Initially, the research planned to observe only the presentation of microteaching in the classroom. During the pilot test, the researcher learned the significance of observing preparatory sessions of microteaching, which was part of the main study. Furthermore, structure observation was planned initially, and from the pilot, it was learned that this could not produce sufficient data, and thus, changed to unstructured observation. Similarly, structured interviews were initially planned, and from the pilot, it was learned that student teachers could not express themselves in a structured way; thus, the researcher learned the importance of using semi-structured interviews.

3.13.2. Ethical clearance

To ensure respect and to promote healthy relationships with the respondents of this study and to keep the scientific rigor in doing this study, the researchers made an effort to adhere to basic ethical principles. This research needs ethical clearance as it deals with human interaction. In this research the prospective teachers, the mentor teachers, and practicum supervisors, practicum coordinators, and department heads were informed about the procedures of the research and its consequences on their time, commitment, etc.

In this study, I attempted to take care of the safety, dignity, rights, and wellbeing of the respondents through the all the stages of the study. Accordingly, I secured a letter of clearance from department of Curriculum and Professional Studies, Addis Ababa (see Appendix) confirming that the study fulfills all the conditions to guarantee participants' appropriate consent, anonymity, and confidentiality. The participants in this study provided their agreement to participate, which complies with ethical guidelines. The participants' consent was obtained by means of consent forms distributed to them (see to the appendices). The consent form made it very obvious what the study's purpose is, how anonymity was taken into account, and how the idea of voluntary participation was taken into account. The primary goal of anonymity was to guarantee that the participants' information would not in any way betray who they were. The participants were informed that they could leave the study at any time. Pseudonyms were used in this study to protect the participants' privacy. The research report and results do not provide the identities of the participants, so readers will not be able to identify them. The information

gathered was solely utilized for study and won't be disclosed in a way that would identify the participating institution.

3.13.3. Data collection process

Every piece of data used in this study was gathered by the researcher; Hatch (2002) supported this by pointing out that while instrumental data can be obtained from other sources (data collectors), some types of thinking, understanding, and gesture explanations of research participants cannot be obtained or developed from real-world experiences in the field. Hatch contended that , in qualitative research designs, such as case studies, the researcher must not only search for explicit expressions of the research, but also implicit and tacit thinking and understanding processes of the research participants. After then, the researcher creates interpretations of the phenomenon based on how the participants have experienced, thought about, and interpreted it. These interpretations serve as pertinent data for qualitative research.

The data were collected from microteaching practice during Dec. 05, 2022-Jan. 13, 2023. The data on school practicum was collected during March 06-31, 2023.

Data were collected from six selected microteaching groups (two groups from each department). The selected groups' meetings to develop, organize, finalize, and present their lessons. The research discussed and arranged time for observation with each group on the microteaching planning process. Then each meetings and practices of the groups were observed.

During the first feedback session, the focus of the observation was on how student teachers used the given evaluation criteria to guide their lesson preparation and rehearsals of teaching, and how teacher educators were supervising the preparation, and commenting on lessons plans before lesson presentation. The observations continued during student teachers lesson presentations. This time the focus was on how teacher educators were providing feedback, and facilitating student teachers' peer and self-assessment. The classroom lesson presentations and feedback processes were also video recorded. Immediately following lesson presentations, interviews were conducted with the teacher educators and the selected student teachers. Similarly a FGD was held with the selected student teachers when lesson presentations of all classrooms were completed. For the interview, three student teachers who were presenters of microteaching were

selected and three non-presenting group member (one from each department) were selected to take part in FGD with the three student teachers in the interview.

Interviews were held with student teachers, practicum supervisors, and mentors after feedback conferences. Teacher educators observed the classroom teaching of student teachers and gave feedback on their convenience. They gave feedback as a summary of the practices in the week. The mentors held no conference in the first week (because the week was meant for observation) and last week (because it was a week for evaluation). Therefore, the mentors observed and gave feedback in the second and third weeks. The interviews for this study were held with mentors, practicum supervisors, and student teachers after a feedback conference` in the third week.

3.14. Data Organization

Data organization is critical in a qualitative data analysis especially at an early stage (Creswell, 2014). The data collected from various sources through various tools were carefully selected and only the segments which were related with basic question of the case study were used for further analysis. Accordingly, the data from classroom observation, interview, FGD, and document analysis relevant to answer the basic questions were used and the data considered irrelevant were discarded.

3.15. Data analysis

Data analysis in qualitative research starts at "the start of the research study" (Ritchie & Lewis, 2013) and continued throughout the process of data analysis. It is the continuous process of organizing field notes, transcribing the recorded dada (interview or FGD) and write up the results.

Yin (2018) identified four general analytic strategies for case study research; these are "relying on the theoretical propositions", Working your data from the "ground up", "developing a case description", and "Examining plausible rival explanations". In this research 'relying on the theoretical propositions' was used as a general strategy of data analysis. According to Yin, a strategy of 'relying on the theoretical propositions' is used when the case study is guided by theoretical propositions, and as a result the basic questions and review of literature are based on the propositions. Accordingly, I was guided by propositions derived from theoretical

backgrounds of the study, the basic questions were developed and the related literature was reviewed in line with the propositions. Thus, explanation and discussions on the themes emerged from the data of this case study were given based on the theoretical assumptions on reflective practice in teacher education. Thus, in this research “relying on the theoretical propositions” was used as a general analytic strategy.

To analyze the interview and FGD data, first, the interviews and FGDs were transcribed and translated into the English language. Then, the interview transcriptions of mentors and mentees were read and reread to get a sense of the data as a whole before detail analysis, and this helped to “obtain a general sense of the information and to reflect on its overall meaning” (Creswell, 2014).

The data collected for this study were qualitatively examined to appropriately address the research objectives. Data collection, analysis, and reporting are all related, as analysis is an ongoing, dynamic process (Creswell, 2014). According to Bazeley (2007), the study of qualitative data is also highly focused, captivating, challenging, contextualized, non-linear, and primarily unpredictable. Bazeley (2007) further clarified that the process of data analysis in qualitative research is centered on the observation, description, interpretation, and analysis of people's experiences, actions, and thoughts. The data gathered from the interviews and audio-recorded courses were first transcribed by the researcher, following Creswell's (2014) recommendation for data collected through electronic or digital means.

3.16. Credibility and Trustworthiness of the study

Internal validity, which guarantees that the things being assessed are exactly what should be measured, is one of the main standards that positivist researchers focus on. Credibility is the corresponding notion for a qualitative researcher, according to Merriam (2007). Credibility in qualitative research is parallel to the concept of internal validity in quantitative research;relates to the validity of the results in a qualitative theory-building investigation, is the assurance that the data and its interpretation are accurate and trustworthy(Lincoln & Guba, 1985). Internal consistency deals with 'how we ensure rigor in the research process and how we communicate to others that we have done'. It is a match between the constructed realities by the participants and what is reported by the researcher.

Credibility can be achieved through several ways: prolonged engagement with participants; persistent observation in the field, the use of peer-debriefing, or peer researchers; participants' checks; and through the thick description of the research process. Yin (2003) argued that the use of multiple data sources enhances the credibility of the data. Similarly, Merriam (2009) and Stake (2010) suggested triangulation and member checking as ways to guarantee and boost the reliability of the results and the researcher's interpretations.

Triangulation reduced the subjectivity of the researcher when the data wererepeatedly analyzed from several perspectives to acquire a deeper comprehension of the research findings (Stake, 2010). Triangulation can incorporate various approaches and data collection sources (such as field notes, documents, interviews, questionnaires, and observation), as well as methods and techniques for data analysis (such as content analysis, discourse analysis, descriptive and/or inferential methods, and statistics) (Abdalla et al., 2018). Abdalla et al discussed that the goal of triangulation is to make a contribution by looking at the phenomenon from a variety of angles and by enabling academics to comprehend it on a larger scale, opening up new and deeper dimensions. Triangulation helps generate creative solutions by offering fresh perspectives on an issue that are balanced against traditional techniques for gathering data.

Triangulation can incorporate various approaches and data collection sources (such as field notes, documents, interviews, questionnaires, and observation), as well as methods and techniques for data analysis (such as content analysis, discourse analysis, descriptive and/or inferential methods, and statistics). Its goal is to make a contribution by looking at the phenomenon from a variety of angles and by enabling academics to comprehend it on a larger scale, opening up new and deeper dimensions. Triangulation helps generate creative solutions by offering fresh perspectives on an issue that are balanced against traditional techniques for gathering data.

In this research credibility was achieved through collecting data from multiple sources, engagement with participants in all the stages of the lesson, participants' checks, and through the thick description. The data collected from multiple sources helped to triangulate the data, and that provided credible information about the research.

To strengthen the validity of the results, methodological and data triangulation was employed in the current investigation. Semi-structured interviews, FGD, post-conference observations, classroom observations, and document analysis were all part of the methodological triangulation process. Data from two distinct practicum schools and OCTPs were collected as part of the data triangulation process. There were two stages in the data collection process for the OCTP and Practicum. The initial phase of the research involved observations of student teachers' teaching (microteaching and classroom teaching); teacher educators' and mentor teachers' practices; and post-observation conferences between teacher educators, student teachers, and mentor teachers. The second phase involved gathering data through semi-structured interviews and FGD from teacher educators, mentor teachers, and student teachers on their roles in the mentoring relationship during the practicum. The semi-structured interviews provided the researcher with triangulation, where the student teachers, mentors, and teacher educators' insights were gathered and analyzed in relation to the research questions. The data generated through various methods enable the researcher to validate the findings through the convergence of the lines of inquiry (Yin, 2014).

Merriam (2007) states that external validity pertains to the potential for study outcomes to be used in different contexts. In positivist publications, the focus is on proving that findings may be extrapolated to a larger subset of the population. Erlandson (1993) observed that because the findings are characterized by the particular situations in which they occur, many qualitative researchers do not believe in conventional generalization. Denzin and Lincoln (1998) and Denscombe (2014) have also proposed that the transferability perspective should not be instantly discounted, despite the fact that each example has some specificity. According to Guba and Lincoln (1989), it is the duty of the researcher to make sure that the phenomenon's setting (place, time, and people) is adequate to enable the reader to experience transferability. Merriam (2007) refers to it as "environmental typicality."

In this study, to maintain the trustworthiness of the result, ample numbers of respondents were taken for data collection from different departments. Furthermore, data was collected from two practicum schools, from mentors and tutors until data maturation was attained.

Dependability in qualitative research is parallel to reliability in quantitative research, and it refers to 'how a study is conducted should be consistent across time, researchers, and analysis

techniques' (Gasson, 2004). Dependability is concerned with the repeatability of the research following the process described in the research methodology.

3.17. Data collection and processing framework

The following framework was constructed to use it as a guide for the direction and interrelationship of the different aspects of activities of this research.

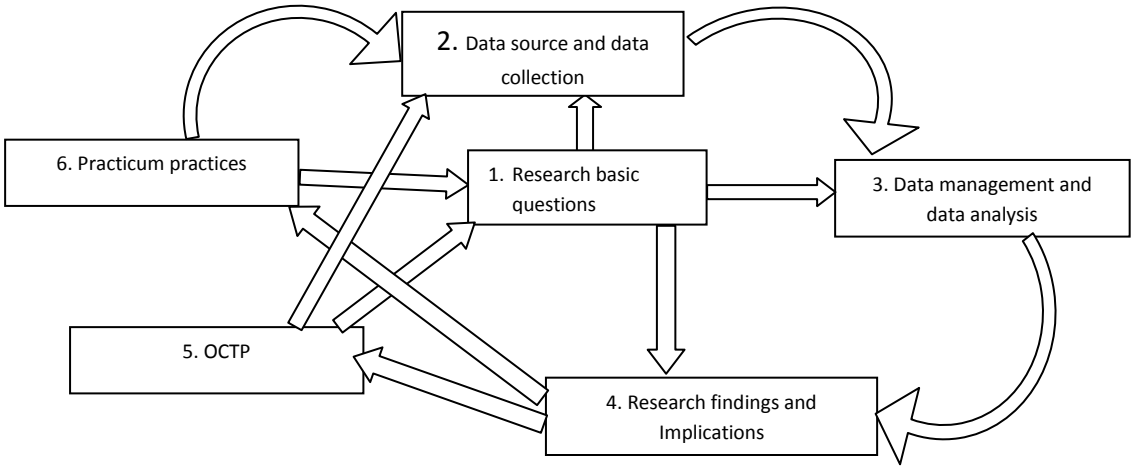

Figure 1. Data collection and processing framework (constructed by the researcher)

The directions of the arrows in the framework indicate the interconnectedness of the research activities. The arrows directed from boxes 5 and 6 to box 1 indicate that the research questions were formulated based on the OCTP and school practicum practices. The three arrows directed from box 1 to all boxes (2, 3, and 4) indicate how data sources and data collection, data collection and management, and research findings and implications are guided by the basic research question. The arrows from boxes 5 and 6 to box 2 indicate that the data sources were from OCTPs and the school practicum, and the data were collected from the two practice contexts. The arrows from boxes 2 to 3 and boxes 3 to 4 indicate the steps in which research data collection leads to data management and analysis, which, in turn, leads to research findings and implications. The arrow directed from box 4 to boxes 5 and 6 indicates the implications of the research findings on OCTP and school practicum practices in initial teacher education.

3.18. Framework for data presentation and interpretation

Since this is a qualitative case study, information gathered from multiple sources using various instruments is provided through interpretations and narrations, with direct quotes from respondents when needed (Miles et al., 2014; Stenbacka, 2001). According to Miles et al., narration plays a crucial role in narrating the tale and suggests that the behavior observed throughout the study unfolded and flowed naturally. This study reported teacher educators', tutors,' and mentors' facilitation of student teachers' reflective practice during microteaching and practicum. The responses of teacher educators, tutors, mentors, and student teachers were discussed from the point of view of each respondent, and how the ideas concurred or opposed to each other was discussed through the researcher's interpretation and by using direct quotations of the participants' responses. The comparison was done not only on the responses of the various respondents but also on the data collected through various instruments of data collection. During the comparison, the researcher used pre-established themes and newly emerged themes from data analysis (Yin, 2018).

Although qualitative research procedures are somewhat more flexible and open-ended than those in quantitative research, Miles et al. (2014) state that, to produce results that are comparatively more acceptable and justifiable, it is crucial to organize, systematize, and describe the analysis transparently and systematically. Consequently, this study attempted to show the data and their interpretation in matrix and network presentations, as described by Miles et al. (2014). A wide range of condensed information can be shown in an at-a-glance style using matrices and networks, which may be convenient for analysis such as reflection, verification, and conclusion drafting (Miles et al., 2014). A helpful tabular structure for gathering and organizing data for convenient viewing in one location is the matrix and network data-display technique. Accordingly, the data collected from various sources and themes under the basic question of the study and the issues discussed by respondents were presented using the matrix data presentation style. This style of qualitative data presentation was used byHyde (2024), Amera (2016) and Abeba (2019) in their dissertations in the Ethiopian context.

Chapter Four- Data Presentation and Analysis during Microteaching

4.1.Introduction

In this part of the study, the data collected from student teachers and teacher educators during microteaching is presented and analyzed. During microteaching, student teachers practices were examined during the rehearsal and the microteaching practice sessions. The data on teacher educators' facilitation of reflective practice were collected from student teacher and teacher educators through observation and semi-structured interview. Furthermore, FGD was used to collect data from student teachers on their rehearsal and microteachingpractices.

4.2.Respondents background information and codes

The respondents of this study were selected from different departments. The information on their department, the gender, and the code given to them in the study is presented in the following table.

Table 1 -Respondents background information and codes

Respondents	Codes	Department	Gender		
			Male	Female	Total
Teacher Educators	TE1	English	-	1	1
	TE2	Mathematics	1	-	1
	TE3	Physics	1	-	1
Student teachers (for semi-structured interview)	ST1	English	1	-	1
	ST2	English	-	1	1
	ST3	Mathematics	-	1	1
	ST4	Mathematics	1	-	1
	ST5	Physics	1	-	1
	ST6	Physics	1	-	1
Student teachers (for FGD)	FGD1	Mix	4	2	6
	FGD2	Mix	4	2	6
	FGD3	Mix	4	2	6

4.3.Teacher educators' use of different types of feedback on pre-teaching, teaching, and post-teaching activities during microteaching

The first basic question of this study was about how teacher educators have used feedback to facilitate the engagement of student teachers in reflective practice during microteaching. Under this basic question, the first sub-question was how teacher educators have used feedback on pre-teaching, teaching, and post-teaching activities during microteaching. This questions deals with the means and the manner that teacher educators have used to provide feedback to student teachers. From semi-structured interviews with student teachers and teacher educators, and focus group discussions with student teachers, the feedback provided by teacher educators to student teachers during microteaching categorized into three themes: feed up, feedback, and feed forward.

Matrix –4.1.Teacher educators provision of different types of feedback on pre-teaching, teaching, and post-teaching activities during microteaching

Themes	Issues discussed in the theme	Source of data	Respondents
Feed up	-teacher educators provision of evaluation criteria - goals/aims of practice - In sufficient clarification on the goal/purpose of microteaching -lack of clear orientation on evaluation criteria to be used in Microteaching - student teachers use of the evaluation criteria as guideline during lesson planning for microteaching and rehearsal , and made amendments on their plan during rehearsal - lack of exemplars - lack of demonstration of practices -lack of standard criteria for microteaching to be used at college level - authoritative feeding up approach	- Semi-structured interviews (STs and TEs) - FGD of STs - observation	- ST1-6 - TE1-3 - FGD1-3
Feedback	- oral feed only - feedback from the teacher educators only - feedback strictly based on evaluation criteria - non-dialogic feedback given by teacher educators - instructive feedback - putting a tick mark on the scale during peer feedback on microteaching presentations - feedback focused on assessment	- Semi-structured interviews (STs and TEs) - FGD of STs - observation	- ST1-6 - TE1-3 - FGD1-3

	- authoritative feedback approach		
Feed forward	- identifying and telling the performance gap is the end of the microteaching practice - feed forward give as part of feedback - no re-planning and re-teaching - a remark not to repeat the error	- Semi-structured interviews (STs and TEs) - FGD of STs - observation	- ST1-6 - TE1-3 - FGD1-3

Key- STs- Student Teachers, TEs- Teacher Educators, FGD- Focus group discussion

4.3.1. Feed up (where am I going?)

The interview results with teacher educators and pre-service teachers revealed that teacher educators have used evaluation criteria to guide microteaching practice of student teachers (Matrix-4.1). Teacher educators discussed that though there were no standard criteria developed to be used for microteaching practice, they adapted the evaluation criteria from practicum (independent teaching) (see Appendix D) and used for microteaching sessions. They adapted the criteria included the objective writing, the activities and assessment used, preparation and utilization of instructional material, the characteristic of a teacher (subject matter knowledge, communication with students, fluency in language use, use of examples, etc), and characteristics of students (interest in the lesson, participation, how they were treated by the teacher, etc). The evaluation criteria were developed with rating scale ranging 1-5. The rating was developed based on how the criteria observed in the lesson, and 1 stands poorly and 5 for excellent.

Student teachers reported that they have used evaluation criteria as reference points for their microteaching practices; indicators for where they are going. A student teacher (ST1) explained that their group has used the evaluation criteria as standard to prepare lesson plan, evaluate the lesson presentation during rehearsal (practicing teaching before microteaching in the classroom), and suggest amendments to the plan and presentation. The interviewee further discussed that he (as a presenter of the lesson) was thinking about the points in the evaluation criteria and attempted to align his presentation with the points of the evaluation criteria. In agreement with ST1, ST3 stated that they utilize evaluation criteria as a reference when planning and practicing microteaching lessons in groups. In her own words,

> We (the group members) prepared a lesson plan based on the evaluation criteria. Next, we all teach the lesson torehearse it. We evaluated the lessons using the

> evaluation criteria and made amendments to the plan and our teaching. The presenter then retaught the lesson, and we re-evaluated the presentation. (ST3)

Other interviewees seconded the idea of ST1 and ST3, and said that they have used the evaluation criteria as a guide for their microteaching presentation. For instance, ST5 stated that their group has used the evaluation criteria when planning the microteaching activity. Furthermore, he articulated that the group used the points as a base to evaluate the lessons during rehearsal session. This is because, he stated, the presenter should address all the points on the evaluation criteria.

The student teachers attempted to align their microteaching presentations with points on the evaluation criteria. ST4 articulated that he was thinking about the evaluation criteria when he was presenting the microteaching lessons; he was trying to align all his practices with the points in the evaluation criteria. Similarly, ST2 asserted that she was anxious about addressing the evaluation criteria through her presentation because the teacher educator would evaluate their presentation against the points on the evaluation criteria.

