

Addis Ababa University
School of Graduate Studies
Faculty of Language Studies
TEFL

**Evaluation of Mentorship Interventions to Support English
Student-Teachers during Practicum/Teaching Practice**

(With especial reference to Dessie CTE and five Partner Primary Schools)

By: Mohammed Ahmed

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Abstract

The main concern of this study has been evaluating the mentorship interventions to support the English S-Ts at Dessie CTE during the practicum in five selected partner primary schools. It was conducted to let the EMOE, the ANREB, Dessie CTE, the partner primary schools, and the "mentors" in them; and those trainees realise that practicum and the process of SBEM really demand on them some basic roles to carry out to get well-qualified EFL teachers. Evidently, mentoring in education is not a new idea even in Ethiopia. For example, the study by Solomon Geda (2001) investigated the insights into the mentoring roles of high school English teachers. However, nothing was mentioned in his study about any organised mentoring training given to any EFL teachers. This could mean that the term "mentor" has been used to designate any EFL teachers who simply work as mentors without taking any related training. That is why, one of the focus areas of this study was to find out whether the EFL in the primary schools have had the knowledge and skills to carry out their mentor roles just being "acculturator," "educator," "support," "sponsor," and "model". Equally, how much the Eng S-Ts themselves were aware of their own roles was the other focus area. To investigate these core issues, both quantitative and qualitative methods were employed. The data-gathering tools used in this study were Eng S-Ts questionnaire to 40 Eng S-Ts; school "mentors" questionnaire to 23 school "mentors" which were both piloted; structured interviews with 10 Eng S-Ts; 5 school "mentors," and 5 school principals. Moreover, to back up the data-gathered with those tools, personal structured observation, and document investigation into the written documents of the 10 randomly selected Eng S-Ts' portfolios, and the assessment reports of all the 40 Eng S-Ts were also treated. Addressing the basic questions of the study, the findings have shown that there were shortages and lapses which made accountable all the responsible bodies mentioned earlier. The school "mentors' " insufficient support to the Eng S-Ts with proficiency and teaching strategies was one of the significant discoveries. This finding reminds us Hailom's (1993) study results that disclosed the problems that the Eng S-Ts who were practicing teaching had in language proficiency and in teaching. Even now almost 9 years on, it is not untrue that the problems have been surfaced. Another useful finding of my study was the lack of SBEM training for the EFL teachers in those schools which resulted in the lack of awareness of their respective roles during practicum. Similarly, some of the Eng S-Ts were found to be not clear about their roles. Some implications drawn from the data analysis also indicated that bodies like the school principals, the college, the ANRE, and the EMOE at the top, were found to be responsible for failing to strengthen the practicum through creating favourable conditions. That is why, giving mentoring training both to the EFL teachers and the Eng S-Ts is one of the practical suggestions forwarded by the researcher. To conclude, the study showed that the mentorship interventions to support the Eng S-Ts were inadequate against the theoretical expectations. Thus, implementing all the recommendations is worthy of consideration for all respective bodies in charge of practicum and mentoring so that they can redress the shortages and fill the existing gaps.

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Dedication: to my wife Sonnia A.

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Operational Definitions

English Student-Teachers (Eng S-Ts) – Students who are studying teaching English in Colleges of Teacher Education (CTEs). They are required to go to partner primary schools for practicum/ teaching practice. In this research, 'Mentees' and 'trainees' are alternative terms used to refer to Eng S-Ts.

Eng S-Ts Portfolio - is a record of progress of Eng S-Ts. It includes personal notes, relevant documents, items of reflection, observations of self, observation by the school mentor, etc. The main purpose of it is as a useful source for continuous professional development (CPD).

Lesson Observation - is a way of obtaining and often recording what we notice, in order to support the elaboration of starting points – most usefully *descriptive* ('the boy yawned') rather than *interpretative* ('the boy was bored') or *evaluative* ('that was boring'), whatever the eventual use of the observation. (*English Language Teaching Journal*, 57/2, April 2003).

Mentoring - is a process of one-to-one support between school mentors and Eng S-Ts who are deployed in partner schools for practicum purpose.