During FGD, pre-service teachers reported that teacher educators neither demonstrated the skill to be developed through microteaching practice nor provided them with exemplars to be used as models during their preparatory sessions. Furthermore, they did not discuss the points on the evaluation criteria with student teachers, and this left student teachers unclear with some of the points. The student teachers expressed that some of the points on the evaluation criteria were not clear. One of the FGD participants(FGD2) cited the lack of clarity on how to maintain the criteria SMART in objective writing. In support of this idea, another FGD participant(FGD 1) said that some of the points in the evaluation criteria were full of subjectivity and difficult to address. For instance the participants questioned how to measure teachers' positive interaction with students, and proper use of blackboard. The student teacher expressed their wish if they got explanation from teacher educators before they plan and teach the microteaching lessons.

Participants in FGD1 said:

> Teacher educators brought an evaluation criteria and gave it to us in groups…not willing to discuss in detail (Markos), …our teacher educator told us to read the points in detail and follow them during the planning and presentation of the lesson

> (Hussien), ---I did not understand some points in the evaluation criteria, but the teacher educator was not interested in giving an explanation on all the points, what she did was telling that the evaluation criteria was ----the guide for our practice (Lemlem), …no exemplar was given to be used as a model, no guidance during rehearsal… (Martha), …some points on the evaluation criteria were not clear, I wish I got an explanation from the teacher, we were debating on how to make our objective SMART, (Esayas) (FGD1; 2/23/22).

The claims of pre-service teachers were confirmed through classroom observation that teacher educators were explaining the procedures, forming groups, and providing the tasks without demonstration or detailed discussion on the points. The researcher observed student teachers debating among themselves during the lesson preparation. For instance when they were writing instructional objectives, they were referring to the term SMART in the evaluation criteria, commenting on their own instructional objectives whether they were SMART or not. Furthermore, they were highly engaged in checking the alignment among the objectives, teaching and learning activities, and assessment tools. However, they were in problem of reaching an agreement what to do to address the points they reported as unclear.

The interview results with teacher educators revealed that there was no trend of discussion on evaluation criteria before the microteaching practice. The teacher educators discussed that the points on the checklist were meant for evaluation, and there was no need to discuss them. In relation to this, TE2 said, “The checklist is provided to help student teachers prepare their lessons based on the points in the checklist. The practices of student teachers are evaluated based on these points. This is why I have provided them with these points. All the points are familiar to the student teachers, and there is no need to discuss them.” In support of TE2, TE3 said:

> The points on the evaluation criteria were what student teachers discussed in various courses. For instance, lesson planning and its elements, teaching, and learning strategies are discussed in the general methodology course, and we also practiced planning in this course. Furthermore, they learned about the instructional materials and assessments in their respective pedagogical courses. Therefore, there is no need to further discuss these points.

As for demonstrations and exemplars, teacher educators reported that they were not providing exemplars and did not demonstrate the practices supposed in microteaching. In this regard, TE1 said that she was using different exemplars to show a well-prepared and poorly prepared lesson plan during her lesson. Moreover, she used to demonstrate different strategies and practices to her student teachers during the course. However, she reported that she did not provide any exemplars for microteaching and did not demonstrate the practices that student teachers were going to use in their microteaching.

Student teachers reported that their educators were authoritative in providing feed up activities. Student teachers reported that they had no say in checklists or standards during their development, or they asked for their ideas for amendments during the explanation. Furthermore, the checklists were given as instructions to be strictly followed, and teacher educators did not give student teachers the freedom to deviate from the points given. ST5 said "We are told to follow the evaluation criteria, no more question."

4.3.2. Feedback (How am I going?)

Feedback provides information about the gap in practice performance. This provides a gap between student teachers' actual and expected levels of practice. Feedback is an indicator of how the practice is going and answers the question, 'How am I going?' Regarding feedback after the presentation, student teacher interview respondents stated that teacher educators gave feedback based on points in the evaluation criteria, which enabled them to identify their weaknesses and strengths. The student teachers reported that teacher educators gave feedback on the lesson plan and lesson presentation, and the feedback was mainly provided through oral explanations. The student teachers reported that the educators collected the lesson plan immediately before microteaching, and they evaluated the lesson presentation against the plan and evaluation criteria.

However, during feedback, there were no opportunities for pre-service teachers to dialogue with their teacher educators and peers. They were also not given the opportunity for self-assessment. Regarding this, ST1 stated, "The teacher told me the mistakes that I have committed in my microteaching, but he did not allow me to reflect on my teaching and identify my weaknesses and strengths by myself."Similarly, ST2 stated that the teacher educator did not give her time to

reflect on her teaching. She further explained that the teacher educator invited the classroom students to give feedback on her lesson; after getting no response from students, the teacher educator continued to give his own comments on the presentation.

Explain the manner of teacher educators feedback, ST4 said that "After a lesson, the instructor gave feedback, which focused on time management and alignment between the objective and the presentation. Although the instructor invited the classroom students to give feedback on the lesson, the students did not participate well in giving feedback to their peers." Likewise, ST5 expressed her contention that the teacher educator did not allow them to assess their practice before he proceeds to give feedback. This, according to ST5, made them passive recipients of feedback from the teacher educator.

During FGD3, participants said:

> … there is no tradition of dialogue…teacher educators are telling and explaining, and that is what is repeated in our microteaching practice (Tura), …we need time to understand the points and dialogue with teacher educators…we do not expect dialogue in our practice… I expect the feedback of the teacher educator as usual (Masantu),…teacher educators do not waste time asking for our feedback, our instructor directly explains what she has observed from the practice based on the evaluation criteria (Mamo). (FGD3, 3/15/22)

Moreover, the FGD participants said that the assessment points on the evaluation criteria were given on a rating scale of 1–5. Putting a tick mark on the scale provides no information to the feedback receiver because it lacks a description of the gap observed and gives no room to the feedback provider to give his or her suggestion to fill the gap. The evaluation criteria does not encourage dialogue (Kayo, Participants of FGD 3, 3/15/22).

During the observation, it was noticed that pre-service teachers gave written feedback on their peers' presentations through the evaluation criteria provided. However, the teacher educators collected the evaluation criteria for grading purposes. As a result, the pre-service teachers did not receive peer feedback in written or oral form. Thus, the pre-service teachers received only oral feedback from their teacher educators.

During teacher educators' interviews, teacher educators explained that telling the gap of the student is their role because pre-service teachers cannot identify their gaps. They further contended that pre-service teachers have no experience in teaching; as a result, they do not know what is right. TE2 claimed that he was expected to show the gap in the practice of student teachers. He said that giving feedback was his major task and his students expect much feedback form his observation. In his own words, "my student teachers expect me to identify and tell them clearly what their gaps are, and this is my main task in the practice."

Interviews with teacher educators as well as student teachers revealed that the feedback was evaluative. Teacher educators and student teachers reported that microteaching was planned deliberately as a strategy of assessment.

Student teachers reported that their educators were authoritative in providing feedback. The authoritative approach of teacher educators was also revealed through their expectations that the lessons would be implemented exactly as planned. Student teachers reported that deviation from the planned lesson was not allowed and was considered a mistake. The following excerpts indicate the authoritative approach of teacher educators:

> If the presenter of microteaching teaches out of the lesson plan, the instructors will not ask for justification but comment that it is wrong, and the student teachers should adhere to their lesson plan in their teaching. ST1

> The instructor strictly follows up on whether the presentation is in accordance with the planned lesson, and if he finds an unplanned element in the teaching, that is considered wrong. ST4

Student teachers complained that, even though they went out of their plan deliberately, forced by circumstances, they were not allowed to give justification and discuss it with the instructor. Thus, the student teachers were forced to accept that going out of the plan was a mistake. ST3 explained his bitter experiences as follows.

"In our teaching, we are told that we have to adhere to our lesson plan; any departure from the plan is considered wrong. The teacher demands that we adhere to the lesson plan in our teaching.

The teacher tells us teaching according to our plan is an obligation regardless of the situations we face in the classroom." ST2

Likewise, ST3 said:

> My teaching is strictly based on my plan because I couldn't be out of it. I must align all my actions with what is planned in my lesson plan. I can say that teaching without a plan is a crime. If I plan to use group work in my lesson plan, for instance, I have to use it in my teaching, I cannot change it. Even though the situations are not conducive for us to use the planned method, I have to try my best to adjust the situations to what I have planned. ST3

The FGD findings also support these findings. FGD participants discussed that teacher educators warned them to strictly follow the checklist. Student teachers were not provided with room to make any amendments to the lessons, points, or standards for their practice. Thus, they reported that their practices were limited by the checklist, and they were expected to meet the set standards only.

During feedback, teacher educators identified a gap between the expected level of performance and actual performance of student teachers. Teacher educators commented on the differences between planned and presented lessons for student teachers. Teacher educators and student teachers asserted that unplanned activities were not allowed and were scored as mistakes during microteaching. The students were instructed to plan and teach according to a checklist.

4.3.3. Feed forward (where to next?)

One of the purposes of feedback was to use the information to reflect on practices and improve performance using the information (feed-forward). The information at this level indicates what to do next to improve the practice by addressing the identified gaps. However, the data analysis indicated that pre-service teachers did not use this information to improve their performance in microteaching; no re-planning and re-teaching. Furthermore, teacher educators gave suggestions to pre-service teachers on how to improve their practice, with no demand to re-plan and re-teach the lesson.

The following are the ideas of the pre-service teachers from the interviews:

> We received valuable comments from our instructors. We will use these in school practicum teaching. Re-planning and re-teaching lessons using feedback are unthinkable. (ST1)

Pre-service teachers reported a lack of time as a factor in not repeating their microteaching lessons using feedback. ST3 expressed surprise at the interview question and said:

> You know we are busy; we are preparing to go for practicum after three weeks, and we have to cover the course contents of all subjects before practicum. Let alone teach for the second time; it is difficult to get time, even for first-round teaching. We did not repeat lessons based on the feedback given. (She smiled for a while.) No, we are not. (ST3)

Student teachers considered teacher educators' feedback to be a remark after feedback. In semi-structured interviews, ST6 said that teacher educators remark on what to do next after feedback. This indicates that teacher educators had no intention of guiding student teachers to re-plan and re-teach microteaching lessons. Similarly, ST4 named the feed-forward of teacher educators as a 'concluding remark.' He said, "After explaining the gaps they observe, teacher educators give concluding remarks that we do not have to repeat such an error during practicum."

In relation to feed forward, during the interview, teacher educators reported that they were discussing the gaps of students during their feedback, and they advised the pre-service teachers strictly not to repeat the mistakes during practicum. However, during microteaching, they said that there was no time to re-plan and re-teach lessons. The teacher educators seconded the idea of student teachers' shortage of time affecting their microteaching. They said that the course has only two credit hours. Meeting for two hours a week we are supposed to cover course contents and prepare at least two microteaching practices. TE2 said that 'due to time shortage sometimes we are planning only one microteaching during the course time. Repeating the cycle of microteaching is unthinkable'. Furthermore, teacher educators explained that even if they have time and want to repeat the cycle, the student teachers are not willing to teach the lesson again. TE3 said "the student teachers say 'teacher, please don't burden us'". Then I asked a follow-up question, how do you know whether your feedback is used to fill the identified gap? TE3, contemplating for a while, said 'they will use it during practicum".

During classroom observations, the researcher confirmed that the microteaching practice terminated with teaching and receiving feedback from the teacher and educator. No attempt to repeat the practice was made by either the teacher educators or student teachers.

4.4.Effect of feedback on pre-service teachers' engagement in reflective practice

The type and level of feedback that teacher educators offer to student teachers have an impact on their participation in reflective practice. As a result, the information gathered from the respondents was examined, and how teacher educators' feedback helped or hindered student teachers' participation in reflective practice is provided below.

Matrix – 4.2.Effect of feedback on pre-service teachers' engagement in reflective practice

Themes	Issues discussed in the theme	Source of data	Respondents
effect of feed up	- feed up facilitated the rehearsal session - anonymous presenter - using evaluation criteria as standards of microteaching practices, and attempt to guide every activity according to the criteria -group cohesion -cooperative learning - engagement in dialogic feedback -Feedbackculture -Peer coaching - lesson adaptation -reflection - expecting complete alignment of practice to the criteria - taking evaluation criteria as ultimate standard - planning in alignment to evaluation criteria - adherence to evaluation criteria while teaching - student teachers' use of video - no improvisation	- Semi-structured interviews (STs and TEs) - FGD of STs	- ST1-6 - TE1-3 - FGD1-3
Effect of feedback	- No timely feedback on lesson plan - teachers are the only source of feedback, they did not facilitate student teachers participation in the process of feedback - telling as feedback - self-reflection	- Semi-structured interviews (STs and TEs) - FGD of STs	- ST1-6 - TE1-3 - FGD1-3

	- peer feedback - assessment focused feedback		
Effect of feed forward	- telling the performance gap is the end of the microteaching practice, no attempt were made to re-plan the practice using the feedback - using feedback data to improve practice - re-planning lesson - re-teaching lessons	- Semi-structured interviews (STs and TEs) - FGD of STs	- ST1-6 - TE1-3 - FGD1-3

Key- STs- Student Teachers, TEs- Teacher Educators

4.4.1. Effect of the feed up

During microteaching, student teachers engaged in rehearsal of the microteaching lessons before presentation. Data collected from student teachers on the effect of feed up activities provided for the microteaching practice are presented below.

4.4.1.1. Effect of feed up on rehearsal practice

The provision of evaluation criteria and the guidance of teacher educators facilitated student teachers discussions during rehearsal. Teacher educators provided microteaching tasks in group and told them that the presenter would be selected randomly on the presentation date (anonymous presenter). This compelled all students to be engaged in rehearsal and get ready for the microteaching presentation. From the analysis of semi-structured interviews and FGD data of pre-service teachers, cooperative learning, engagement in dialogic feedback, lesson adaptation, and reflection were the opportunities that rehearsals offer to student teaches as a result of the feed up provided.

- **Group cohesion and cooperative learning**

The results of this study showed that student teachers group rehearsal provided pre-service teachers with opportunities to form cohesion among group members and to work in cooperation for the success of their group. The members reported that the tasks in this grouping were different from those in other assignment groups, where only the assigned individuals completed the tasks. During the rehearsal, every member was eager to see an improvement in the performance of each group member because the success of the group was dependent on the performance of each group member. The student teachers reported that they have used evaluation

criteria as standard to check the performance level of each practitioner. During the semi-structured interview, ST3 said, “I do not want my group to get lower marks due to my poor performance, and I do not want to get poor marks due to the poor performance of other group members. Thus, I work hard with group members to improve my practice and comment on the practice of my group members to improve their practice.” Similarly, ST1 said, “You know, there is no sense of competition among group members. We are all one group. To get a good mark as a group, we all supported each other to develop the capacity to carry out the task with confidence.” During FGD, the participants stated that everyone in the group took responsibility for their tasks. One of the FGD participants said, “We do not know what question will be forwarded to our group. No one was considered an expert to respond to all the answers. In addition, the instructor asked group members randomly. Thus, every group member participated in practice during rehearsals. This is not the case in other group works.” (Tadios)

- **Trusting environment and peer coaching**

The results showed that pre-service teachers observed each other’s lessons and gave and received feedback to improve their practice based on the evaluation criteria. The pre-service teachers trusted each other because they were all working toward the common goal of preparing improved lessons for microteaching, and the feedback is based on the evaluation criteria. The discussions during rehearsal were based on the lesson plan that the group members developed and discussed before the presentation. Thus, evaluation criteria served as a base for peer coaching.

- **Opportunity for dialogic feedback**

The pre-service teachers’ culture of giving and receiving feedback is critical to learning from practice. Pre-service teachers should exercise this culture to maximize their learning from practice. The results of this study revealed that rehearsals provide a dialogic environment for pre-service teachers. There was trust among group members because the feedback given was from the point of view of improving practice. There was a free exchange of ideas and feedback during rehearsal. The pre-service teachers collaboratively planned the lesson. The collaboration paved the way for pre-service teachers to forward their ideas about the planning process. There were arguments and disagreements among pre-service teachers regarding what to include in the plan and what to exclude. This time the evaluation criteria were used as a reference. Thus, the

dialogue started from the beginning of planning. After planning, each member taught the lesson and received and gave feedback. All group members actively provided feedback to improve the practice of each member. Therefore, every member of the group actively observed and provided feedback. It was a collaborative activity; the improvement of the practice was evaluated from the point of view of the benefit of the group; therefore, no one's ideas were dominant in the feedback process. Thus, rehearsals facilitate pre-service teachers' engagement in dialogic feedback, and the process was facilitated by evaluation criteria.

- **Change in feedback culture**

The pre-service teachers reported that rehearsal had changed their feedback culture. They stated that the evaluation criteria offered them content to provide and receive feedback. They said that they provide and receive feedback from their peers based on the points in the evaluation criteria. In presentations other than rehearsals, the pre-service teachers were uncomfortable receiving feedback. They view receiving many comments as proof of having several flaws in their work. Similarly, they were unwilling to receive feedback from their peers in front of others. First, they reject peer criticism out of fear of receiving negative attention in public, and second, they devalue their peers' knowledge by using the excuse that "they do not know." However, pre-service teachers experienced a shift in perspective and saw feedback as a tool for improving their learning. They valued comments from their peers as a result of frequent feedback sessions. Consequently, they have developed a need for feedback. In a semi-structured interview, one of the pre-service teachers stated,

> I used to consider giving feedback rude because the critic exposed the weakness of the presenter to the teacher and educator, and disgraced the presenter in front of their peers. Consequently, I feel upset when I am criticized. After engaging in rehearsals, I understood the significance of feedback from peers for my professional development and expected feedback from them on my performance. ST3

Similarly, ST2 noted that different pre-service teachers in a group focused their criticism on different aspects of the presentation; one brought up subjects that the other overlooked.

Receiving criticism from various sources is useful in learning through practice. Therefore, she anticipated receiving feedback from my peers during teaching.

In addition to receiving feedback, pre-service teachers' perceptions of feedback provision changed. They perceive feedback as 'weakness mining', so they are resistant to receiving feedback and are unwilling to provide feedback. Through the rehearsal process, they developed confidence and interest in providing feedback and understood the value of critical feedback in their practice. Regarding providing feedback, ST1 said, "During rehearsals, the recipients did not view my criticism as exposing his flaws to the teacher educator. In addition, my focus is not on practitioners but on practice. Practice should be performed in this manner. During rehearsal, we are given a chance to learn from each other." ST1

Pre-service teachers expressed satisfaction with the honest comments provided and the sincere acceptance of the feedback. During a presentation, ST5, who had become weary of inauthentic praise, said, "I was tired of not having real feedback." During classroom presentations, including microteaching practice, pre-service teachers give inauthentic feedback because they believe that their appreciation adds to the evaluation of teacher educators. Feedback was provided to protect the other person. No one criticizes or explains the gaps in other presentations, including microteaching. The pre-service teachers who provided critical feedback were regarded as rude. However, pre-service teachers' feedback was completely different during rehearsals. No one overlooks a gap in the practice of his or her peer because, if not corrected during rehearsal, any gap noticed by their teacher or educator during the microteaching presentation may have consequences for their grades.

The FGD participants comment on the practice of giving feedback during rehearsal in comparison to what they have learned in their courses. Participants in FGD1 said, "There has been a complete change in the way we comment on each other's works. We know that our comments will not harm the receiver, and our focus is on improving the presenter's practice. We want to hear more feedback because we learn from it" (Tadios). Similarly, another participant contended, "I think the feedback process is free from covering each other's weaknesses. Pre-service teachers gave genuine feedback on what they had observed" (Aster). Moreover, another group member stated, "I was very happy with the feedback provided during my practice. I was eager to hear feedback on my peers' practice" (Iskindir). Likewise, another speaker in the group

argued, “During microteaching, we gave false appreciation to protect the presenters because they were under evaluation. However, during our rehearsal, we are not under evaluation, so we are free to give feedback, and we are happy to receive a lot of feedback” (Tamene).

- **Reflection and Adapting Lesson**

The student teacher stated that they felt that rehearsal gave them a chance to reflect on their practice as a result of their participation in giving and receiving feedback as well as an ongoing practice of lesson adaption. The pre-service teachers reported that they used the evaluation criteria developed by their educators as a guide for their planning and enactment. The pre-service teachers stated that the presentations of each group member were evaluated in line with the points in the guide. Based on the feedback, gaps were identified, the reasons behind them, and the best techniques for closing them after receiving feedback on their practice. According to ST1, the evaluation criteria gave him frameworks for thought as he considered the reasons behind the gap and potential solutions.

During planning and enactment, pre-service teachers asked each other why they practiced a lesson in a certain way and offered alternatives to help them improve. They began to reflect on the motivations behind their actions as well as the different tactics that would work well in that particular situation. ST3 reported that, in their group, they raised a question about why they chose to teach vocabulary using flashcards and inquired about what other resources could be used. The group also inquired about the strategies that might be employed to deliver the lesson, instead of holding up and showing flashcards one by one. ST3 states that they considered the different teaching tools and their applications, drawing on what they had learned in the theoretical portion of their course on the Application of Media and IT in Primary Grades.

Pre-service teachers appreciated repeated teaching on one topic. All the group members taught the same lesson planned together. The difference in presentation emanates from individual differences among pre-service teachers. Thus, they attend to the feedback provided to others. They used feedback given to others to reflect on their preparation. One of the participants (ST2) said, “I attended the presentation before mine carefully because I wanted to learn from the errors the presenter committed and the feedback given to them”. Similarly, ST3 said, “I wish to be the last presenter.” You know, we were given the same topic, but prepared differently, committing

different errors. Feedback on all these errors gave me many lessons. This helped me learn from the presenters and improve my presentations.

As a result of these reflections, pre-service teachers amended their plans and lesson presentations. They made several amendments to their objectives, teaching and learning activities, strategies for teaching and learning, and the time allotted for activities. During the semi-structured interview, ST1 said, “At the beginning, I was teaching as if I was teaching in a college classroom. My classmates commented to me that the lesson was planned for Grade 7 students; I then adapted my speed and approach. I changed my approach several times based on the feedback of my peers. I realized that teaching is full of adaptation.”

During FGD2, participants attested to their adaptation to the lesson enactment. One participant in FGD3 (Tura) stated that his group planned to use an audio tape recorder to teach listening to text. When they came to lesson enactment, they considered the availability of electric power in remote areas. In addition, they may not get an audio tape recorder at the school. Accordingly, the participant said, the group re-planned the lesson using ‘teacher reading.’ Another participant explained that she was speaking very fast during her teaching and her peers commented that she had to adjust his speed to the level of grade 7 students, and she adjusted her pace accordingly (Masantu).

During rehearsal, student teacher were video recording (using their mobile phone) the teaching of their representative and giving feedback on the teaching collaboratively later. The group members stated that the video recording facilitated the feedback provision, and the presenters said that the video recording helped them see their teaching and identify their gaps in teaching. They stated that some of the errors in teaching could be noticed by peers, and some times, we resist accepting the gaps in our teaching that identified by our peers. However, from the video recordings, the identified some errors unnoticed by peers, and the video use as evidence for peer feedback. Furthermore, student teachers asserted that the video recording provide them a chance to review their rehearsal presentations repeatedly.

- **Opportunities for Self-Efficacy Development**

Rehearsals helped teachers become more confident in their ability to teach. Through repeated observations of others and their own experiences of learning through feedback, pre-service teachers developed confidence in facing the classroom. The pre-service teachers explained that they understood that they had become good teachers through collaboration and feedback. They said that observing their peers' teaching and improving their practice through feedback motivated them to believe that they would improve their teaching. The improvement in their teaching, as observed by themselves and reported by their peers, boosted their motivation to stand in front of the class and teach with confidence.

Pre-service teachers develop confidence in teaching in front of their peers. In other presentations, in fear of critique, they were uncomfortable and willing to teach. Thus, they provide opportunities for their friends. However, during rehearsals, all group members have an equal chance of being selected as presenters, and thus they ought to practice teaching. ST6 said, "My teaching improved a lot through feedback. I thank my peers. Now I fear nothing. I understood capabilities in teaching improved through feedback and reflection." ST6.

Pre-service teachers gain insight into teaching and learning by watching others' rehearsals. Participants of the FGS discussed that they learned many lessons by observing their peers' practices and the feedback given to them. One of the participants said, When observing my peers' presentations, I am thinking about my upcoming presentation and how to make it smart (Markos). Similarly, another member of the group stated, "Looking at the practices of different pre-service teachers, I came to understand individual differences in presenting lessons. I attend to the criticisms given to others as if they were given to me" (Lemelem).

In summary, in their interview responses, pre-service teachers remarked that the evaluation criteria facilitated their active engagement in rehearsal activities. The pre-service teachers were planning lessons, evaluating them, and debating their lesson plans using the points on the evaluation criteria. Furthermore, the pre-service teachers explained that peer discussions, debates, and continuous revision of their plans to meet the reference points on the evaluation criteria during the rehearsal process facilitated opportunities to reflect on their practices (time for anticipatory reflection).

Student teachers commented that the evaluation criteria helped them assess their practices. The feed up process motivated student teachers to take part actively because they knew what to achieve and what to do to achieve it. The evaluation criteria were used as a yardstick to identify the gap between what was expected and what they had done. Consequently, they developed confidence in their practice because they evaluated their practices and made amendments continuously. They learned from their practice. Concerning this, ST2 said, "We are commenting on our practice, checking what is done against the standard, doing it again…learning from our practice". Likewise, ST4 said, “Working together, using the evaluation criteria, debating on the activities, learning through practice…”.

However, the pre-service teachers’ interview results revealed that the evaluation criteria were used as blinkers. From the very beginning of the orientation, pre-service teachers were told to strictly follow the evaluation criteria to plan and teach their microteaching. Pre-service teachers reported that their educators persuaded them to plan and teach according to their evaluation criteria. Therefore, the evaluation criteria were standards for microteaching practices. For instance, one of the interviewees said, 'the instructor strictly controls the match of classroom presentations with the plan, and if he finds any unplanned element in the teaching, he comments on it as a mistake. Therefore, our practice is highly limited to the points in the evaluation criteria’’ (ST4)

4.4.1.2.**Effect of feed up on microteaching presentation**

The student teacher reported the instruction given from teacher educators for strict adherence to evaluation criteria, blinkered their practice. The student teachers complained that the use of evaluation criteria as ultimate standard hampered their improvisation of lessons based on classroom contexts. One of semi-structured interview participant (ST5) said that his teaching was strictly based on his plan because he could not be out of it. He was convinced that he had to align all his actions with the lesson plan. In his own words:

> I can say that during teaching, going out of your plan is a mistake. For instance, if I plan to use group work in my lesson plan, I will have to use it in my teaching. I can’t change it. Even though the situation is not conducive to the planned method, I have to try my best to adjust the situation to what I have planned. (ST5)

In relation to this, ST2 explained his bitter experience like this: “The teacher demanded that we adhere to our lesson plans in our teaching. The teacher told us teaching according to our plan was an obligation, regardless of the situations we face in the classroom.” (ST2)

In addition to guiding student teacher pre-teaching activity, the evaluation criteria affected their classroom presentation of lessons. The student teachers who were lesson presenters discussed that they were trying to align their teaching with points on the evaluation criteria. They asserted that keeping the alignment of every practice and the evaluation criteria is difficult. However, they said they were struggling to maintain the alignment because they were under evaluation.

4.4.2. Effect of the feedback

The FGD participants discussed the effects of the evaluation criteria on their practice. Participants in FGD2 said:

> We were blinkered by the evaluation criteria. We were doing everything in alignment with the points in the evaluation criteria (Tadios) …I think the evaluation criteria also blinkered teacher educators. They were giving feedback to check the alignment of our practice with the evaluation criteria (Aster),…we have no chance to do our practice in different way … no we are keeping the alignment with the evaluation criteria (Iskindir), …the points on the list delineate boundaries for our practice…limited our focus (Tamene)(FGD2, 3/10/22).

During the interview, pre-service teachers explained that the lack of dialogue during feedback forced them to be passive feedback receivers. Furthermore, the lack of opportunity to justify their practice forced them to focus only on the fixed points on the evaluation criteria and abide by the teacher educators’ instructions.

The pre-service teachers discussed the problem of non-dialogic feedback in their practice. The participants in FGD1 discussed the following issue:

> Our teacher educator did not give us an opportunity to justify our practice. Sometimes, we plan lessons differently from the evaluation criteria, but in a better way... the teacher educator comment on it as an error ...no question on why we planned and taught out of the evaluation criteria. Thus, next time we never

> attempt new approach (Lemlem), … as far as we have no chance to discuss our new approach with our teacher educator, we out to adhere to the evaluation criteria (Hussien)…teacher educator's invitation for peer feedback is superficial…no encouragement and freedom for peer feedback (Esayas). (FGD1, 3/10/22)

During the interviews, teacher educators appreciated the problem of a lack of dialogic feedback. TE1 stated that pre-service teachers learn more if they get a chance to reflect on their practice and engage in giving and receiving feedback.

The findings of interviews with pre-service teachers and teacher educators demonstrated that the emphasis placed on evaluation during microteaching influenced dialogic feedback. Interviews with teacher educators and pre-service teachers indicated that the purpose of feedback during microteaching is to assess students. Teacher educators and pre-service teachers reported that microteaching was deliberately planned as an assessment strategy. For example, one educator said:

> In my course basically I use microteaching as a tool of assessment and practicing teaching. But student teachers practice teaching English contents through it. Their engagement in microteaching prepares them for the independent school practicum. The microteaching is given for assessment purpose, it has a mark, and thus, the group will select the one who can teach better. TE1

Supporting teacher educators' points of discussion, ST6 said, "The instructors gave us microteaching as a part of the course assessment. It aimed to evaluate how we could stand in front of students and teach topics. Peer teaching was result-oriented."

A look at specific feedback provisions of feedback indicates the dominance of assessment over feedback during microteaching practice. Teacher educators were giving checklists to student teachers through which they evaluate their work. Though checklists can serve as feed-up, the interviewed student teachers stressed that they were using checklists as an indicator of grade and trying to align their practice with the points in the checklist. As a result, student teachers focus on mark maximizing strategies rather than practicing microteaching. The following excerpt from the interview reveals how they were preparing microteaching lessons:

> We all practice the lesson for presentation. We evaluate the lesson of each other using the checklist, make amendments on the plan and comment on the presentation, we reteach the lesson and re-evaluated. We want the group members to teach as per the points on the rubrics because we will be assessed based on the points on the rubrics. ST3

Similarly, ST6 stated that during the planning and rehearsal sessions, the focus was on the alignment of their lesson with the points in the evaluation criteria because the teacher educators used the points to evaluate their lesson.

Teacher educators and pre-service teachers reported that they were not willing to give feedback on their presentations. The following comment indicated why pre-service teachers refrained from giving feedback.

> I invited pre-service teachers to provide feedback on presentations, but they did not respond. They may think that their feedback affects the marks of presenters, they may be afraid of giving feedback, or they may lack the skill of giving feedback. (TE2)

Similarly, ST4 said, “The instructor first invited the classroom students to comment on my teaching. The instructor then gave his comments. But the pre-service teachers didn’t comment on my presentation.”

During the FGD, participants stated that they were not comfortable giving and receiving feedback from their peers for fear of its effect on grades. For instance, participants in FGD2 said,

> --- I do not feel comfortable with feedback from my peers, I fear that the teacher educator will reduce my mark (Tamene) . … I do not want to give as well as receive feedback ---if I am forced to give, I appreciate the presentation…I think my comment about weakness will have an adverse effect on the grades of my classmates (Samuel)… I do not give feedback in front of the teacher educators, if I have something to tell to my friends, I tell them after class, pre-service teachers relate the comments given in front of the teacher with a mark. (Tadios) (FGD2: 3/10/22)

In their interviews, pre-service teachers explained that they gave written feedback on their peers' presentations through the evaluation criteria provided. Teacher educators collected the completed evaluation criteria for grading purposes. Thus, pre-service teachers reported that they tick at the highest scale (5) to help their peers. The classroom observation data also showed that pre-service teachers gave feedback in favor of the presenter and group. Some pre-service teachers appreciate the planning of the lesson (but do not have a lesson plan) and the way it is presented. When filling out the evaluation criteria to evaluate the presentation, they tick on the highest scale (5) without reading the points. For instance, one of the points in the evaluation criteria is 'how the presenter presents the lesson based on the plan'. The pre-service teachers tick on scale 5 without having the lesson plan at hand.

Student teachers were presentation their microteaching lesson to their class mates. Student teachers discussed that they were given valuable feedback on their performance. They said that their teacher educators are the major source of feedback. The feedback is given based on the points in the evaluation criteria, and indicated their weakness and strengths. For instance, ST3 (lesson presenter) said, "Our teacher educator giving us comments on our lesson after presentation. He starts his comment from lesson planning. He comments on our objectives, instructional strategies and materials, and assessment tools. The comments helped me to identify the weakness in the lesson plan, and my presentation." Similarly, ST2 stated, "Most of his comments focus on lesson planning and instructional strategies, how they are correct or not in relation to the evaluation criteria."ST1 argued that, "He is not addressing all the points in the evaluation criteria." The interviewed teacher educators also verified that they are focusing on identifying the weakness to be corrected for the future. They reported that they are trying to show the gap in the student teachers performance using the points on evaluation criteria.

During microteaching, pre-service teachers work in groups of five to seven, and only one student has a chance to teach (selected representative). However, teacher educators gave presentation marks to all group members. Teacher educators explained that they gave microteaching activities to a group because of their large class size. They said that there were 40–45 students per section, so giving teaching opportunities to all, attending presentations, and giving feedback would not be feasible.

4.4.2. Effects of feed forward

The pre-service teachers reported that there was no feedback. Teacher educators did not provide opportunities for pre-service teachers to explain how to improve, revise, and re-teach their lessons based on feedback. They explained that they did not take time to reflect on practice after completion (retrospective reflection (future) or reflection on action).

Pre-service teachers stated the importance of feed-forward in correcting mistakes and bridging gaps observed during practice. In their interviews, they stated that teacher educators advised them not to repeat the gaps observed but gave them no chance to re-plan and re-teach the lessons. In his own words, ST4 stated, "We have no opportunity to re-plan and reteach lessons based on the feedback given. Feedback is very important, and our instructor advises us not to commit the same mistake in the future."

During FGD discussions, they expressed that if there was a chance of repeating the practice using feedback, they might learn the practice better. FGD3 participants said:

> …we were not worried about the feedback much because we were not supposed to repeat the practice … just receiving is enough (Mamo), …I think, I can learn more from the feedback and improve my practice if there was a chance to repeat (Tura), …because there was no re-planning and re-teaching, I did not attend to the instructor's explanation of the gap in our group. (Ishite) (FGD3, 3/15/22)

4.5. Contextual factors affecting facilitation of reflective practice during microteaching

The second basis question to be answered from microteaching practice was what contextual factors affected teacher educators' facilitation of student teachers' reflective practice. The data for this question were collected from teacher educators through semi-structured interview and from student teachers through FGD, and observation of the researcher.

Matrix – 4.3.Contextual factors affecting facilitation of reflective practice during microteaching

Themes	Issues discussed in the theme	Source of data	Respondents
Lack of guideline for microteaching at college level	- teachers adapt practicum guide lines to microteaching practice - various skills evaluated during microteaching; contrary to a single skill in microteaching	Semi-structured interviews	TEs
Shortage of time	- microteaching offered in groups - only one presenter present the lesson students have no equal chance to present the lesson most of the student teachers were observes - unbalanced course volume and course credit hour rehearsal practiced in the absence of the teacher educators - shortage of time to attend individual presentation - shortage of time to probe students on reflection (self- and peer)	Semi-structured interviews, FGD, observation, and course modules	TEs, STs, observation of the researcher, and document analysis
Microteaching activities in course modules	-activities suggesting student teacher rehearsal by their own and no obligation for teacher educators to follow students practices -activities to be done in spar time -activity in which the role of the teacher and student teachers were not explained. -microteaching activities lack uniformity across subjects	Semi-structured interviews, and course modules	TEs , document analysis

4.5.1. Lack of standard guideline for microteaching

The teacher educators reported that there was no uniform guideline developed at college level to be used by all departments uniformly. They contended that even there was no guide line developed officially at department level. As a result it was a task of teacher educator to find, develop, or adapt a guideline or checklist for microteaching practice.

4.5.2. Shortage of time

Teacher educators reported that they faced shortage of time to manage microteaching practices properly. They reported that the class size was one of the factors for shortage of time. Consequently, the teacher educators provided the microteaching activity in group where there were 5-7 students in a group. As a result, only one student from a group got chance to present the microteaching lesson. Most of the students were observes of the microteaching practice lesson presentation. Furthermore, due to shortage of time, teacher educators did not attend the learning of student teachers through steps of microteaching. Teacher educators attended only the presentation of microteaching and gave feedback on the presentations. They did not attend how the student teachers engaged in the planning session and did not provide chance for re-planning and re-teaching.

However, all the student teachers expressed the significance of the rehearsal sessions of microteaching. They said that during rehearsals there was free interaction among group members, all the members were giving feedback and contributing for the betterment of the lesson under rehearsal. Specifically, the student teachers said that they learned more about lesson planning through rehearsal. The student teachers articulated that though they all did not get chance to teach the microteaching, they worked collaboratively on lesson planning. They all have equal chance to participate and give feedback in the preparation of lesson plan. The student teachers said that the all contributed during rehearsal to help the presenter present in a better way so as the group would get good mark.

During observation of the rehearsal sessions, the researcher confirmed that student teachers rehearsed the microteaching lessons in the absence of their teacher educator.

The teacher educators mentioned the volume of the course as another reason for lack of time to give chance to each student to present microteaching and to attend the rehearsal sessions of student teachers. Teacher educators stated that the course has only two credit hours and it have five unites to be covered, and they cannot cover all the contents in the modules and provide number microteaching activities, and giving it individually.

4.5.3. Microteaching activities in course modules

Teacher educators reported that the instructions of microteaching in course modules hampered their practice in the classroom. The teacher educators stated that the microteaching activities in the course module are for student teacher rehearsal by their own and they were not obliged to follow all the practices of student teachers. It is true that the how the curriculum is organized affects the way it will be implemented (Pratt, 1980; Stark & Lattura,1997). Based on the statement of teacher educators the incorporation of microteaching activities in the modules of the subjects selected for this study was analyzed.

In module III of English Language Teaching Methods III there were micro-teaching tasks which require student teacher plan lesson, teach to peers and collect feedback from peers. However, in the module there was no single task describe student teachers will get feedback on their microteaching practice.

Activity 4 (P. 18) was a self-test activity in which students are supposed to carry out by themselves in their spare time. In the activity student teachers were required to work in groups of 10-15 by taking turns to undertake the microteaching with the intension of helping student teachers understand about integrated language skills and how they could be taught in integrated way require through practice. They are instructed to go into the class as a new teacher; settle down the students, greet them and introduce themselves to them. They prepare a lesson which integrates the language skills and teach to their friends, and ask their partners to give them feedback on their content and the way they present the lesson while other students in the group will role play as primary school students. The activity offers an opportunity to student teachers practice teaching and giving and receiving feedback from peers.

As it is suggested the student teachers are supposed to carry out the micro-teaching activity during their spare time, and in the absence of the classroom teacher. Thus, there is no means to the teacher to check whether the student teachers taught the lesson or not. Besides, he/she has no means of giving feedback and supporting them in the micro-teaching.

Activity 17 (p. 44) is a microteaching activity in which student teachers are instructed to plan a lesson and teach the lesson in the class by incorporate suggestions for class management, beginning classes, grouping students and enhancing interactions. The microteaching is focused

on the specific skill mentioned. In the activity the role of the teacher and student teachers were not explained.

Activity 10- (p. 60) is a micro-teaching and peer assessment activity. As indicated in the activity peer assessment of the microteaching is the focus of the activity. In the activity student teachers were asked to arrange to observe partner's class. Ask their partner to provide them a copy of his/her lesson plan. Then they were expected to evaluate the lesson in what ways does the lesson follow the lesson plan? What aspects of the lesson are not anticipated by the plan? And evaluate how the lesson went on by asking the following questions and present to the class: What went well in the lesson? What did not go as planned? Why? If you had it to do over again, what would you change? What have you learned about your students that you can account for in future lesson planning?

This is typical activity to facilitate student teachers' reflective practice through collaborative work of the student teachers.

Activity 2 (p. 76), is micro teaching activity in which student teachers prepare two activities in which language skills could be taught integrated. The activity invites student teacher think of activities that would be suitable for helping grade 1-4 students to practice language items in pairs or groups. Then teach the lesson for your class. This is an activity guide student teachers think about levels of students and activities suitable to them when planning.