Mentorial Interventions - Verbal or non-verbal actions taken by school mentors who take charge to play their roles in order to Support Eng S-Ts who are in schools for practising teaching.

Practicum /Teaching practice - It is one of the formidable aspects of teacher education in which Eng S-Ts integrate the theory they have acquired in CTE into practical classroom application

Reflective Practice – it refers to: 'an approach to teaching where "teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices", and the data are then used further to reflect critically about teaching' Richards and Lockhart (1997:1) cited in Maarof N., (2000).

School Mentors - In the proper sense these are experienced English language teachers in partner schools to which the Eng S-Ts go for practicum.



List of Acronyms

ANREB	Amhara National Regional Education Bureau
Dessie CTE	Dessie College of Teacher Education
CPD	Continuous Professional Development
EFL	English as a Foreign Language
ELIC	English Language Improvement Centre
EMoE	Ethiopian Ministry of Education
Eng S-Ts	English student teachers
ELIP	English Language Improvement Project
GEQIP	General Education Quality Improvement Programme
KELTAs	Key English Language Training Advisors
KELTs	Key English Language Trainers
MA	Master of Arts
MSc	Master of Science
P.G.C	Post Graduate Certificates
REB	Regional Education Bureau
SBEM	School-Based English Mentoring
TEI	Teacher Education Institute
TESOL	Teaching English to Speakers of Other Languages
Mentors Q	Mentors' questionnaire
Eng S-Ts Q	English Student-Teachers' Questionnaire

CHAPTER 1

INTRODUCTION

1.1. Background and Introduction

As far as teacher education is concerned, a number of scholars have pointed out that practice is a bottom-line for the student teachers. For example, Lawton (1989) considers teaching as moving towards the "practice – based" professions in educational theory now tends to arise from educational practice – a focus realised in the concept of the "reflective practitioner" first elucidated by Schön (1987) and elaborated by many others (Soloman, 1987; Fish, 1989). Practice is the pivot of this approach. It is when student teachers start to evaluate critically and seek to understand their own classroom experience that they will develop the kind of intuitive professional "know – how" that Schön (1987) refers to. However, practice without substantial support from experienced teachers in schools where actual practice takes place cannot be effective (Haggart et al, 1995). Everyone who involves in the practice is, therefore, expected to play major roles to help the practicing English student teachers (Eng S-Ts) become successful as the result of the practicum. Yet, it is not untrue that training teachers is a demanding task due to its salient features. It seeks collaborative efforts from the Ministry of Education down to the student teachers. For instance, teacher educators in colleges of teacher education and teachers (school mentors) are expected to exercise their professional commitment (Brumfit and Roberts, 1983:157). They assert that training student teachers is not easy at all, for it needs "...high academic standards with efficient development of practical skills, and good pastoral care (what can recently be referred to "mentorial support" by school mentors) for students [student teachers]" (Ibid.).

A local article review on "*Practicum Experience*" reveals that nowadays "it has been recognised that teaching professionals must continuously find ways and adequately prepare teachers for the complexities of today's classroom and work place" (Fekede & Gemechis, 2009). One of such approaches is to give students adequate school based practical experience (2009:113-114). In their study, the theme was on the importance of school-based practice which has been central for the teaching profession. Actually, "School-Based English Mentoring (SBEM)" might have been being conducted in the Ethiopian primary schools. In other countries, including some developing ones, much has been written about the benefits EFL teachers and students get from SBEM. Generally, it is considered as a vehicle towards developing the capacity of teachers and ultimately to help their students in their learning.

The crucial point to be considered appeared to be why it does not seem that the Eng S-Ts teaching practice is not well supported by adequate mentoring in line with the theoretical perspectives in the primary schools in our own country? This particular phenomenon inspired me to investigate it and discover the reality. The researcher argues that mentoring, one-to-one professional support to Eng S-Ts in the Ethiopian primary schools has not been given the attention it deserves. Admittedly, it is not a new idea even in Ethiopia. For example in 2001, Solomon Geda studied particularly on "Some Insights Into the Mentoring Role of High School English Teachers". His focuses were mainly on the mentoring duties of the high school teachers and the factors that hindered them from doing their duties. Unlike his study, my study mainly has focused on investigating the roles and duties of both the Eng S-Ts and the primary school mentors in line with the theoretical perspective in general and the practicum document of the EMoE (2010) in particular.

My pre-assessment on the area has shown me that mainly the Eng S-Ts as well as school "mentors" (including other stakeholders) were not properly working to enhance the effectiveness of the teaching practice. There were tangible clues, which hailed a thorough investigation into this issue. My own experience of looking through the Eng S-Ts' portfolios; listening to their oral reflections; observing them practicing their teaching in the classrooms; sensing their reactions to my feedback, and looking at the mentors' assessment results have all shown me that the trainees were not being supported. Yet, they were expected to become "reflective practitioners."

The training on mentoring that I had as one of the first team of mentor trainers in the SBEM Programme was initiated by the Ethiopian Ministry of Education (EMoE) also had impressed me to see the apparent gap between the theoretical perspectives and the actual implementation of the practicum in the selected sites. Particularly, the area of mentorial interventions seems confusing aspects of teacher development among the Eng S-Ts and mentors despite the presence of EMoE practicum guide with defined roles of the stakeholders. It seems realistic and baffling for the situation to remain so unless those at least with a sort of mentor training dare to conduct research that can make a difference. That is why, the researcher feels obliged to investigate this area and fill this research gap.

1.2. Problem Statement

The term "practicum" has been used more frequently as an alternative for the long-standing term "teaching practice" which is an integral part of teacher education institutes in Ethiopia. No matter which name it takes, the burning issue is whether such a school-based practice is effective and efficient to enable the Eng S-Ts to

become professionally competent. As it was pointed out in the EMoE document (2004), "*Teacher Development Programme*" (TDP), a local extensive study of "The Quality and Effectiveness of Teacher Education in Ethiopia" carried out by a task force appointed by the EMoE arrived at a conclusion that "The practicum receives inadequate emphasis and is inefficiently implemented at all levels of Teacher Education" (2004:11). Consequently, EMoE made a shift to a new practicum approach that allows the Eng S-Ts to practise teaching in their respective areas with confidence through trying out ideas, exercising self-reflection, and developing new strategies. Since the time of the paradigm shift, (2004), however, no local study has been conducted in the area. Of course, one major achievement was that the EMoE produced a practicum document (2010) which consists of detailed ideas how the new practicum should be implemented. Still there seems a gap in between the theoretical perspectives of SBEM and its actual practice in schools mainly on the part of school "mentors" and the Eng S-Ts themselves. The two parties, with other concerned bodies, are responsible for entwining the theories with the practices – in the direction of producing teachers capable of keeping learning through reflective practice. According to Hobson (2008:6), research has found that "mentoring is more likely to be successful where decisions about mentor-mentee pairings take account of mentees' strengths and limitations, and where the mentor-mentee get along both personally and professionally (Abell et al., 1995; Rippon & Martin, 2006; Yeomans & Sampson, 1994.)"

It is obvious that the partnership in the coordination between bodies who are involved in the practicum and SBEM are essential components for the Eng S-Ts to be successful. Hextall et al (1991) cited in Buod, and Miller (1996:47), express their assertion that the partnership in such coordination is a "training model built on technical, low level skills which separates, artificially "doing" from "thinking about doing" or "action from reflection upon it". The existing situations, though, do not seem congruent to what the recent literature discloses. Seeing the Eng S-Ts without continual support and guidance from the concerned bodies, particularly from the school "mentors," was a good reason for investigating into the effectiveness of the paradigm shift made by EMoE. That is why; conducting this study has become essential. Inspired so, the aspiration of the researcher is to see the desired practicum/teaching practice come feasible and better than ever before so that the EMoE, the Amhara National Regional Education Bureau (ANREB), the school "mentors," the Eng S-Ts, the partner primary schools and ultimately the students in the schools can all benefit.

1.3. Basic Research Questions

The study targeted at answering the basic research questions:

1. To what extent are the Eng S-Ts cognizant of their duties and responsibilities during practicum?
2. Do the Eng S-Ts get enough professional support and care from school mentors in the practice sites?
3. Do all the school mentors have the knowledge and skills of mentorial interventions to support the Eng S-Ts?
4. Is there any gap between the theoretical perspectives and the actual implementation of SBEM?