Activity 6 (77) is a micro teaching activity. In the activity, one member of each group will micro-teach his/her group's presentation to the class. Other group members consider each one according to how effectively the lesson meets what they think a good presentation should be like. The student teachers expected to use their own ideas and answers to the following questions to help them assess each reflection of students. They also supposed to suggest ways of making the presentation more effective.

Activity 10 (p, 78) is a microteaching activity in which student teachers prepare teaching aid and teach a lesson. The student teachers instructed to work with their group to plan a lesson to teach listening and speaking skill to last 10-15 minutes, with tasks they think would be suitable for a grade 4 classes. They were expected to prepare whatever charts, pictures, questions, etc. The

activity demand student teachers to prepare their lesson plan, using a suitable procedure; show what they will do before, during and after the listening stage.

Activity 11 (p, 78) is another microteaching activity with peer Assessment. In the activity, the student teachers work in groups and prepare microteaching lesson for 10-15 minutes. One member of each group will micro-teach his/her group's lesson to the class, and each group member has the responsibility to observe his/her representative's teaching lesson and come up with some comments. As they observe each micro-lesson, student teachers required to consider how effectively the activity can generate good language practice, particularly at primary level. They were provided criteria to evaluate the micro lessons and also allowed to use their own ideas. After observation, the student teachers were expected to suggest ways of making the activity more effective.

Activity 3 (p. 76)- micro teaching activity in which student teacher prepare a lesson plan paying attention to points of focus: Is the activity contextualized in such a way that it is likely to make it interesting, meaningful and memorable for primary students? Does the activity have a clear organization and purpose to it? Does the activity encourage students to use language meaningfully? E.g. to talk about themselves, or give real information etc, does the activity allow any creativity for students to choose what to say?

In the module of teaching mathematics there were activities which demand student teachers to prepare lesson plans and teach on given contents, and get feedback from their instructors on the lesson (Written Assignment, pp. 30, 59; Written Assignment, P. 75; written Assignment, p. 91). These are activities given at end of each unit of the module. They are quite similar activities. In the activities the student teachers were required to select appropriate methods for the topics, explain why the selected methods were appropriate, and explain how they could employ the selected strategies in their classrooms.

In the activities student teachers were asked to give justification for the selection of specific strategies for the grade level they prepare the lesson. Also, the activities invite student teachers think about their classroom teaching before presentation, how they will use planed strategies in the classrooms. This facilitates student teacher reflection-for-action.

In the activities, the student teachers were instructed to submit their plans to their instructors before teaching the lesson, and collect feedback on the plan and the lesson after presentation.

During microteaching, student teachers prepared a lesson plan with all its elements. Teacher educators designed microteaching to assess student teachers' ability to teach a topic at hand, and student teachers' instructional objectives, use of active learning methods, instructional media, and assessment were the major points of evaluation in the evaluation criteria. The incorporation of all pedagogical components into microteaching diverted educators' and student teachers' attention from concentrating on particular abilities that needed to be acquired. Microteaching was used as a summary of all the skills in the course.

Chapter Five- Data Presentation and Analysis during practicum

5.1.Introduction

In this part of the study, the data collected from student teachers and practicum supervisors (tutors), and mentors during school practicum is presented and analyzed. The data on tutors' and mentors' facilitation of reflective practice were collected from student teachers and tutors, and mentors through observation, semi-structured interviews, and FDG.

5.2.Respondents background information and codes

The background of the respondents and the codes given to them in the study are summarized in the following table.

Table 2- Respondents background information and codes

Respondents	Codes	Department	Number		
			Male	Female	Total
Mentees	ST1	English	-	1	1
	ST2	English	1		1
	ST2	Mathematics	1	-	1
	ST4	Mathematics	-	1	1
	ST5	Physics	1	-	1
	ST6	Physics	1	-	1
Tutors	PS1	English	1	-	1
	PS2	Mathematics	1	-	1
	PS3	Physics	1	-	1
Mentors	MT1	English	-	1	1
	MT2	English	1	-	1
	MT3	Mathematics	-	1	1
	MT4	Mathematics	1	-	1
	MT5	Physics	1	-	1
	MT6	Physics	1	-	1

5.3.Mentors' approach while providing feedback on practicum activities

During the practicum, student teachers work with the support of mentors. During support, mentors wittingly or unwittingly used certain types of approaches. The type of approach that mentors adhere to influences student teachers' engagement in reflective practices. Consequently, in this study, mentors' approach while providing feedback on practicum activities was investigated. This was the first basic question related to practicum activities and the third basic question of the dissertation. The first sub-question of this basic question was related to how mentors approach their mentees while providing feedback on practicum activities. To answer this question, data were collected from student teachers and mentors using semi-structured interviews. From the data analysis themes that indicated a mentor-dominated relationship, mentors were identified as advisors and imperators.

Matrix – 5.1.**Mentors' approach while providing feedback on practicum activities**

Themes	Issues discussed in the theme	Source of data	Respondents
Mentors as models and advisors	-a relationship dominated by expert-novice approach - mentors took the role of experts (masters) -mentors fix standards and demand student teachers to act accordingly -mentors role is facilitating the practicum practices of the mentees and checking that the student teachers were working right -mentors demonstrate the right way of doing things -mentors highly concerned about perfection in lesson planning and execution -mentors' demand for alignment of planned activities and classroom instruction shadowed their learning from practice -not consider the possibility for occurrences of unexpected events in the classroom -student teachers anxious about the perfect implementation of their lesson regardless of the prevailing contextual factors -mentors' were giving direct advice and instruction on what they observed -Student got no change to justify their actions	Semi-structured interview, FGD	MTs and STs

	-mentors were not facilitating situation for such peer discussion and learning from each other -mentors lack orientation on evaluation checklist of practicum; mentors did not demonstrate how to use evaluation criteria to plan and deliver lessons		
Mentors as imperators	-a hierarchical relationship between mentors and mentees -mentors dominated the feedback conversation -after classroom observation, the mentors came to points for feedback and explained what they observed, what was good, and what should be improved based on the evaluation criteria -mentors directly tell gaps in student teachers' performance and what should be done -mentors doubt the ability of the mentees to reflect on their teaching, identify what good teaching is, and sort out their weaknesses -no time given for mentees for self-evaluation -mentees emphasized the alignment of their teaching with planning because their mentors instructed them to keep the alignment -no co-planning, no expectation to learn from interaction with mentees	Semi-structured interview, FGD	TEs and STs

Key: MT- Mentor teachers, ST- Student teachers

5.3.1. Mentors as models and advisor

The interview data showed that the expert-novice approach dominated the mentoring relationship. The mentors took on the role of experts (masters) who fixed standards and demanded that the student teachers act accordingly. Among the mentors, MT2 stated that his role was to facilitate the practicum practices of the mentees and check that the student teachers were working correctly. The mentors took the position of experts to lead novices. They demonstrate their practices to student teachers during the first week, and they consider their demonstration an indication of being experts and their position as masters of the practice. In the words of MT1:

> I demonstrated the teaching and learning strategies that I have learned through SMASE; planning, the following stages of a lesson (starter activity, main activity, and concluding activity), using active learning strategies, and using continuousassessment during and after a lesson. I think the demonstrated strategies were essential, and my mentees were trying to use them in their teaching.

MT3 explained that the first week of the practicum was intended for student teachers to observe their mentors' classroom teachings. She stated that mentors demonstrated appropriate teaching and learning practices for the mentees. Accordingly, she stated that her mentees observed her classroom teaching, so they used this practice as a model for their teaching. She stressed that they must manage the classroom by using the strategies she demonstrated. She further contended that they (student teachers) were in training; they did not know the practical ways of teaching and managing the classroom. Thus, the modeling of appropriate teaching and management methods is significant.

The student teachers' interviews corroborated their mentors' explanations of the procedures during the practicum. After being assigned to different mentors, they were invited to observe their teaching. The purpose of the observations was to provide students with a classroom teaching model. They said that they were expected to follow and master the classroom practices that they would implement during their teaching. Regarding this, ST2 stated:

> First, as a novice practitioner, I need the demonstration of my mentor. The demonstration gives an image of classroom teaching and approaching classroom students. Second, my mentor evaluates my practice by comparing it with what he demonstrated to me. Thus, I have to practice as much as possible following his demonstration.

Some student teacher expressed the insufficiency of their observation of their mentors' classroom teaching. In relation to this, the student teacher stated that they were not provided with sufficient opportunities to practice authority on their professional practice.

The mentors and tutors were highly concerned about perfection in lesson planning and execution. Specifically, mentors' demand for alignment of planned activities and classroom instruction

shadowed their learning from practice. They did not consider the possibility for occurrences of unexpected events in the classroom. Furthermore, the mentors evaluate them for the misalignment of the plan and classroom activities. As a result, student teachers were highly worried about the perfect implementation of their lesson regardless of the prevailing contextual factors.

Mentors and tutors were giving direct advice and instruction on what they observed. They did not ask for rational for what the student teacher had done. Student teachers complained that even though they are on training, they need chance to justify their action. In the words of ST3,

> No one ask you why you did not use the activity planed in the lesson. If you ask me, I know why I omitted some activities, or replaced them with other activities. You know when planning, you can not exactly predict what will happen in the classroom. Specially, we are newcomers to the school, and we are not familiar with students. So, the behavior of students is a challenge to implement your plan as it is. The mentors are aware of this fact but, they never consider it during evaluation.

Student teachers asserted that they had discussed planning and classroom teaching with their peers. However, their mentors did not facilitate peer discussion or learning from each other. They were not invited to evaluate plans with each other, observe each other's classrooms, or provide feedback. One of the interviewees (ST2) stated that his mentor mentored three student teachers teaching the same subject for the same grade levels in different sections. The mentor discussed the plans and classroom observations for each mentee separately. The interviewee said, 'Actually, we are sharing the same lesson plan because the subject and the grade level are the same. But we are not discussing how we delivered the lessons or what problems we encountered in our classrooms.'

FGD1 discussed on how their mentors demonstrated teaching practices:

> I observed the classroom teaching of my mentor on the second day of my practicum. I wondered how he was teaching by managing 65 students in a classroom. ---I did not observe his lesson plan before classroom. At the end of the observation, he handled to me his annual plan and textbook…I continued teaching

> (Thomas), my mentor introduced me to classroom students, he instructed me to accept me as a their teacher, he gave a chair at the back of the room, he taught his lesson, I observed how he was teaching. The lesson plan issue was not raised at the time of observation. I did not use my checklist while observing the lesson. --- I think I was expected to use (Korenti), my mentor did not show me her lesson when she invited me to observe the class, after observation, we discussed nothing about the lesson. She instructed me to teach in my practicum time (Taye) (FGD1, 4/28/2

Some student teachers commented that the mentors did not show them how to relate classroom teaching to evaluation criteria. The following extract from FGD reveals the issue under discussion:

> I think the mentors lack orientation on checklist. I want to see how they have included the points of the checklist in their plan and instruction. I was expecting them some explanation about the checklist before classroom teaching observation (Kalu), … my mentor did not show me how the checklist was related to her plan and instruction. I simply observed he lesson. raised no question, understood nothing (Markos), …my mentor was served for ten year as teacher, he told me that I had better understanding on recent development and theories in teaching, …told me… indirectly…not to expect more from him (Zemzem) FGD2 4/29/22

The mentors did not demonstrate how to use evaluation criteria to plan and deliver lessons.

> MT1- I has two mentees. I invited both of them to my classroom together so as they observe my teaching. I think they will be in problem in managing the students behavior. …regarding the checklist, the college oriented me to use them for evaluation. … I advised my mentees to follow the checklist in their planning and teaching…..actually, I did not use them to plan and demonstrate lessons to my mentees

A mentor stated that the checklist was prepared for evaluation. They have nothing with my demonstration. The mentees know that they must follow the points because they are what they will be evaluated with. …we made no discussion and assessment on my demonstration. …

wewere not expected to do so. They were observing my lesson to learn how to teach; mange classroom, blackboard use, asking and answering question etc.

5.3.2. Mentors as imperators

During student teachers practicum activities there was a hierarchical relationship between mentors and mentees. The relationship was dominated by mentors. During feedback provision, mentors dominated the feedback conversation. After classroom observation, the mentors came to points for feedback and explained what they observed, what was good, and what should be improved based on the evaluation criteria. Mentors took much of the feedback time to directly tell gaps in student teachers' performance and what should be done. The mentors indicated that the purpose of the discussion after lesson observation was to give comments based on their observations, and thus, they were taking more time. The mentees also reported mentors' active role during a feedback conversation. In the words of ST3, “My mentor identified my mistakes and told me to correct them. I was not asked for a reason why I practiced in such a way. He (the mentor) told me what I must do next. I accepted what he advised me, no more talking to him.”

Mentors expressed their doubts about the ability of the mentees to reflect on their teaching, identify what good teaching is, and sort out their weaknesses. For example, MT2 stated:

> They are in 'training'; they do not know what good and bad teaching are at this level. Thus, they will not be able to give such judgment to their teaching. Furthermore, there is no time to ask them such questions and attend to their extended explanations.

Likewise, MT1 contended that she did not give ample time to her mentees for self-evaluation because she had no confidence in the mentees that they could identify their weaknesses and suggest what to do to improve them.

In their discussions, mentees emphasized the alignment of their teaching with planning because their mentors instructed them to keep the alignment. The mentees asserted that any practice out of a plan is erroneous; thus, no improvisation was allowed during lesson implementation. ST3 contended that the college provided evaluation criteria to them indicating the practicum activities' and the levels of perfection to implement them. He stated that he planned his lessons

using these evaluation criteria, and his mentor evaluated his plans, and taught using the points on the evaluation criteria. So, he said, aligning his plan with the evaluation criteria and teaching according to the plan is a must.

Mentors did not take time to co-plan with their mentees. Furthermore, they were not expecting to learn something from their interaction with the mentees. MT2 contended that he was not sure whether he was expected to co-plan with his mentees or not. In his own words:

> My task is evaluating the lessons planned by the mentee and identifying points for improvement so that they (his mentees) learn how to plan, but I am not sure whether I have to plan with them or not. I think, I do not have to do so.

During the FGD, student teachers expressed that during post-observation conversations, their role was to listen to the comments of the mentors. One of the FGD participants stated that his mentor commented on the lesson plan (objectives, teaching and learning activities, instructional media, etc.) and presentation. Comments on lesson presentations were based on the plan and evaluation criteria. To explain all these points and advise him on what to do, the mentor took much time, and his role was limited to listening and taking notes.

5.4.Mentoring roles (mentoring responsibility) and focus of feedback

The second sub-question on the mentoring approach was how the mentors' approach influence the responsibilities they take on and the focus of their feedback throughout practicum. The data to answerer these questions were collected from student teachers and mentors, and from the result of the data analysis three themes were identified: use of directive mentoring skills, amount of time used during mentoring dialogue, feedback focusing on tasks and personal self.

Matrix – 5.2.**Mentoring roles (mentoring responsibility) and focus of feedback**

Themes	Issues discussed in the theme	Source of data	Respondents
Use of directive mentoring skills	- mentors provided suggestions and explained what mentors should do to improve their practice explicitly - feeling responsibility of telling what is right	Semi-structured interview, observation	MTs, STs
Amount of time used	-took more time of the mentoring dialogue to indicate the weakness they (perceive)	Semi-structured interview,	MTs, STs

during mentoring dialogue	observe and provide suggestions and advise how to improve the practice -the mentors take their own judgment and give advice on the way the practice should be practiced. - mentors were setting the topic of the discussion	observation, FGD	
Focus of mentor feedback	-focusing on activities listed on evaluation criteria- lesson plans, classroom management, and active learning strategies -focus on what is right and wrong during observation and feedback. -focus on correction because the student teachers have to fill the gaps in their practices. -giving direct instruction and advice to their mentees. -appreciating mentees on their good practices - feedback focused on tasks accomplished	Semi-structured interview, observation, FGD	MTs, STs

Key: MT- Mentor teachers, ST- Student teachers

5.4.1. Use of directive mentoring skills

Student teacher reported that their mentors have provided them suggestions and explained what they should do to improve their practice explicitly. The mentors and tutors were commenting on the practice of teaching with a standard practice stated in the evaluation criteria. During semi-structured interview, ST2 said that tutors and mentor focus on their explanation of what they have observed. They suggest what should be done to improve the practice. MT1 said that the student teacher came to practicum school to learn how teaching and learning takes place in the school, and he said “I am responsible to tell them what is right.”

During FGD, student teachers were asked how their mentors gave them chance to identify the gaps in their teaching, the causes for the gaps, and suggest what to do to improve their practice, and responded that they had no such chance. They reported that the mentors explained directly what they observed and suggest what to do next to improve the practice.

5.4.2. Amount of time used during mentoring dialogue

Mentors obsessed with identifying gaps and giving advice to student teachers. As a result they took more time of the mentoring dialogue to indicate the weakness they (perceive) observe and provide suggestions and advise how to improve the practice. The mentors were not asking mentors why they acted in the way they acted and asking for possible alternative ways of doing the practice. The mentors take their own judgment and give advice on the way the practice should be practiced.

During mentor mentee meetings mentors were setting the topic of the discussion. Based on their observation, they decide on what to discuss with the mentees. The mentees were not bringing topics for discussion. Student teachers stated that they want to listen and identify their gaps in their planning and classroom teaching. Therefore, they expect the mentors to bring the topic of discussion.

5.4.3. Focus of Mentors' feedback

During FGD student teachers asserted that lesson planning was the dominant topic of mentoring discussions. The mentors focus on objective writing, activities, and instructional media and how these were used in the classroom.

Regarding the feedback they provided to the mentees, the mentors stated that they used the evaluation criteria provided by the college as a guide. They mentioned that the college provided evaluation criteria to them and the mentees, indicating the points for observation, feedback, and evaluation. Accordingly, concerning classroom practice, their feedback focused on lesson plans, classroom management, and active learning strategies. On the lesson plan, they focused on how the plan was developed following deductive elements and how the activities were properly planned in each phase of the lesson. Moreover, the alignment of the lesson with a plan was the focus of the observation and feedback.

The mentors reported that they focus on what is right and wrong during their observation and feedback. They stated that they focused on correction because the student teachers have to fill the gaps in their practices. As to the type of feedback, they explained that they gave direct instruction and advice to their mentees.

Regarding the focus of feedback, mentors reported that when the mentees do something good, they appreciate the excellent practice of the mentees. If they observed something to be improved, they told them directly what they should improve. MT2 stated that:“I tell them directly what their weakness is and what they have to improve. When they do something good, I appreciate them because this encourages them to work more.”

The mentors explained that they gave feedback focusing on the mentee. 'Wonderful,' 'you are doing good,' 'you have to ---,' and 'the way you ----' are the phrases the mentors used during their feedback. These phrases indicate that the mentors provide feedback to mentees (self). To explain why his feedback focused on an individual, MT2 discussed that it is the teacher doing the task. Thus the feedback should be given to the person doing the task.

Furthermore, the feedback from the mentors focused on the tasks accomplished; how right or wrong they were. The mentors used phrases like 'your objectives are ---,' 'the instructional material you prepared is---,' 'the activities you plan are --- .'After commenting on the task performed, the mentors gave instructions on what the mentees had to do to improve their performance.

5.5.How tutors provide feedback to student teachers during practicum?

The data on how tutors (college instructors) gave feedback to student teachers was collected from the tutors and student teachers through semi-structured interview. From the analysis of the data the following themes were identified: immediacy of feedback, tutors instructive approach, feedback focusing on task and individual self.

Matrix – 5.3.**How tutors provide feedback to student teachers during practicum?**

Themes	Issues discussed in the theme	Source of data	Respondents
Feedback on appropriate moments	- provision of timely feedback - number of student assigned per supervisor - tendency to provide collective feedback	Semi-structured interview, observation	PSs, STs
Instructive feedback approach	- telling them directly what is observed - tutors not leading students to identify their own errors - obliging student to aligning the plan with the checklist and teaching according to the plan	Semi-structured interview,	PSs, STs

	- giving advice for future improvements		
Focus of feedback	- evaluate every action of student teacher against the evaluation criteria - similar feedback on classroom practices regardless of teaching in different schools - contextualizing lessons was not allowed	Semi-structured interview,	PSs, STs

Key: PS- Practicum supervisors, STs- Student teachers

5.5.1. **Providing f**eedback on appropriate moments

The data from practicum supervisors and student teachers revealed that practicum supervisors did not provide feedback at the appropriate time to their student teachers during practicum. Practicum supervisors reported that the number of students they supervised was too large to provide feedback for each observation. Furthermore, student teachers were placed in scattered schools and localities. The tutors reported that they provided feedback collectively by arranging a suitable time.

The tutors explained that they used weekdays to provide feedback regarding their observations. SP2 and SP3 stated that they gave collective feedback to the student teachers on weekends. SP2 gave feedback on the practice of the second week and hoped to give feedback in the third week, but due to circumstances, he was not successful in giving a second round of feedback. SP3 provided feedback at the end of the third week. These supervisors focused on identifying points to be improved and ways of improving student teachers' practices. They gave feedback hoping that student teachers would use feedback to improve their upcoming practice.

However, SP1 gave feedback to his 15 student teachers at the end of the practicum, when the student teachers returned to college. Feedback was given as a summary of three weeks of practice. The teacher educator stated that he gave feedback to the student teachers to indicate their weaknesses and advised them not to repeat them in their future practice (after graduation).

Similarly, student teachers reported that their supervisors did not provide immediate feedback on their practice after observation. They discussed that if they received feedback on their teaching before going to the next section, they could have improved their practice. Student teachers were aware of the busy schedules of their supervisors. Regarding this, ST1 said, "Our supervisor is very busy; he has mentees in different schools. Thus, he runs here and there and has no time to

spend in one school supervising and supporting us". Similarly, ST2 reported that his supervisor was busy and could not stay in school to provide support for individual student teachers.

One of the interviewees (SP3) said, "So, I cannot give feedback to each STs after the classroom observation. I take note of my observations and give them collective feedback at the end of the week. I explained the gaps I observed and advised them how to improve in the coming week." Similarly, SP1 said, "I am assigned to many students in different schools. Therefore, we run between schools with a very tight observation schedule. As a result, he reported that he could not arrange a time for before-lesson and after-lesson discussions with student teachers."

Because of the distance between schools, supervisors arranged time with their student teachers through phone communication. They then arrive at the scheduled time and observe a series of student-teacher classes. In the words of SP3, "I did not give feedback immediately after the classroom because, in the next period, I had to go to another class or school to observe another student". Similarly, SP2 said, "You know we are assigned to supervise student teachers in different schools. We fix time for classroom observation with student teachers in different schools, and we run to arrive in time and go directly to the classroom; we don't have time to confer with STs before and after class."

5.5.2. Instructive Approach of tutors

Student teachers explained that their supervisors directly told them what they observed: their weaknesses and strengths. They further discussed that the feedback was given collectively and that the supervisors were telling the weaknesses of one student to all student teachers. The following excerpts indicate the instructive approach:

> My mentor was very strict and instructed me to keep the alignment between the checklist and plan, the plan, and classroom teaching. Accordingly, I planned based on the checklist and taught it accordingly. So, aligning the plan with the checklist and teaching according to the plan is a must. (ST3)

> No one is asking for my reason to write or do something in some way. They tell me directly and do not lead me to identify my errors.ST4

> My tutor explained to me how to develop activities appropriate to the level of students. Then he observed my classroom teaching and gave me comments on the lesson.ST1

> My supervisor is my course instructor; he advised me what to improve to become a good teacher for the future, what to improve on the lesson plan, and on the use of instructional material.ST2

5.5.3. Focus of feedback

The tutors evaluated every action of the student teacher according to the evaluation criteria. The tutors strictly used evaluation criteria for observation of the lessons and feedback. One of the interviewed student teachers (after group feedback) said that their tutors gave them similar feedback on classroom practices, regardless of their teaching in different schools.

Student teachers explained that the evaluation criteria blinkered their practice. The tutors did not want the student teachers to contextualize their lesson; rather, they wanted them to follow the evaluation criteria as it was. For instance ST2 said:

> He called the names of students (publicly) and explained the mistakes committed by each student teacher. He told us that he was telling the mistakes openly because we learned from each other's mistakes. He called the names of students (publicly) and explained the mistakes committed by each teacher. He told us that he was telling the mistakes openly because we learned from each other's mistakes. He appreciated my good deeds and told me points for improvement. ST2

Similarly, ST5 stated "My mentor focused on how I planned the lesson well, how it was implemented, and how the students were engaged in the lesson. He appreciated my good performance. He was not a critic, but he suggested what I had to do to improve my practice."

5.6. Reflective activities in practicum guide and the mentors' and tutors' monitoring of their implementation

In the practicum guide line there were activities which can facilitate student teacher reflective practice. In the first part of the guideline, there were pre-practice activities that shall be done before the student teachers get in to a class for observation or independent teaching. These activities were designed with the intension of broadening student teachers' professional experience. There are three major activities that student teachers were expected to accomplish at this part: setting their personal expectations and priorities, observing and evaluating the annual plan of their mentor and observing the mentor while he/she is teaching in class. In the guideline, questions were listed with intention of helping student teachers explore their priorities and expectations before practice and write their comment on their expectation after practice, and write what they achieved. These questions were highly helpful to help student teachers think about their practice before they delved into it, and facilitate their evaluation on the practice from the point of view of their expectation. These are helpful activities to help student teachers investigate their previous knowledge about teaching and school tasks they obtained through their experience as student in K-12 schooling (apprentice of practice) and their previous three school practicum experiences. The preconception of student teacher facilitates or hinders their engagement in practicum activities.

Student teachers come to teacher education in general and practicum practice in particular with their preconceive perceptions. These conceptions could be misconceptions. Helping student teachers identify their conceptions and facilitating the analysis of these conceptions based on what they observe and do in the practicum school is the stepping stone of facilitating their reflective practice. Support from tutors' and mentors' on the points enhances student teachers' engagement in appraising their preconceived ideas on teaching and tasks in schools.

The result of semi-structured interview with student teachers revealed that student teachers did not write their expectations before they went for practicum. As a result they did not engaged in evaluating which their expectations were achieved and which were not; the opportunity for reflection on their practice was not utilized.

The other activity that student teachers were supposed to carry out during practicum was observe the annual plan of their mentor, summarize in a given format, and reflect on it. Then, the student teachers were required to evaluate the annual plan of their mentors using the evaluation criteria given in the guideline. The evaluation criteria was given with rating scale of 1=poor, 2=fair, 3= good, 4=very good, 5=excellent. After evaluating the mentors' annual plan using the evaluation criteria, the student teacher asked to point out the problems they observed and suggest solutions for the problems. This was a valuable activity help student teachers look into how teachers plan in schools, and use their theoretical knowledge to evaluate the plan, identify areas for improvement, and suggest improvement. However, the student teachers did not evaluate the annual plans of their mentors.

Furthermore, there was an activity for student teachers to evaluate the lesson plan of their mentors. The activity was given in the form of question. For instance, there were questions ask student to compare the approaches of the mentors with their expectations, ask students to identity any aspect of the lesson plan that should be stated in different form, ask student to suggest alternative activities for beginning and concluding for the planned lesson. Also the student teachers were required to assess the appropriateness of activities in relation to stated objectives, and how the instructional materials were appropriate.

It is unfortunate none of the activities in evaluating mentors annual plan and lesson plan were done. The mentors gave their annual plan to student teachers and the student teachers did not evaluate using the evaluation criteria but used to plan their lesson. Furthermore, the mentees did not evaluate the lesson plans of their mentors at all.

Following the lesson plan evaluation, in the guide line there was an activity for student teachers observe their mentors' lesson delivery. There were points suggested to focus during observation and the student teachers were asked to put thick mark on 'yes' 'no' alternatives based on the practice of the mentors. Next to the checklist, there were activities for student teachers to write additional descriptions on what they observed.

During observation of mentors' lesson delivery, student teachers asked to fill the checklist, and write the types of methods, assessment techniques, classroom management strategies that mentors used during teaching. These points lead student teachers to simple description of what

they observed in the classroom, and do not engage them in reflecting why the teacher did what they did. Furthermore, there was no dialogue with the mentor after observation, and student teachers had no opportunity to discuss their observation and ask clarifications for their further practice. The purpose of observing mentors' lessons was helping student teachers learn from observation of the lesson deliver. To help student teacher learn from their observation, arranging post observation discussion is helpful. However, this was no arranged.

One of the purposes of practicum is give chance to student teacher put the theory they learned on campus into practice. Planning is one of the prominent practices in schools. The activities on investigating mentors' annual and lesson plan provide significant threshold to explore their theory and relate it to practice. However, the student teachers did not do the analysis and benefited from the activities. During the practicum, the researcher observed that there was no one following up whether the student teachers have done the activity or not, and the student teachers' keep the activities to fill when they were requested to submit portfolio.

In the practicum guideline, there was self-reflection activity on lesson plan evaluation. In the activity, student teachers were required to assess their lesson plans based on the mentioned points. The points focused on identifying what the student teachers do to make their lesson successful, give suggestion to make their lesson more successful, reflect on how their objective were successful with evidence, the reflect on the balance of teacher and student activity, identify most successful activity during the lesson and explain why, reflect on the methods used how they were relevant to the objectives, varied, and benefit all learners.

There was an activity for student teachers to refection after teaching. One of the question under this activities ask student teachers to evaluate how the classroom physical setting has had any negative impact on their teaching process and how they would think to solve or change. This question help student teachers think about importance of thinking about the physical environment of the classroom before, during, and after classroom teaching. Also student teachers were required to list the major instructional activities (pairs, small groups, whole class discussion, lecture, student presentation, etc.) they used more often and explain why. This question helps student teachers think about the rational for the selection and use of instructional strategies during their lesson delivery. Related to the uses of instructional strategy, there was a question demand student teachers to point out what kinds of classroom setting they think is best

to fit your methodologies. This question also guides student teachers to think about instructional strategies in relation to classroom settings. Furthermore, there was a question ask student teachers identify students misbehavior and their causes. The demand for explanation on the cause of the misbehavior guide student teachers think about the theory they learned about the causes of students' misbehavior and apply it in their classroom.

During practicum, the researcher observed that tutors and mentors did not take the facilitation of pre-practice activities as their roles and responsibilities. No tutor or mentors asked student teachers to show them the filled activities in the guide. Furthermore, the researcher observed that the student teachers didn't bring the practicum guideline with them and refer the activities to use them as a guide and complete reflective activities in the guideline. Thus, the chance to learn from reflection on the plans of mentors was lost once again.

During interview, student teachers said that they complete the activities in the practicum at the end of practicum, when they went back to college because it was part of portfolio. Tutors were responsible to grade the portfolio of the student teachers. During semi-structured interview the student teacher fill the portfolio overnight when they are urged to submit. They said that most of the portfolios were copy of others. The student teachers reported the problem of language to write their reflections for the activities in the practicum guideline. As a result, they reported that either they copy others' work or give to other students who can write the answers for the activities. As a result, the goal of facilitating student teachers' reflection on their practice was not fulfilled.

During the semi-structured interviews, mentors reported that they were not provided with the practicum guide and were not aware of the reflective activities, annual plans, and lesson plan evaluation activities. They explained that the college provided them with only an evaluation checklist. Furthermore, the mentors contended that no one had given them an orientation towards reflective activities and lesson evaluation practices. Regarding this, MT3 said,' I think the activities in the guide are part of the portfolio to be completed at the end of the practicum. Working on them is not my task." The idea of MT5 strengthens explanation of MT3 that he did not consider the activities of his responsibility. He stated that filling out the checklist and performing reflective activities were the tasks of student teachers.

The semi-structured interview results revealed that, like mentors, tutors consider completing reflective activities as the task of student teachers, and the activities are part of their portfolio. Furthermore, tutors discussed that the lesson evaluation tasks were joint tasks of student teachers and mentors. PS3 said, “The activities are about observing mentors' plans, and lessons, and evaluating them. So, the activities are to be done with mentors, not with me.” Moreover, tutors reported a lack of time for the follow-up of all the practicum activities of student teachers.

5.7.Factors affecting mentor and tutors approach and focus of feedback

The third sub-question under mentoring approach was identifying the factors influencing the mentors' approach and the focus of their input during practicum. According lack of training on mentoring, lack of collaboration between mentors and tutors, lack of time to support mentees, problem related to time table, lack of reserved space for mentoring conference where the factors identified from the data analysis.

Matrix – 5.4.Factors affecting mentor and tutors approach and focus of feedback

Themes	Issues discussed in the theme	Source of data	Respondents
Tutor and mentor tasks dictated by the practicum guide line	- Tasks specified to post observation - Tasks specified to evaluation - Untimely feedback	Semi-structured interview Document analysis	TEs, practicum guidelines
Mentor and supervisor training	- mentors have no training on mentoring and feedback provision during the practicum - supervisors have no training on mentoring and feedback provision during the practicum - problem on conception of mentoring - mentoring based on prior experience - transferring subject area training for mentoring service - considering mentees more knowledgeable on contemporary approaches of teaching	Semi-structured interview	MTs and PSs
Collaboration between mentors and tutors	- no support from the college educators assigned as supervisors - though they are supervising the same student teachers, there was no communication between practicum supervisor and mentor	Semi-structured interview	MTs, PSs

	- the mentors do not know who the supervisor is and the supervisors do not know who the mentors are - there is no trend of working together, they evaluate student teachers in their own separate programs - mentors anticipate getting an invitation from supervisors to collaborate on the practicum - there was willingness from both sides to work in collaboration, but there was no guide line compel them to work together		
Shortage of time for pre- and post-lesson conference	- being assigned to supervise many students - assigned in scatters schools and localities - assigned to already planned schedules for the subject teachers - mentees may have consecutive periods. - no time for pre- and post – lesson discussions	Semi-structured interview Semi-structured interview, observation	MTs, PSs PSs
Space for pre-and post-observation conference	- no place reserved in which they discuss and communicate feedback. - used tree sheds, the corridor of school buildings, empty classrooms (during the break and at the end of class	Semi-structured interview, observation	MTs, PSs

5.7.1. Tutor and mentor tasks specified by the practicum guide line

According to mentors and tutors, the practicum guideline shaped their approaches. They claimed to have given an assessment checklist designed specifically for use in post-observation analysis. There was no task in the guidelines that required mentors and tutors to have pre-observation conversations with student instructors. They said that they could only complete post-observation activities because there were no checklists for pre-observation evaluation.

The mentors and tutors reported that the practicum guide compelled them to provide feedback to the student teachers at inappropriate moments. They mentioned that they gave feedback on lesson planning during the post-observation feedback. The feedback given on the lesson plan after lesson implementation did not help improve the lesson.

The findings of the document analysis supported the assertions made by mentors and tutors that post-observations were key component of their evaluation criteria. In one evaluation phase, the practicum guide assigns a 30% weight to mentor evaluation. In a similar vein, tutors assessments, which were divided into two rounds of 30% each, weighted 70%. The curriculum guide did not require an assessment of student teachers' progress on each of the evaluation points based on the feedback from the first round, and the evaluation points were the same in both rounds. Additionally, no assessment of students' performance based on the first evaluation was suggested.

5.7.2. Mentor and supervisor training

Mentors reported receiving no training in mentoring or feedback on practicum activities. MT1 stated, 'No one told me what mentoring is or how to mentor student teachers; what I am doing is based on my previous experience.' Furthermore, MT1 contended, “I had no training on mentoring. I received training only in SMASE. I am using the knowledge and skills I obtained from that training”. The mentors said that the school assigned student teachers, and that they supported the students based on their prior experiences.

Another mentor (MT1) stated that he thought pre-service teachers had more up-to-date teaching methods at their disposal. MT1 stated;

> You know I graduated ten years ago. My mentees have better approaches to planning and teaching. Thus, as a school teacher, what I can demonstrate to them is classroom management because they are not familiar with the behaviors of the students. I know that the mentees expect more from me, but I am not prepared for their needs. I am simply assigned.

Similarly, supervisors reported that they had no specific training on practicum supervision, and they attempted to transfer the training they received to subject areas. They reported that they relied on their HDP, SMASE, and ELIC training to support student teachers during the practicum. The supervisor stated that no one is thinking about giving training to supervisors because they are considered to have sufficient knowledge to support student teachers.

5.7.3. Collaboration between mentors and tutors

Mentors and practicum supervisors reported no cooperation among themselves in the process of supporting student teachers. Mentors stated that they expected supervisors to support and orient them about the details of practicum practices. The mentors contended that practicum supervisors did not communicate with them, although they supervised the same student teacher. Regarding the mentor and practicum supervisor relationship, MT2 said that he has no communication with the college instructors (tutor) evaluating my mentees. Mentors asserted that there was no trend toward working together. He evaluated the mentees in his program and I evaluated them in my program. I do not know who the tutor of the student teachers is. Similarly, MT3 stated, "The practicum supervisor evaluated my mentees but did not communicate with me. We do not work together to support the student teachers."

Practicum supervisors, on their part, reported that they did not collaborate with mentors to support student teachers. The supervisors blamed the absence of mentors during their visits to the student teachers. The practicum supervisors expected the tutors to come and work with them but did not initiate the collaboration. Related to this, SP2 said, "When I went to the classroom for observation, no mentor came and observed the student teachers with me." Similarly, SP3 blamed the unavailability of mentors during his observations of student teachers.

The responses of mentors and practicum supervisors indicated that both were willing to work together; however, there was no guideline, which indicates that working with mentors and supervisors is one of their roles and responsibilities of mentors and supervisors.

5.7.4. Shortage of time

Practicum supervisors mentioned time constraints as barriers to collaborating with mentors and student teachers. They stated that they were assigned to supervise many students in scattered schools and localities. Concerning this, SP1 said:

> We are assigned to many students in different schools, so we are running from this school to that school. For instance, I assigned nine students to six schools located in scattered and distant locations.

The tutors stated that they supervise 9–15 student teachers. For instance, SP1 claimed that he was assigned to 9 STs, SP2 to 15, and SP3 to 12. Besides the unmanageable number of student teachers per tutor, the distance at which the student teachers were assigned was another obstacle to supporting student teachers in their practicum practice. Concerning this, SP1 said,

> I was assigned to three different schools, which are located in different woredas and schools. The woredas are in different directions from Hawassa town. One of the woredas is 90 km from Hawassa town. In the woreda, I assigned six students who were placed in two different schools, again far away from each other. The second woreda is in another direction of Hawassa town, where I was assigned to three student teachers.

Similarly, SP3 stated that "I am assigned to 12 students in four different schools in Hawassa town. Arranging a timetable to observe this student was troublesome. Sometimes, I have consecutive programs at two different schools. Thus, I reserved at least 10 minutes to drive to the next school. As a result, I was unable to observe the presentations of some students until the end. Therefore, having time for discussion before and after class is too difficult."

As a result of the number of students and the distance of the location in which student teachers were placed (schools and woredas), practicum supervisors could not find time to discuss with student teachers before and after the lesson observation.

Another reason for the shortage time for pre- and post-lesson conference was the timetable was one of the factors affecting mentoring practice. The mentors reported that the mentees were assigned to already planned schedules for the subject teachers. This time mentees may have consecutive periods. In this case, it is impossible to give feedback right after observation because the mentee is going directly to the next classroom. Concerning this, Mentees reported that the schedule was one of the problems for their mentors not being with them regularly. ST1 discussed that there was no discussion with her mentor before classroom observation. She blamed the schedule as one of the problems for the pre-observation meeting. In the school, there were three sections of grade 7 students. The time was scheduled consecutively for the subject that ST1 was assigned (English). The mentee was assigned to teach two of them, and his mentor was assigned to the third section. The mentor or the mentee went first in class (who goes first varies from date

to date). Thus, they had no time to meet before class, and after observation of the mentors, the mentee or the mentor (based on the schedule) went straight to another section. Thus, they had no time to discuss after observation.

5.7.5. Problem related to space for mentoring conference

Similarly, mentors and mentees complained that there was no place reserved in which they discuss and communicate feedback. The mentors reported that they used tree sheds, the corridor of school buildings, empty classrooms (during the break and at the end of class) to provide feedback to their mentees. Due to this problem, the mentors discussed that they were forced to keep their feedback for another time or another day.

Chapter Six: Discussion of the results

6.1 Introduction

This part of the study discusses the results of the study. The results were discussed based on the basic questions and the body of existing literature.

This study looked into how student teachers' reflective practice was supported during their microteaching and practicum experiences. Receiving feedback is an important part of student teachers' professional experiences, which also serves as a tool to help them enhance their reflection. Pre-service teachers' participation in reflective practice is determined by the teacher educators' pre- and post-practice feedback as well as the approach they employed. The first fundamental question of this study focused on how teacher educators have used feedback before, during, and after microteaching practice to facilitate student teachers' reflective practice. This question sought to understand the practice of teacher educators in facilitating student teachers' engagement in reflective practice during microteaching. Data were gathered from student teachers and their instructors in order to answer the study question. Teacher educators and student teachers provided information through semi-structured interviews, and student teachers provided more information through focus group discussions (FGD). In addition, the investigator observed the entire microteaching procedure in order to gather observational data.