1.4. Objectives of the Study

General Objective:

The main goal of the study was to evaluate the mentorial support to the Eng S-Ts in the process of SBEM during practicum.

Specific Objectives:

1. To find out how much the Eng S-Ts are aware of their duties and responsibilities during practicum?
2. To discover whether the Eng S-Ts get the necessary professional support from the school mentors or not.
3. To see if the school mentors are capable of mentoring the Eng S-Ts.
4. To recommend practical methods and strategies to the school mentors, the Eng S-Ts and other concerned bodies to fill the gap between the SBEM and practicum theories and the actual practices.

1.5. Significance of the Study

The researcher presumed that the insights from this study would primarily help the EMOE, the ANREB, the school mentors, and the Eng S-Ts, the partner primary schools and their students to work in a better way. There was also anticipation that this research would cater for other researchers to investigate it wider and deeper, and turn up a new leaf in the area.

1.6. Scope and Limitation

This study opted for Dessie College of Teacher Education (Desssie CTE) and five selected primary schools which had partnership with it for the purpose of the practicum. Its scope included all of the English teachers from those schools and the principals, and a total of 40 Eng S-Ts from Dessie CTE. Time constraint and low

resource provisions were the main reasons why this restriction was made by the researcher. Rich resource setting, in fact, would make it more comprehensive. However, in the process of data analysis, efforts have been made to enable the samples to generalise decisions.

1.7. The Structure of the Research

This study comprises five major chapters. Chapter one presents the general introduction and background of the study. Ideas about the overall of the study in relation to what other related studies have already been discussed. The justifications how the study was instigated has been explained, too. In chapter two, the review of related literature about the educational trend towards the need for reflective practice, SBEM, Eng S-Ts practicum, and other related issues have been reviewed. Chapter three explains the methods and tools selected for this research supported with the justifications from the current literature. Chapter four deals with the presentation and discussions of the data-gathered with the help of the selected tools. The last chapter winds up the study with the summary, conclusion, and recommendations based on the findings discovered from chapter four.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the theoretical perspectives in connection to the concepts of practicum/teaching practice and SBEM have been reviewed. Highlights on teacher education in general and Ethiopian teacher education in particular have been briefly presented. On the latter, mainly the standards for Ethiopians pre-service qualified teachers and practicum in the Ethiopian curriculum are the central issues. Other important issues concerning the Eng S-Ts and school "mentors" are also included. Sections have also been devoted for Eng S-Ts in relation to their duties, responsibilities, reflections, portfolios, and observation. On the part of school mentors; what mentors are and are not; mentors and their interventions; roles of school mentors in the EMOE practicum; selection of school mentors; SBEM; the nature of mentoring and why it's needed; and conditions required for effective mentoring have been considered as the main focuses.

2.2. Teacher Education

Teacher education is one of the complex fields of studies for college or university students whose main objective is to become professional teachers. To this effect, neither theory nor practice alone without integration can be effective to succeed in producing effective teachers. There should be integration of theory and practice (Brumfit, 1994). To start with, it is good to pose a question: what does the trend of education worldwide look like? In response to it, the following extract from Maarof (2007) in the '*International Education Journal*' (2007:8) is worth quoting. It summarises the overall interest in the changing nature of teacher education and their common goal as:

The demand for quality teachers has become the goal of teacher preparation programs around the world (Cobb, 1999). Attributes of quality teachers include possessing " pedagogical knowledge, subject content knowledge, skills, and attitudes necessary for effective teaching, strong understanding of human growth and child development, effective communication skills, strong sense of ethics, and capacity for renewal and ongoing learning" (Cobb, 1999, p. 1). In light of these developments, there is a revival of interest in teacher preparation programs to foster and develop perspectives and practise focusing on reflective practice (Boud and Walker, 1998; Hatton and Smith, 1995; Schon, 1987).