6.2. Teacher educators used of feedback before and after microteaching practice to facilitate student teachers' reflective practice

6.2.1. Teacher educators’ feed up

According to Hattie and Timperley (2007) the type of feedback given before practice is known as feed up, and it answer the question ‘Where I am going?’ This type of feedback is related with the goal/aim/ direction of the practice to be performed. The findings of this study showed that what is expected from student teachers throughout the microteaching practices was provided through evaluation criteria, which teacher educators have supplied. The result of the study revealed that teacher educators developed evaluation criteria for microteaching practice and distributed it among microteaching groups. The student teachers have used the evaluation criteria as a guide and reference during microteaching planning and presentation. During microteaching,

according to the result of the study, the evaluation criteria directed student instructors' practice in the intended directions. The result of study showed that the feedback practice helped student teachers' speculated what was expected of them through microteaching practice, and regulated their practices accordingly. This result is in agreement with other researches who discussed the importance of clear criteria in assisting student teachers in connecting theory to practice, as well as an orientation regarding the purpose of microteaching (Adu-Yeboah & Kwaah, 2018; Boud & Molloy, 2013; Marshall et al., 2022).

6.2.2. Teacher educators' feedback on post-teaching activities

The result of this study showed that teacher educators provided orally feedback following a lesson presentation, utilizing the assessment criteria. The oral feedback encompasses feedback on lesson planning and the lesson presentation. However, the study's findings show that teacher educators provide oral feedback swiftly and do not provide student teachers with descriptive feedback that they may use to continue using similar approaches. Teacher educators underline and encircle on some of the points that they want to comment, but wrote no descriptive feedback to student teachers. This finding is in agreement with Taye (2018) who found that teacher underline and encircle the error that student committed but did not indicate the type of errors committed the feedback was not clear to students. The result contradicts with Burke and Pieterick (2010) who argued that the feedback to students should be given in written so that students easily understood it and use it for future learning.

The findings of the study showed that there was no dialogue during the practice-based feedback process between student teachers and teacher educators. The teacher educators did not facilitate and encourage student teachers participation or self-assessment (self-feedback) during microteaching. Pre-service teachers had no other way to get feedback than from teacher educators, who were also very instructive. The student teachers affirmed that the instructive approach of teacher educators compelled them to stay passive during feedback process. This finding is consistent with the theories of Nicol and Macfarlane-Dick (2006) and Ajjawi and Boud (2018), who discovered that a significant portion of the issue arises from the pervasive use of monologue feedback, which downplays the dynamic aspect of learning.

Giving students feedback on their performance is only one step in the communication process; it does not ensure that they will comprehend it and apply it to their practice. Research shows that, in contrast to what has been discussed, using feedback in higher education is a type of information transformation (Barton et al., 2016; Boud & Molloy, 2013). Additionally, research showed that students are not encouraged to participate in the feedback process in higher education (Nicol, 2010; Molloy, 2009). This demonstrates a lack of cooperation and partnership between teachers and students and fosters a "culture of dependence on expert knowledge." (Barnes et al., 2018, P.10).

6.2.3. Teacher educators feed forward

The study's findings demonstrated that the microteaching approach lacked feed-forward. Teacher educators counseled pre-service teachers not to replicate the gaps in their practices after pointing them out and providing an explanation. The result of the study revealed that the teaching phase in the study is the final stage of the microteaching procedure. There's no way to rerun the exercise with the feedback provided. As a result, the exercise helps student instructors identify their areas of weakness but leaves them with gaps. The result indicated that teacher educators did not facilitate student teacher engagement in feed forward practice. Therefore, the student teachers did not use the feedback data to improve their practice further. The result is in line with explanation of Sadler (1989) that performance data is deemed "dangling data" if it is not utilized for betterment. Additionally, the findings of Ellis & Loughland's (2017) study show that supervisors are reluctant to provide precise, critical, and constructive feedback on "Where to Next?"; the feedback question of feed forward. The finding of the study is in contrary with Price et al. (2010) who discussed that students' involvement with feedback revolves around using it to improve performance, Brown and Glover (2006) and Ferguson (2011) who discussed that students require feedback that provides them with enough knowledge to utilize right away to enhance their work.

6.3. Teacher educators' feedback in pre- and post-teaching activities during microteaching and how this guided student teachers' engagement in reflective practices

6.3.1. How feed up guided student teachers reflective practice

The result of this study showed that during microteaching preparation,student teachers refined their plan continuouslyand checked that their procedures were being followed correctly. They made independent revisions after using the evaluation criteria to help them practice and evaluate the lesson before it was presented. The evaluation criteria directed student teachers toward deliberate behaviors that help them accomplish the learning objective. Therefore, teacher educators' feed up facilitated student teachers participation in reflection-for action. The result of this study is in alignment with the discussion of Hattie and Timperley (2007) that effective feedback requires the provision of clear standards and criteria. According to Marshall et al. (2022), one of the responsibilities of practice facilitators is to make roles and expectations in the practice clear, and clarifying responsibilities and expectations is one of the activities that facilitate reflective practice.The argument put up was that the facilitators' elucidation of duties and expectations fosters a secure space for introspection, devoid of concerns about judgment or criticism. Tension and anxiety arise when student teachers and teacher educators are unclear about what is expected of them while using feedback (Brandt, 2008).

One of the steps in microteaching is rehearsal. Teacher educators provided the microteaching practice in groups and, thus, student teachers rehearsed microteaching in groups. The result of the study revealed that group rehearsals offered opportunities for pre-service teachers to learn significant professional practices that would help them in their practicum. Group rehearsal offered pre-service teachers an opportunity to collaborate with their peers. Thus, rehearsal of microteaching offers a collaborative learning environment for pre-service teachers. As stated by the pre-service teachers, the group members shared the common goal of practicing the topic for microteaching and worked in collaboration to achieve the goal. The opportunity to rehearse the group helped pre-service teachers form a cohesive group and develop positive interdependence, while every group member was held accountable for contributing to the success of the group. Pre-service teachers discussed the significance of such group forming and working together to achieve a common goal. This result is in agreement with the discussion of Johnson and Johnson

(2008) on the essential components of cooperative learning. Furthermore, the result is consistent with the findings of his experimental study, Geletu (2022) discovered that in cooperative learning, there is a high degree of interdependence among group members, everyone works hard to achieve the group's goal, and students who perform better in the group helps other students perform better. This interdependence, in turn, facilitates peer feedback among student teachers (Kazemi et al., 2016; Kilic, 2016; Sunzuma et al., 2022).

During rehearsal, collaboration between teacher educators and pre-service teachers facilitated a collaborative environment for peer coaching and built trust among them, which enhanced their engagement in providing and receiving feedback. The results affirmed previous work on the importance of collaboration, an encouraging environment, and trust in effective feedback processes. In line with this, Harford and MacRuairc (2008) argue that effective feedback requires social interaction and reflection in collaboration with others. Similarly, Lichtenberger-Majzikne and Fischer (2017) contend that a credible and guaranteed practical experience to provide and receive useful feedback can only be established in an environment of openness and acceptance. According to Crow and Nelson (2015), applicants may test their learning during rehearsals in an environment where making mistakes and receiving immediate feedback are both acceptable and useful. Similarly, the result is in line with Briton and Anderson (2010), who found that peer coaching, affords pre-service teachers a stress-free environment to communicate with their peers. Furthermore, the results affirm the findings of Ovens (2004) that pre-service teachers who participated in peer coaching showed greater accountability and dedication, and during the process, peers came to share a mutual sense of trust, honesty, and equality.

Looking for feedback, pre-service teachers developed an interest in publicizing their knowledge and sharing it with others. This result supports Kazemi et al. (2016), who discussed how pre-service teachers learn the value of sharing with others and establish a shared knowledge of the work through rehearsals, which calls for promoting a culture of making one's practice public. Participating in practice-based learning through rehearsals fosters a collaborative environment in which individuals discuss ideas with their peers and make their teaching public aware of real-world teaching circumstances (Kazemi et al., 2016).

The result of this study showed that the pre-service teachers enjoyed opportunities to practice teaching with peers, which provided them with experience in providing feedback and adapting

their practices. The pre-service teachers amended their lesson plans and enactments several times during their practice. The rehearsal practice offered significant opportunities for pre-service teachers to practice teaching and reflect on their practices. This finding is in line with discussions in previous studies explaining the affordance of rehearsal for the amendment of lessons based on feedback (Forzani, 2014; McDonald et al., 2013; Rawlins et al., 2020; Troyan & Peercy, 2016; Xie et al., 2021; Zeichner, 2012).

The result on the importance of rehearsal part of microteaching is in agreement with the discussion of Gardiner (2018) and Javeed (2019), and Lampert et al. (2013). Gardiner (2018) and Lampert et al. (2013) discussed that rehearsal is a practice on lesson prior to main presentation, and help students collect feedback on the practice. Similarly, Javeed (2019) discussed that the purpose of rehearsal is to provide pre-service teachers with instructional techniques before live enactment in the classroom.

The result of study on student teachers rehearsal indicates that the use video facilitated their feedback and reflection on teaching practice. This finding was in agreement with the findings of Ahmet (2019) and Arsal (2015) which reveal the significance of using video to facilitate student teachers participation in microteaching and preparing them for reflective practice. Video recordings can be replayed a number of times allowing for deeper analysis on repeated viewing (Marsh & Mitchell, 2014). It elicits discussion among student teachers reflecting on what they observed on video and what the learned in theory. Roth (2007, as cited in Marsh & Mitchell, 2014) contended that when viewing recorded practice, the teacher (and perhaps particularly the beginning teacher) is able to retrospectively study and reflect teacher development on that practice away from the emotional involvement that occurs during and immediately after a lesson.

The findings showed that group rehearsal helped pre-service teachers learn from each other's observations and gain the confidence they needed to lecture in front of their children without anxiety. The pre-service teachers explained that even though they were peers, there were differences in their performance. Accordingly, they explained that they learned the best practices of their peers and tried to emulate their practices. This result is in line with that of Hendricks (2015), who reported that during peer coaching, pre-service teachers transfer competencies by comparing each other's practices. Pre-service teachers reported that they developed confidence through repeated teaching, which is a very important aspect of rehearsal. Billett (2011) stated

that it is crucial to assist students in developing their confidence before engaging in their WIL activities because it influences the outcomes in practice settings and their capacity and willingness to carry out various responsibilities in the workplace. Similarly, other studies have identified confidence as the most frequently reported facilitator and inhibitor of engagement by students in practice settings (Billett, 2011; Ibrahim & Jaafar, 2017; Jackson, 2015; Rowe, 2023). Furthermore, studies corroborated this result that pre-service teachers' confidence mediates their engagement in practice during WIL (Billett, 2011; Jackson, 2015).

The result of teacher educators' use of feedback before practice (feed up) showed that teacher educators gave student teachers instructions to prepare the lesson and carry it out exactly as it was supposed to. The fact that the student teachers might choose their own practice goals was not disclosed to them. This goes against the idea behind microteaching, which is to provide a secure setting in which students can experiment, make mistakes, and grow from them. Additionally, the use of evaluation criteria is only transitory, and it is important to support student teachers in developing their own practice goals. The result revealed that the student teachers limited themselves in practicing the points on the evaluation criteria, and their focus on the perfect implementation of the points. Therefore, the student teachers opportunity to learn dealing with a context was hampered. This finding is in line with the discussion of Marshal et al. (2022) who argued that if the established principles are not applied with caution, they may limit student teachers' ability to reflect on their work. Thus, Marshal et al. contended that facilitators must assist the learners in realizing that the guidelines are only suggestions and that they are free to modify them to suit their own needs as well as those of the group.

Teacher educators are expected to clarify or debate the topics with the student teachers in addition to creating guidelines for their behavior. In order to effectively connect theory to practice, student teachers require orientation on the purpose of microteaching as well as explicit criteria. The study's findings, however, indicated that teacher educators did not talk to student teachers about the evaluation areas. The teacher educators spent less time discussing the issues on the evaluation criteria than they did on feedback (after practice). Mixed results were found in empirical evidence about the length of time allotted to delivering feedback during the feeding-up phase of a course. According to Ellis & Loughland's (2017) investigation on supervisor feedback for student instructors, less time was spent answering the question, "Where am I going? On the

other hand, teachers gave feed-up practice a substantial amount of time, according to Jons' (2019) findings.

The study's findings demonstrated that when student teachers were planning and preparing for the microteaching proper presentation, they engaged in anticipatory reflection, or reflection-for-action. As a result, the development of evaluation criteria by teacher educators made it easier for student teachers to participate in anticipatory reflection (also known as reflection-for-action). Loughran defines anticipatory reflection as the kind of reflection student teachers do when they are organizing and setting up lessons. She talked on how, in order to teach the lesson effectively, one must consider what material to teach, what teaching strategies to employ, and why a particular teaching strategy is appropriate for the subject matter. Anticipating the most likely outcome and the subtleties related to the difficulty of instruction, according to Loughran, are signs of anticipatory reflection.The researcher observed that student teachers were discussing on the difficulties they encounter when developing lesson plans and practicing teaching them using the criteria that the teacher educators had provided. This was evident when the researcher observed the student teachers during their rehearsals. The alignment of the objectives with the teaching and learning activities as well as the activities and chosen teaching methodologies were topics of discussion among the student teachers. The student teacher talked about whether the chosen teaching methods and resources were adequate. They were making changes to their lesson plan and instruction based on the outcomes of the talks and debates. Karlstrom and Hamza (2019) talked on how student teachers would often linger over their planning ideas before moving forward with their implementation. Karlstrom and Hamza (2019) discovered that when student teachers organize group microteaching, they come across circumstances that prompt reflection, and this contemplation results in learning opportunities. When students were working in groups, they had contemplative moments.

The feed up process motivated student teachers to take part actively because they know what to achieve and what to do to achieve it. The used the checklist as a yardstick to identify the gap between what is expected and what they have done. This generates students' internal feedback which leads to student teachers' engaged in self –assessment which is the pre-requisite for reflective practice (Mann et al., 2009). But, the levels of the feed up (the points as well as the

explanation) are limited to task and process levels. This leads student teacher to dwell only on the tasks and the process of the tasks; lower levels of reflection.

The result indicated that, in addition to reflection –for-action, feed up guided student teachers reflection-in-action. Student teacher attempted to align their microteaching teaching (during rehearsal as well as microteaching proper) to the points listed in the evaluation criteria. The student teachers started their alignment from planning their lesson. They planned the lesson based on the checklist and attempted to present the lesson according to their lesson. During teaching, according to the result, the student teachers thought about how they were teaching their lesson based on their lesson plan and the points on the evaluation criteria. Therefore, the teacher educators feed up activity facilitated student teachers' reflection-in-action.

The findings demonstrated how pre-service teachers' viewpoints were constrained and how evaluation criteria were applied as blinkers in their work, despite their contribution to facilitate student teachers reflection-in-action. Pre-service teachers are hampered and forced to consider solely whether their practice complies with the assessment criteria as a result of the improper use of evaluation criteria, which caused teacher educators to enforce rigorous adherence to the criteria and total alignment between a plan and classroom instruction. This strategy undermines the criticality of student teachers' practices by failing to offer a safe space where they can make mistakes and grow from them. This finding is consistent with the argument made by Marshall et al. (2022) that formal guidelines may limit students' practice reflection if they are not applied carefully. Additionally, in certain contexts, teachers tend to adopt an instrumental, technical approach to reflective practice, Mann and Walsh (2013) state. Instead of critically and in-depth reflecting on the complexities and dynamics of classroom teaching, teachers simply follow the 'check-the-box' practice as per existing criteria and frameworks. Marshall et al. (2022) therefore claimed that facilitators had to assist students in realizing that the rules are merely suggestions and that they are free to modify them to suit their own requirements as well as those of their groups.

Pre-service teachers stated that they found it difficult, given the circumstances, to match their instruction to the plan while they were in the classroom. This restricted the ability of student teachers to innovate and reflect while teaching.

The findings of this study demonstrate that student teachers were instructed to adhere closely to the assessment criteria when planning their classes and to carry them out as scheduled. Furthermore, the fact that the student teachers could choose their own practice goals was not disclosed to them. This goes against the idea behind microteaching, which is to provide a secure setting in which students can experiment, make mistakes, and grow from them. To assist student teachers with an opportunity to operating a boat in less challenging circumstances or practicing teaching in the safest possible setting, simulated experiences are provided (Grossman et al., 2009). Student teachers will inevitably make mistakes in the simulated practice, and these mistakes can be corrected with feedback, practice, and reflection (Zhang & Cheng, 2011).

Furthermore, the study's findings demonstrated that teacher educators focused on summative assessment during microteaching. As a result, rather than reflecting on their practices' various facets and learning from them, student teachers began to concentrate more on how correct their methods were. This made it more difficult to engage in contemporaneous reflection—that is, reflection while teaching. This outcome is consistent with Pow and Lai's (2021) findings, which show that the main techniques of assessment in teacher education courses are microteaching and reflection. Despite the significance of formative assessment in education, learners mainly obtain summative feedback and select evaluations in the form of grading in their everyday frantic practice, and there is minimal opportunity to provide and receive formative feedback or assessments for developmental reasons (Lichtenberger-Majzikne & Fischer, 2017).

6.3.2. How feedback guided student teachers reflective practice

The result of this study revealed that teacher educators' feedback was focused on checking the student teachers' lesson planning and lesson presentation against the points in the evaluation criteria. Cognizant of the intention of the teacher educators', the student teachers focused on the completion of activities listed in the checklist. These guide student teachers to engage in lower level of reflection.

The result showed that teacher educators did not facilitate a dialogue on feedback between teacher educator and students and among student teachers. According to Mena et al. (2017), professional knowledge is implicit and difficult to access or articulate. Through dialogue, student

teachers would be able to identify and understand the professional knowledge they are working with and make a connection between it and the theory they received in the classroom (Mena et al., 2017). Lichtenberger-Majzikne & Fischer (2017) asserted that feedback is a two-way process in which the recipient processes the information that was sent and emphasized the significance of the dialogic aspect of feedback. Speaking of dialogue and reflection, Copland and Mann (2009) said that encouraging discussion in feedback sessions can create a space for contemplation. Similarly, Pow and Lai (2021) contended that if student teachers are just getting feedback from their instructors only, it could be challenging for them to improve their reflectivity on practice.According to Wilkinson (1996, P. 213, as cited in Zhang & Cheng, 2011), student teachers who received feedback from multi-source teachers were able to gain confidence and a more realistic understanding of the demands of teaching in a safe environment prior to entering the actual classroom. These days, feedback is seen as a two-way, student-centered process of co-negotiation over meaning (Carless, 2015). By contrasting their work with that of others, students are regarded in this view as self-generators of feedback (Nicol, 2020). As a result, by incorporating knowledge from diverse sources, students can improve their work (Carless and Boud, 2018). This calls for the establishment of a student-centered atmosphere that fosters a feedback culture (Chan et al., 2014). Students' participation in the assessment process, from formative and summative evaluations to learning goals creation, improves this atmosphere.

The study's findings also demonstrated that the predominance of teacher educators limited pre-service teachers' ability to reflect on their completed practices. They are the exclusive source of feedback, and they never give pre-service teachers an opportunity to defend their decisions. This finding is consistent with the findings of Kourieos (2016), who found that peer evaluation is frequently ignored as a useful resource for pre-service teachers who are considering their teaching methods, and that the traditional method of microteaching is for pre-service teachers to only receive feedback on how well they perform from their professors. Similarly, Nicol (2010) revealed that students are frequently excluded from the feedback process in higher education.

6.3.3. How feed forward guided student teachers reflective practice

The results of the current study indicate that the teaching phase is the last step in microteaching practice. Pre-service teachers did not revise or re-teach lessons by incorporating feedback.

Teacher educators advise pre-service teachers to use feedback in their upcoming practicum. Thus, the pre-service teachers did not get an opportunity for 'reflection for action.' This finding is consistent with the discussion by Ferguson (2011) that, in higher education, students believes that feedback given to them is useless because the revision of assignments using the given feedback is not required. Similarly, Jonsson (2013) stated thatstudents must also have the chance to use the performance criticism they get in order to reach their formative potential, however, many students did not use feedback to improve their practice. The provision of feedback after the completion of a course or module makes it problematic for pre-service teachers to use feedback formatively (Ferguson, 2011). Thus, there was no time to revise or repeat their work.

The result of the study further revealed that student teachers were not interested to re-plan and re-teach their microteaching lessons; they requested their teacher educators 'not to burden' them. This was because the student teachers were not told that they would re-plan and re-teach their microteaching lesson based on the feedback. This result is in agreement with White (2007) that the absence of clear feed forward made the student teachers lose interest in completing their microteaching activity, and good feedback encourages students to keep going, progress with their education, and make decisions about their next steps.

6.4. Contextual factors that influence teacher educators facilitation of student teachers' engagement in reflective practice during microteaching

6.4.1. Lack of standard guideline for microteaching

The result of this study showed that there was no uniform evaluation of microteaching across departments. Consequently, teacher educators compelled to adapt evaluation criteria of school practicum activities, and teacher educators in different departments guided student teachers in different ways. Maintaining the common ground for microteaching in colleges requires the development of uniform evaluation criteria at the college level. This result of the study is consistent with the findings of Adu-Yeboah & Kwaah (2018) who discussed that the on-campus practice was not guided by any well-documented norms or criteria.

6.4.2. Shortage of time

Shortage of time was one of the factors identified by teacher educators as a barrier for their facilitation of student teachers engagement in reflective practice. According to teacher educators, the shortage of time caused by class size and volume of content in the course. To tackle the problem, teacher educators provided microteaching practice in group of 5-7, where student teachers plan and rehearse in group but only one presenter present the microteaching proper, and as a result all student teachers did not get chance to present the microteaching proper lesson. Furthermore, due to shortage of time, teacher educators did not supervise and support student teachers in their preparatory sessions. Moreover, due to number of groups to present micro teaching lessons, teacher give feedback to microteaching presentations swiftly, and move on to the next presentation. As a result, teacher educator did not give sufficient time to peers and self-assessment on microteaching presentations. This finding is in agreement with Adu-Yeboah and Kwaah (2018), Nelson and Sadler (2013), Majoni (2017) that lack of time is a barrier to provide more time for student teachers' interactions during teacher education.

The result of the study indicated that neither did teacher educators visit the student teachers' preparation sessions to provide them with immediate feedback, nor did they gather their lesson plans to provide feedback prior to microteaching. This suggests that at this phase, teachers' support receives less emphasis. In a similar vein, Karlstrom and Hamza (2019) discovered in their study that student teachers organize their microteaching independently of teacher educators.

6.4.3. Microteaching activities in course modules

The result of the study revealed that the microteaching activities in course modules affected teacher educators'facilitation of student teachers reflective practice. There is uniformity on the microteaching activities in the course modules. Some of the activitiesdictated for student teacher rehearsal in spare time and they were not obliged to follow all the practices of student teachers (for instance Teaching English module). Some modules require teacher educators' feedback on student teachers microteaching practice, but no appropriate time allocated for the support. As a result, as classroom implementers of curriculum, teacher educators left the rehearsal part for student teachers. The result of this study is in agreement with the discussion of part (1980) and Stark and Lattura (1997) that the how the curriculum is organized affects the way it will be

implemented. Furthermore, the result affirms the finding of Amera (2016) that education curriculum implementation process was one of the factors to facilitate reflective learning processes.

6.5.Mentors and tutors facilitation of student teachers' engagement in reflective practice during practicum

6.5.1. Mentors approach with mentees while providing feedback on practicum activities?

In teacher education, the types of facilitation styles that supervisors use can influence the reflective outcomes of the student teachers (Foong et al., 2018). Accordingly, the third basic question of this study was: how do mentors and tutors facilitate dialogic relationships with student teachers during practicum? As part of mentor facilitation, how mentors approach their mentees while providing feedback during practicum was investigated. The data collected from student teachers and mentors through semi-structured interviews and observation revealed that there was an expert-novice hierarchical relationship between mentors and mentees.

The result of this study revealed that mentors assumed the roles of expert and master over the practices. They began mentoring by showing their plans, letting the mentees observe their classroom teaching as a model for their practice, and advising them to act according to the observation. The mentors took their practice as a standard for classroom observation and feedback. They prescribe appropriate tasks for student teachers based on their experience. This result is in line with the report of Clarke et al. (2014) that mentors approaching mentees as experts or role models demonstrate best practices so that the mentees observe and practice them in their classroom. These mentors led the mentees towards standards interpretations instead of developing their teaching practice; the mentees took the position of receiver of knowledge (Hoffman et al., 2015). For mentees to see and implement ways in their teaching, mentors adopted the role of experts during the practicum and exhibited best practices. As a result, a hierarchical expert-novice connection between mentors and mentees was noted. This outcome is in line with the research findings of several other scientists, such as Merket (2022), Duckworth and Maxwell (2014), Mena et al. (2017), and Clarke et al. (2014).

The result of the study revealed that mentors used much of the feedback time to tell and explain what they observed. As a result, student teachers listened to the explanation and expected only to confirm that they understood what was said and if they had any ideas. The results of studies on mentors and their coaching revealed that mentors used more speaking time and initiated more topics than their mentees during the feedback conferences (Hoffman et al., 2015). When teachers take an active and instructive role, they speak for a longer time and use directive skills in their mentoring (Hennissen et al., 2008). The authors further discussed that when mentors take a longer time during mentoring dialogue, they advise on the practicing focusing on tasks performed.

Facilitation styles deal with how support and feedback are given to student teachers. Though the how aspect of the feedback is significant, when the feedback is given, it is equally important. The types of feedback don't serve their function if they are not given at the appropriate time. Accordingly, the feed-up (before practice), feedback (after practice to show a gap in practice), and feed-forward (after practice to show future action to fill the gap) serve their function if and only if they are given in their respective time. Gibbs and Simpson (2004) identified the necessary conditions under which assessment supports learning. One of the conditions is that 'the feedback is timely in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance' (p. 18). They discussed that students should receive feedback before they move on to the next content. Furthermore, they argued that untimely feedback is irrelevant to the ongoing studies of students and doesn't lead to additional learning activities.

Providing timely feedback is significant for the learning of students (Gibbs and Simpson, 2004). They argued that untimely feedback is irrelevant to the ongoing studies of students and doesn't lead to additional learning activities. Pronouncing the importance of immediate feedback, they stated that imperfect, timely feedback from fellow students is more important than perfect feedback given by a tutor after four weeks.

The result of this study revealed that the feedback given on the planning of student teachers' lesson planning is remote from the planning time. Student teachers were given feedback on their planning after the lesson presentation. Teacher educators consider planning a performance in its own right and give feedback on the performance so that student teachers can identify their gaps

and re-plan it based on the feedback given. This would make the presentation even better and narrow their presentation gap. However, the feedback given on the lesson plan after the lesson presentation contributes nothing to the plan.

6.5.2. Mentors' approach and its influence on the responsibilities they take on and the focus of their feedback throughout practicum

The study also demonstrated that mentors evaluate the growth of their mentees and offer comments following predefined standards. Using checklists and a scoring system, the mentors assessed the mentees' performance, with particular attention paid to whether the activities had been completed correctly or wrongly. Because of this, mentors did not point out areas in which the student teachers' practice needed improvement or how they could prepare for future professional practice, which left no opportunity for mentee improvisation. Hattie and Timperley (2007) state that this denotes task-level feedback that is concerned with the task or product and whether the work is completed correctly or not. This is known as corrective feedback or knowledge of results, and it compares the completed activity to certain criteria such as correctness, neatness, or conduct. Feedback at the task level would benefit students' learning if feedback providers stated why the task was correct or incorrect and what should be done to correct it (Arts et al., 2016). This finding agrees with Nahmad-Williams and Taylor (2015) and Hoffman et al. (2015). Furthermore, the result is in line with report of Birbirso (2012) that in Ethiopia the reflective practice of student teachers was hindered by the use of highly structured, performance-oriented, and underpinned evaluation criteria.

Thus, teacher educators have to give a larger share of discussion time to student teachers during their talks (Copland & Mann, 2009). They stated that facilitating dialogue during feedback meetings can build an opportunity for reflection. Similarly, Pow& Lai (2021) contended that it may be difficult for student teachers to develop their reflectivity on practice if they are receiving feedback only from their instructors.

The result of the study further reveals that the focus of the mentors' feedback was whether the task was done correctly or not, sometimes mixed with praise for the performance of the tasks. They evaluated student teachers' performance on the points given through the evaluation criteria and the practice they demonstrated to student teachers. Furthermore, according to Hatie and

Timperley (2007), feedback at the task level deals with the task or the product, whether the task is performed correctly or not. This type of feedback is called 'corrective feedback or knowledge of results.' It relates the performed task to some criterion, such as correctness, neatness, or behavior. Hattie and Timperley (2007) argued that feedback at the personal level, such as 'good girl' or 'great effort,' bears little information on a task and is barely transformed into more engagement. Furthermore, Hattie and Timperley discussed that praises that are not followed by identification of gaps and directions during feedback are unlikely to be effective because they don't address any of the questions in the feedback provision (where I am going?, how I am going, and where to next?). This result is in line with the findings of Hoffman et al. (2015) that most of the time mentors provide technical and procedural feedback; their communication with student teachers is direct and evaluative.

6.5.3. How tutors provide feedback to student teachers during practicum

The result of this study showed that practicum supervisors did not provide timely feedback to their student teachers during practicum. There was no uniform feedback provision among the practicum supervisors. Due to number of student teacher they supervisor in different schools and location, the practicum supervisors took note on their observation and gave their feedback when they get time, including weekend. The result of this study revealed that there was no pre- and post-observation conference between tutors and student teachers. This result is in line with the result of Dawit (2008) that unmanageable number of student teachers is one of the factors impeding effective supervision.

Practicum supervisors used an instructive approach in telling them directly what they observed; weakness and strengths. Some mentors provided feedback in group and the supervisors were telling the weakness of one student to all.

The tutors provided their feedback based the pre-determined evaluation criteria for practicum practices. The tutors commented every action of student teacher against the evaluation criteria. The tutors strictly have used the evaluation criteria for observation of the lessons and feedback. Consequently, the tutorsprovided similar feedback on classroom practices regardless of the contexts of student teachers.

6.5.4. How tutors and mentors monitor student teachers' practice of reflective activities in the practicum guide during practicum

The result of the study revealed that student teachers did not complete reflective activities that they should complete before and while doing the practicum. The student teachers did not complete activities on their expectation from practicum, did not evaluate the annual and lesson plans of their mentors, and did not complete reflective activities about curricular and co-curricular activities of the practicum school. The result indicated that there were no follow up from tutors and mentors on the completion of the reflective activities, and there was no follow up because the tutors and mentors did not consider them as part of their responsibility. The tutors and mentors reported that the reflective activities were part of the portfolio of the practicum. This implies that they were not clear with the significance of the reflective activities for student teacher professional development in general and development of reflective practice in particular. Due to lack of follow up from tutors and mentors, student teachers did not bring the practicum guide line with them during the practicum. The student teachers shared the conception of their mentors and tutors that the guideline is to be filled as part of portfolio, they did not consider its contribution for their professional development during the practicum.

The findings of this study are in agreement with Melesse (2014), who argued that the absence of consistent follow-up and assistance from mentors and tutors is a problem in school practicum implementation. Similarly, the result is in agreement with Tadesse (2014), who assessed the implementation of the pre-service practicum program in teacher education colleges and found that there was a lack of close follow-up and support systems, and as a result, the student teachers were not carefully scaffolded. In agreement with these findings, Dawit (2008) found a lack of clarity among mentor teachers regarding their mentoring roles. Furthermore, the result is in agreement with Amera's (2016) finding that curriculum implementation is one of the bottlenecks in facilitating student teachers' reflective learning.

6.6. What contextual factors influence the mentors' and tutors' approach and focus of feedback during practicum?

6.6.1. Mentor and Supervisor training

This study found that mentors were not properly trained for their jobs. Mentors used their expertise and skills in their respective fields to assist mentees. They were unsure of their mentoring positions, and as a result, their critique was educational. This finding is consistent with the findings of other studies, including Clarke et al. (2014), Hennissen et al. (2008), Hoffman et al. (2015), and Valencia et al. (2009).

The result of the study revealed that the mentors were not prepared for their mentoring roles. The mentors receive no training in mentoring skills. They were not clear on the concept of mentoring, mentoring relationships, or the way of providing feedback. The result of this study is in line with the findings of Hoffman et al. (2015), which reveal that in the practice of mentoring, mentor teachers are mostly not prepared for the mentoring roles they are expected to take on. Furthermore, the result is in agreement with the findings of Bradbury and Kaballa (2008) and Valencia et al. (2009) that mentors who were not trained in mentoring were found to be unclear with their mentoring roles, and as a result, they cannot offer significant support for student teachers in their practice. Furthermore, this finding is in agreement with that of Cohen et al. (2013) usually mentors selected not based on how they are prepared for mentoring role, but based on their availability. Furthermore, the result of this study is in agreement with Dawit (2008) that mentioned the lack of clarity among high school teachers on their mentoring role as a problem for effective support of mentors to student teachers.

The results of the study revealed that supervisors did not receive training on their supervisory styles, roles, and approaches. The practicum supervisors reported that they attempted to transfer the training they received to their respective subject areas: HDP, SMASE, and ELIC. The supervisor stated that no one is thinking about giving training to supervisors because they are considered to have sufficient knowledge to support student teachers. This result is in agreement with the findings of Murray-Harvey et al. (2000) and MacDonald (1992) that lack of role clarification between cooperative teachers and supervisors is one of the factors that create stress in student teachers' teaching practice.

6.6.2. Collaboration between supervisors and mentors

Collaboration between tutors and mentors is indispensable to provide effective support to student teachers during practicum. In relation to this Ferns et al.'s (2019) discussion of the importance of partnerships in delivering real-world learning opportunities, providing students with critical feedback on their performance, creating opportunities for both parties to grow their capacities, and sharing responsibility for graduates' workforce preparation. Furthermore, Mtika et al. (2014) and Windsor et al. (2022) suggested the joint observation of supervisors and mentors on student teachers practice and having triadic post observation. However, the result of the study showed that there was no collaboration among tutors and mentors. The mentors and tutors assigned to the same student-teacher never conveyed the process of their support or the progress of the student-teacher under their supervision. The College of Teacher Education did not work with the practicum school to identify and train mentors or set up a time and location for mentoring. The findings highlight the need to establish shared responsibility among stakeholders to facilitate student teachers' learning via practicum. This finding is in agreement with Cohen et al. (2013), who reported that there was no genuine cooperation or sharing of ideas between mentors and tutors during the practicum. Likewise, the result is in agreement with Melesse (2014) and Tadesse (2014): there is a lack of coordination between tutors and mentors during practicums. Moreover, the result is in agreement with that of Mpate et al. (2021), who found a weak triad relationship during the teaching practicum.

6.6.3. Shortage of time

The findings revealed that mentors did not provide mentees with timely feedback on their practice before and after lessons. Due to a lack of time before lessons, student teachers entered classrooms without discussing the lesson plan or receiving feedback on potential improvements, and due to a lack of time after the classroom, they repeated the same lesson in the next class without receiving feedback on their previous performance. As a result, they passed up an opportunity to improve their practice by receiving criticism. This finding is in agreement with Cohen et al. (2013) that mentors and tutors have shortage of time for post-observation meetings, sometimes, if they arrange the meeting it is superficial that lacks significant reflection. Furthermore, the result is in line with Dawit (2008) that lack of reflection time with teacher educators is one of the problems for affecting support from mentors and tutors.

6.6.4. Space for reflection

Furthermore, even in the case of delayed responses, mentors and mentees did not devote enough time to discussion due to a lack of allocated discussion space. This result was in contrary with Muyengwa and Jitai's (2021) findings. Mentors need more time with their mentees and better facilities to provide effective mentoring services (Muyengwa & Jitai, 2021). A practicum environment with set times and locations enables student teachers to communicate and write about their experiences (Farrell, 2013). According to Maxwell (2009, as referenced in Danbi & Tadesse, 2019), reflecting on practice necessitates a designated location and a certain time. However, the findings of Muyengwa and Jitai's study on the settings of WIL in schools for pre-service teachers found that mentors held informal mentoring sessions with their mentees due to a lack of time and space. A busy and unorganized timetable, according to Maxwell, does not foster professional learning among student teachers. During the practicum, mentors and mentees discuss lessons before and after teaching sessions. Schools should reset classroom schedules for practicing student teachers to promote such debates.

Chapter Seven: Lessons Learned, Conclusions and implications

This study aimed to investigate how student teachers' reflective practice was supported during microteaching and practicum. The study examined the various forms of feedback that teacher educators provide during microteaching and how this feedback affects pre-service teachers' engagement in reflective practices. It also concentrated on how mentors and tutors approach student teachers during practicum and how their approach influences their roles and responsibilities in relation to facilitation of student teachers reflective practice.

A qualitative case study design was employed for the inquiry.Data were collected from third year student teachers and their subject area methodology course instructors during microteaching, and tutors and mentors during practicum. Semi-structured interviews, document analysis, focus group talks, and observations were used to gather the data.

7.1.Lessons learned

7.1.1. Teacher educators' feedback and its effect

The results of this study revealed that teacher educators' use of feedback can facilitate or hinder student teachers reflective practice. Teacher educators can use feedback before and after practice to enhance student teachers engagement in reflective practice before, while, and after practice. Thus, the data analysis revealed that student teachers received various forms of feedback from teacher educators both before and after microteaching practice. Teacher educators provided feed up through evaluation criteria. When planning and rehearsing microteaching lessons, student teachers have utilized assessment criteria as a point of reference to reflect on the approaches they would use. Using these points, student teachers evaluated how well they presented their lessons. Therefore, the evaluation criteria functioned as feedback both before and during the microteaching activity.

To ensure that student teachers understood every point and could apply it to their practices, teacher educators did not go over the criteria with student teachers. Furthermore, student teachers were not guided in creating criteria on their own, using the given criteria as a starting point.

In this study, every pre-service teacher engaged in rehearsal strictly because the teacher educators decided to select a presenter randomly on the date of the presentation and asked

questions to all the group members randomly. Furthermore, pre-service teachers planned and rehearsed lessons using evaluation criteria as a guide. Teacher educators' development and provision of evaluation criteria facilitated pre-service teachers' rehearsal of microteaching. Thus, teacher educators should consider strategies to compel pre-service teachers to engage in practical activities.

From the above discussions, we learn that evaluation criteria can be used as a standard for practice and as a tool to facilitate student-teacher reflective practice before practice. Student teachers engaged in reflection for action during planning using the evaluation criteria as points of reference. However, the teacher educators who participated in this study did not intentionally use the evaluation criteria as a tool to enhance student-teacher reflective practices (reflection-for-action) during planning.

After-practice, feedback has been utilized by teacher educators to highlight discrepancies between student teachers' observed practices and the standards outlined in the evaluation criteria. Student teachers discovered their weaknesses in both lesson preparation and delivery through the comments. But the feedback was limited to verbal communication. Teacher educators did not provide any written feedback, not even regarding the lesson plan. Moreover, feedback was exclusive to teacher educators and was unidirectional. There was no opportunity for the student teachers to consider their teaching. Student teachers' ability to reflect on their work was hindered by the teacher educators' one-way comments and the absence of conversation during the feedback process. As a result, the lesson we draw is, student teachers did not take advantage of the chance to practice reflection-on-practice.

Teacher educators did not provide student teachers with the opportunity to use the comments they received to enhance their practices. Teacher educators informed student teachers of their gaps and suggested that they apply the comments in their practicum.This seriously affect student teachers' opportunity to engaged in reflective practice because the essence of reflective practice is not getting aware of the weakness on practice but improving practice using the identified gaps.

Teacher educators provided strict directions to student teachers on how to plan their microteaching sessions based on the evaluation criterion points.As a result, the evaluation criteria's points served as a boundary for student instructors' practices. This prevented pupils

from seeing other options and narrowed their viewpoints. The way evaluation standards used obscuredthe perspectives of the students.

Teacher educators have prepared the evaluation criteria with intention of evaluation and they provided evaluative feedback. As a result, during microteaching, student teachers who were the lesson presenters were concerned with ensuring that their practice adhered to the plan and evaluation criteria. There was no chance for the student teachers to modify their methods in light of the situation. And this had an impact on their ability to reflect while practicing and modify their instruction—that is, to engage in reflection-in-action. Thus, when teaching microteaching lessons, the lesson presenter student teachers worried about the perfection of their practice in line with the plan and evaluation criteria. There was no chance for the student teachers to modify their methods in light of the situation. And this affected their chance of reflection during practice and making amendments to their teaching; reflection-in-action.

Furthermore, teacher educators' instructions for strict adherence to evaluation criteria compel student teachers to attend only to the implementation of the planned activities on the evaluation checklist. This leads student teachers to practice lower-level reflection.

In contrast to the atmosphere of blamelessness necessary for reflective practice, the feedback session was very tense. As a result, the teacher educators did not create a feedback-rich environment where student teachers could actively participate and consider their own and their peers' practices.

7.1.2. Managing contextual factors to facilitate student teachers reflective practice

Facilitation for student teachers begins at the beginning of curriculum development. Teaching and learning activities in the curriculum facilitate student teachers' engagement in reflective practice and compel educators to use them in their classrooms. However, the results of the document analysis revealed that there was no uniformity in microteaching activities in the subject area method course materials. This has resulted in a lack of uniformity in the implementation of microteaching among teacher educators.

The absence of a common guide for microteaching practices exacerbates the homogeneity of microteaching practices among teacher educators. Consequently, teacher educators have modified the school practicum evaluation criteria in their unique ways of use in the classroom.

Another issue with the curriculum is the amount of time allotted to the subject area methodology courses. Numerous hands-on activities in these courses require student instructors to participate in the instructional strategies. However, the number of credit hours allotted to the courses prevented teacher educators from offering personalized feedback and microteaching strategies.

7.1.3. Mentors' approach while providing feedback on practicum activities

An analysis of data from the school practicum revealed that mentors and mentees had an expert-novice relationship in which the mentor dominated the mentoring exchange. The mentors assumed the position of specialists, or masters, who set expectations for student teachers' behavior and monitor compliance. Modeling a technique and creating standards serve as examples of how to carry out the activity rather than forcing mentees to copy it. Student teachers might refine their practices based on what they have seen in action. In contrast, the mentors during the practicum require that the student teachers' practices completely coincide with the modeled practice and the practice's standards.

Mentors behave in an imperator's manner. During feedback meetings, mentors pointed out topics of discussion and did not allow student teachers to voice their worries or requests for clarification. They took more time to clearly describe what they saw and offer recommendations for how to close the gap.

7.1.4. Influence of mentoring approach on their roles, responsibilities, and focus of feedback

Analyzing the data revealed that mentors who build expert-novice relationships and act as imperators prioritize practice perfection. Their feedback mostly centers on the student teachers' and the planned practice's methods of execution. They therefore employ directive skills—advising, proposing, informing, clarifying, and so on—while providing feedback. The mentors occupied a greater portion of the feedback session, offering advice, making suggestions, and so forth.

Regarding tutor feedback, student teachers did not receive timely feedback from tutors. Tutors observe while student teachers present their lessons, make notes, and then provide comments at the end of the week. They argued that they were pressed for time and did not provide input immediately following observation.

When providing feedback, teachers take an instructive approach, outlining any gaps found during practice and offering suggestions for future improvements. The emphasis was on how the practice was carried out successfully and by the practitioner since they based their feedback on the evaluation criteria. Consequently, the feedback centered on the individual and the exercise.

7.1.5. Mentors and supervisors' monitoring of reflective activities during practicum

The results of the study revealed that mentors and practicum supervisors did not monitor student teachers' engagement in reflective activities in the practicum modules. Neither mentors nor tutors realized that facilitating student teachers' engagement in activities was part of their roles and responsibilities. As a result, student instructors did not use reflective activities for the intended reason.

7.1.6. Managing contextual factors during practicum

The factors that were found to have an impact on the effectiveness of mentor and tutor support services during the practicum included mentor and supervisor training, timetables, space for mentoring discussions, lack of cooperation between mentors and tutors, and a shortage of time for discussion with student teachers before and after practice.

Facilitating student-teacher reflective practice demands cooperative work between mentors and tutors. As they support the same student teacher, they have to discuss the areas in which they provide support, the improvements observed, and so on. This cooperation requires time, and the reservation of time for mentors and tutors is indispensable. Student teachers are sent to practicum schools to learn teaching and are not assigned teachers. Thus, the time for reflection before and after practice should be arranged. In addition, triad discussions require space. During practicum, this is a neglected factor but has a pervasive effect.

Summary of lessons learned from microteaching and practicum situations

Student teachers teaching during microteaching as well as during practicum were guided by evaluation criteria. There were uniform evaluation criteria and checklists in the practicum guideline developed to guide student teachers practice towards reflection. But, teacher educators adapted the evaluation criteria for microteaching practices. The teacher educator adaptation lacked uniformity. And thus, student teachers in different department used different evaluation criteria.

Effective teaching starts with effective planning. To help student teachers prepare good plan, the teacher educators, tutors and mentors should support them in their planning sessions. A look at practices in microteaching as well as school practicum indicates that student teachers' planning was not attended. During microteaching student teachers planning and rehearsing their lessons in group, but teacher educators did not support this very important part of microteaching. Furthermore, teacher educators did not comment on microteaching lesson plans of student teachers before the classroom presentation. Thus, student teaches has no chance to improve their lessons based on feedback from teacher educators. Similarly, student teachers had no chance to collect comment on lesson plans from their tutors or mentors. Tutors and mentors directly went to classroom observation with no discussion on lesson plan discussion with student teachers.

During practicum, student teachers do not learn only from classroom teaching. As indicated in the practicum guideline, there are a lot of activities to be carried out before actual teaching practice. However, the practices were not implemented because there was no one took responsibility to support student teachers do the practices.

The evaluation criteria developed for practicum and adapted by teacher educators for microteaching used as a base for teaching practice in microteaching as well as school practicum. Student teachers used the evaluation criteria as a base to plan their microteaching lessons and rehearse them before actual classroom teaching. Furthermore, teacher educators gave feedback based on the criteria. Similarly, during practicum, the evaluation criteria were used as yardstick to evaluate the planning and teaching of student teachers.

In both situations there were authoritative approaches which suppress the role of student teachers. During microteaching, the feedback on student teachers' practice was dominated by

teacher educators. There was no dialogue between teacher educators and student teachers. Teacher educators were the only source of feedback. Similarly, during practicum, tutors and mentors took the dominant role, act as models of tasks, imperators, and talked for longer time during feedback, used directive mentoring skills to tell them directly what was right and wrong.

Immediacy of feedback was where clear difference observed between practice in microteaching and practicum. During microteaching, teacher educators gave immediate feedback on the lesson presentations of student teachers whereas tutors and mentors did not give immediate feedback to student teachers on their classroom teaching.

Another difference between the microteaching and practicum teaching practices was the use of uniform evaluation criteria. During microteaching, teacher educators of different departments used different evaluation criteria whereas during practicum there was an evaluation criteria prepared by centrally and used uniformly by all the mentors and tutors.

Lack of feed forward was a common problem observed in both settings of teaching practice. During microteaching teacher educators gave feedback and student teacher did not revise their lesson using the feedback. Similarly, during practicum student teachers did not use revise their lessons using the feedbacks of tutors and mentors.

Shortage of time was a common problem of teacher educators and tutors to offer their support to student teachers. Teacher educators reported the problem of credit hours to subject area methodology as a barrier not to give microteaching individually and offer more support to student teachers. tutors reported the number of student to whom they assigned as tutor and the distance of schools where the student teachers placed for practicum as causing time problem not to visit the practice of student before and after teaching and frequently.

The focus of feedback on practice and individual self is a common problem observed in both settings of teaching practice. Teacher educators, tutors, and mentors focus on the implementation of practices described in the lesson plan and what the lesson presenters did during the practice is the focus of the feedback.

7.2.Conclusions

The following conclusions were reached after data analysis and lessons were considered. Teacher educators' use of an evaluation checklist and their instruction for anonymous presenters of microteaching lessons guided student-teacher practices during their rehearsal of micro-lesson presentations. The group members planned lessons together, all engaged in teaching the lesson, observing each other's work, giving and receiving comments on the plan and presentations, and making adjustments based on the feedback. Therefore, the evaluation checklist and instruction facilitated student teachers' engagement in reflective practices during rehearsal. However, the strict instruction of teacher educators to student teachers to plan and teach according to the checklists blinkered the student teachers' practice. Therefore, teacher educators' evaluation checklist served as feed up and facilitated student teachers' engagement in reflective practice before practice (reflection-for-action), although their practice was limited to the activities in the checklist.

Besides affecting student teachers' practice during rehearsal, student teachers' practices were limited to the points in the evaluation criteria. Student teachers were worried about the exact implementation of their plans rather than addressing contextual factors and adjusting their lessons. This affected the student teachers' reflection-in-action.

Teacher-educator-dominated feedback on completed lesson presentations hampered student teachers' engagement in reflection-on-action. There was no cooperative interaction or dialogic environment during microteaching feedback, which made the environment tense and caused student teachers to refrain from active engagement in receiving and providing feedback.

During microteaching, giving and receiving feedback on completed activities was at the end of practice. The student teachers did not re-plan or re-teach the lesson using feedback. This once again hampered student teachers' engagement in reflection-for-action.

Due to the class size, teacher educators provided microteaching practices to student teachers in groups. As a result, not all student teachers had the opportunity to present micro lessons. This denied them the chance to practice lesson implementation and collect feedback on their personal presentations.

In brief, from the findings on microteaching, it can be concluded that teacher educators do not support student teachers' reflective practices using various forms of feedback. There was no feedback during microteaching; however, there were aspects of feedback up and feedback (performance feedback). Teacher educator's inappropriate use of evaluation criteria and non-dialogic feedback hindered student teachers' opportunities to participate in reflection. The results showed that teacher educators did not support pre-service teachers' participation in three types of reflection: reflection on action (after practice, retrospective reflection), reflection on action (before practice or anticipatory reflection), and reflection-in-action (while teaching). Two factors that were found to impede practice were lack of time for microteaching and lack of consistent evaluation standards.

Mentors and tutors adapted the specialist/master's approach, set expectations for student teachers' behavior, and monitored compliance. Their feedback mostly centers on student teachers' and the planned practice's methods of execution. Therefore, they employ directive skills, such as advising, proposing, informing, and clarifying, while providing feedback. Mentors occupied a greater portion of the feedback session, offering advice, making suggestions, etc.. Student teachers strived to abide by the instructions and approaches of their mentors/tutors, hampering their engagement in reflective practice.

Mentors and tutors did not realize that facilitating student teachers' engagement in activities was part of their roles and responsibilities. As a result, student teachers did not work on reflective activities, as intended in the practicum modules.

Mentor and supervisor training, timetables, space for mentoring discussions, lack of cooperation between mentors and tutors, and a shortage of time for discussion with student teachers before and after practice were contextual factors that hindered mentors and tutors' facilitation of student teachers' engagement in reflective practice.

In brief, from the findings of the practicum, it is possible to conclude that supervisors and mentors established a dominant approach throughout the practicum and offered one-way feedback to the student teachers. Consequently, throughout the practice, they assumed the character of an expert or master, and student teachers became passive recipients of their

feedback. The mentor and tutors pinpoint and elucidate deficiencies in student-teacher practice. There was no opportunity for student teachers to consider their methods before or after the exercise. Mentors and tutors concentrate on student teachers' achievement of practices that lead to a lower level of reflection during their instructive feedback. As a result, student teachers' participation at various levels and forms of reflection impeded the results.

7.3. Recommendations

Drawing from the lessons learned and the conclusion,the following recommendations are proposed to support student teachers' reflective practice:

- Microteaching should be viewed as an on-campus teaching practicum, and appropriate time should be set out for practice teaching, in order to guarantee that every student in the classroom has the chance to experience teaching.
- Teacher education institutes should create consistent criteria based on their respective circumstances in order to preserve the uniformity and quality of the microteaching practice.
- Teacher educators should use feedback before and after practice intentionally to elicit student teachers reflective practice.
- Teacher educators should use group rehearsal through various courses and deliberate planning for pre-service teachers’ engagement in rehearsal.
- To support student teachers' reflective practice, teacher educators should receive training on how to use feedback both before and after practice.
- When conducting microteaching, teacher educators must maintain a balance between formative and summative feedback.
- It is important for teacher educators to connect their microteaching methods to those used in practicum schools.
- Prior to assigning student teachers, teacher education colleges ought to provide mentors with training on mentoring techniques and their respective roles and duties.
- Colleges of teacher education ought to encourage mentorship and tutoring relationships.

- Teacher education institutions and practicum schools should work together to organize student teachers' classroom instruction so that they have time set aside for meetings with their mentors and tutors.
- Teacher education institutes and practicum schools should work together to provide aside appropriate space for mentoring and tutoring conversations.

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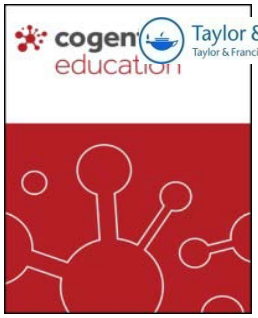
Appendix – A- **Publications**



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Teachereducatorsuseoffeedbacktofacilitate reflectivepracticeamongpre-serviceteachers duringmicroteaching

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Mentoring during school practicum: Mentor-mentee relationship, roles assumed, and focus of feedback

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This study scrutinized the relationship between mentor and mentee; how this affects the roles mentors assume, the focus of mentors' feedback, and the factors that affect mentoring practice. The study employed a qualitative case study design. Data were collected through semi-structured interviews with mentors and mentees. The data were analyzed using thematic analysis, in which themes emerged from the identified data. The results revealed that the mentors exercised hierarchical relationships and took on the role of knowledge providers during mentoring. Mentors focused on tasks and individuals in their feedback. Mentors' lack of training, time, and space were the prevailing factors that dictated their relationship with their mentees and impacted feedback. The findings of this study illuminate the interconnectedness between mentoring relationships, roles of mentors, and the focus of feedback they provide. It highlights the importance of preparing mentors for their roles to enhance student teachers' learning from practicum.

Keywords: School practicum, mentoring, mentoring relationship, feedback, teacher education

The world of work is complex, unpredictable, and vague (Ferns et al., 2019; Oliver, 2015). The complexity is increased by the absence of a body of reliable knowledge and a set of guidelines for all professional practices (Schon, 1983). In reference to the teaching profession, teachers cannot solve all their practical problems by repeating solutions they learned from their teachers and through their readings (Bognar & Krumes, 2017). In order to manage dynamic and uncertain classroom conditions, teachers need "professional artistry" (Schon, 1987, p. 22). As a result, one of the hallmarks of teacher education is placing student teachers in practicum schools where they interact with learners in schools under the guidance of experienced teachers. Practicum integrates real classroom teaching into teacher education, providing a rich environment for work-integrated learning (WIL). WIL offers real-world learning experiences, in which student teachers integrate theory and practice in classroom contexts (Clarke et al., 2014; Zegwaard et al., 2019).

Optimizing student teachers' outcomes from school placements necessitates offering well-planned mentoring support (Grudnoff, 2011; Ulvik et al., 2018). Mentoring is a reciprocal relationship between mentor and mentee that creates an environment for effective feedback and lays the foundation for mentees' development of various skills (LeeKeenan, 2020; Lichtenberger-Majzikne & Fischer, 2017). The hierarchical relationship of traditional mentoring, in which mentors are knowledge providers and mentees are passive receivers (Hoffman et al., 2015), is a barrier to the cooperative relationship between mentors and mentees. Thus, LeeKeenan suggested considering the social positions of mentors and mentees to provide equity in position and power. This repositioning builds a trusting and communicative relationship between the mentor and mentee and serves as a threshold for field placement (Stanulis & Russell, 2000). This relationship is significant because it inspires mentees to take responsibility and be innovative. Meaningful reflection occurs in an environment premised on partnership and trust (Chan et al., 2014; Siebert & Walsh, 2013). Chan et al. (2014) discussed that mentors must trust that student teachers will respond to the feedback, and student teachers must trust

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Appendix – B- Cooperation letters for practicum schools

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☎ 251 11 123 97 16 ✉ 1176 Fax: 00251(11) 242719 e-mail: ctpd@aau.edu.org.et

Date: October 25, 2021
Ref. No. C&I/18/21/22

To: Tabor primary School

Subject: Cooperation

Mr. Demekash Asregid (ID. No. GSR/3613/10) is a PhD Student at Addis Ababa University, College of Educational Behavioral Studies in the Department of Curriculum and instruction. He is working on a research project titled "**Teacher Education Practices in enhancing Student Teachers' reflective practice**".

He is now collecting data on his dissertation title by visiting different organizations.

I would be most grateful if you extend to him all the necessary assistance regarding this matter.

Thank you for your kindness

Sincerely,

Teshome Tola (PhD)

Chairperson, Department of Curriculum and Instruction

Iyyaasu Yoodo Kooddamo
Rosu Mihi Murricha
25/06/2014

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☏ 251 11 123 97 16 ✉ 1176 Fax: 00251(11) 242719 e-mail: ctpd@aau.edu.org.et

Date: October 25, 2021
Ref. No. C&I/18/21/22

To: Ethiopia Tikdem primary School

Subject: Cooperation

Mr. Demekash Asregid (ID. No. GSR/3613/10) is a PhD Student at Addis Ababa University, College of Educational Behavioral Studies in the Department of Curriculum and Instruction. He is working on a research project titled "**Teacher Education Practices in enhancing Student Teachers' reflective practice**".

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I would be most grateful if you extend to him all the necessary assistance regarding this matter.

Thank you for your kindness

Sincerely,

Teshome Tola (PhD)
Chairperson, Department of Curriculum and Instruction

28/06/12

Kutaa Ademi Shaafi Ersdio
Rosy Mini Qara Murricha

Appendix – C- **Tools of data collection**

I- Semi-structured interview guide for teacher educators on microteaching

- How do you provide your student teachers chance to practice teaching in subject area methodology course?
- How do you facilitate microteaching practice of your student teachers?
    - What do you offer your student teachers to facilitate their microteaching practice?
    - How do you allow student teacher to communicate freely with you and among themselves?
- How do you monitor and support the student teachers' rehearsal of microteaching?
- How are you providing feedback on microteaching practice of student teachers?
    - What kind of feedback do teacher educators offer you during microteaching?
- How do you evaluate the influence of your feedback on the microteaching practice of student teachers?

II- Semi-structured interview guide for student teachers on microteaching

- How does your teacher educator provide you chance to practice teaching in subject area methodology course?
- How does your teacher educator facilitate your microteaching practice?
    - What do teacher educators offer you to guide your microteaching practice?
    - How does your teacher educator create an environment for free communication with him and among student teachers?
- How are you rehearsing microteaching?
- How does your teacher educator provide you feedback on your microteaching practice?
    - What kind of feedback do teacher educators offer you during microteaching?
- How the teacher educators' feedback does influence your learning from microteaching practice?

III- FGD of student teachers during microteaching

- How do you evaluate your participation in microteaching
    - Do you get chance to practice microteaching?
    - How do you learn from the practice
- How do your teacher educators facilitate your microteaching practice?
- How does the facilitation of your teacher educators influence your microteaching practice?

IV- Semi-structured interview guide for student teachers on practicum

- How do you begin the practicum you are doing at school?
- How do you observe and comment on your mentors' classroom teaching?
- How do your mentor and tutor give you feedback on your microteaching plan and classroom teaching?
    - How does the mentor allow you clear you point of view during feedback session?
    - How does tutor allow you clear you point of view during feedback session?
    - What kind of feedback do mentors and tutors offer you during microteaching?
- How do the mentor's and tutor's feedback influence your teaching during practicum?
- How do mentors and tutors approach you during mentoring?
- How do the mentor's and tutor's approach influence your practice during practicum?

V- Semi-structured interview to mentors on practicum

- When mentees are assigned to you, how do you start your mentoring role?
- How do you allow your mentees to observe your plan and classroom teaching and give comment of the plan and the teaching?
- How do you observe and give feedback on mentees plan before classroom teaching?
    - What kind of feedback do teacher educators offer you during microteaching?
- How do you observe your mentee classroom teaching and give feedback before they teach the next class?
- How do you monitors and support student teachers in filling reflective activities in practicum guide.
- What factors affect your professional support to student teachers during practicum?

VI- Semi-structured interview to tutors on practicum

- When student teachers are assigned to you, how do you start your role as tutor?
- How do you observe and give feedback on student teachers' plan before classroom teaching?
    - What kind of feedback do teacher educators offer you during microteaching?
- How do you observe your mentee classroom teaching and give feedback before they teach the next class?
- How do you monitors and support student teachers in filling reflective activities in practicum guide.
- What factors affect your professional support to student teachers during practicum?

VII- FGD of student teachers on practicum

- How do you evaluate your learning from practicum
    - Did you get chance to reflect on your practice make amendments on your practice?
- How do you evaluate the facilitation of teacher educators facilitate your microteaching practice?
- How does the facilitation of your teacher educators influence your microteaching practice?
- What problems do you encounter that affect you practicum practice?