The extract above is a pointer that a carefully designed educational programme that includes educational disciplines such as strong understanding of human growth and child development, effective communication skills, strong sense of ethics, and capacity for renewal and ongoing learning are crucial. Particularly, the point

of interconnection between theory and practice that underpins reflective practice needs to be one of the priorities for such institutes. Experts in the field have discussed this issue with a great concern. For example, Brumfit and Robert (1983: 155) are notable. As a warning, they also indicate that there should be joint effort between those professionals, such as researchers and academics in education and trainers throughout their lives for best integration of the two. Underlining the demanding nature of teacher education, Goodwin (1997:55) remarks "even for the most expert teacher teaching is a tiring and frequently frustrating business; for the student teacher these elements may be multiplied many times over."

2.3. Models of Teacher Education

Teacher educators have identified different models of teacher education. The main three that are discussed by Wallace (1991) are "The Craft Model," "The Applied Science Model," and "The Reflective Model." The Craft Model encourages student teachers to imitate what the "expert" performs through demonstrations. It produces a copycat of the "model" trainer instead of an independent learner. The Applied Science Model, which is commonly practiced in many universities and colleges of teacher education in Ethiopia tends to be mainly based on theoretical inputs. It emphasises, "received knowledge" through relevant reference materials for reading, and only some practice. It is largely a "top-down" approach. It regards student teachers as "empty vessels." The third type of model, which is the Reflective Model, seems far more effective than the two types. Considerable literature, for instance by Rhodes & Stokes (2004)), emphasises its advantages. It is a model recommended not only for teaching teachers in the pre-service programme but also for training trainers in the in-service programme.

Reflective model has been proved to be more acceptable and effective in the English Language Improvement Project (ELIP) in Ethiopia since it was first launched in August 2002. As part of the project scheme, this model of teacher education was the dominant approach used for training fifty-six cohort of English teachers including the researcher to be Key English Language Training Advisors (KELTAs). Upon the completion of the training, we were awarded Post Graduate Certificates (P.G.C.) from the University of Exeter on 29 March 2004. Following our training, many Key English Language Trainers (KELTs) were, in turn, trained by the KELTAs using the reflective approach. Since then, both KELTAs and KELTs have been actively involved in a variety of language improvement programmes. Modestly, the attempt here is simply to underscore the impact of ELIP experience of using the Reflective Model. Much has been currently written about it for its main principles of reflective practice (For details, see 2.9.) Though late it started in Ethiopia and suggested for enhancing the practicum/teaching practice, it has been practised for years in many countries in the world.

2.4. Vision of the Ethiopian Teacher Education

With a full intention of spreading quality education for all, EMoE seeks to guarantee success by producing full-fledged schoolteachers who meet the desired standards. This is clearly sought by EMoE in its document (2010:5) in the statement: "The Ethiopian teacher education envisions seeing school teachers who are capable of producing responsible and competent citizens, committed to their profession and ready to lifelong learning, and who respect and behave in accordance with the democratic principles enshrined in the constitution."

2.5. Standards for Ethiopians Pre-Service Qualified Teachers

Graduating from a college of teacher education without a vision of Continuous Professional Development (CPD) remains to be only a moment of success. It can never guarantee success in the actual classroom teaching unless those "qualified" teachers meet the desired standards. Giving attention to this issue, Hagggar et al (1995) writes that "The aim of any initial teacher training course is to produce not merely competent teachers, but professionals who will continue to think critically about their teaching and continue to develop and refine their teaching skills" (1995:17). All pre-service qualified teachers are expected to have the shared profile set by the EMoE in its practicum guide (2010:7-8). The profile consists of standards that are grouped under five themes. The themes demand such teachers to: "1) facilitate students' learning, 2) to assess students' learning and use the information for improving teaching practices and students' learning, 3) to engage in CPD, 4) to understand the education policy and strategies and participate in curriculum and other programme development initiatives, 5) to establish and maintain partnership with the school community." All the details of specifications under those themes categorically characterise the pre-service qualified teachers. Therefore, one of the means to help the Eng S-Ts to achieve this objective is through a coordinated and properly guided teacher education, especially in the aspect of the practicum.

2.6. Practicum / Teaching Practice: Definition, Choice of Terms & Structure

The term "practicum" is used in different fields of study with a general meaning that implies a practical process of learning by doing. For example, the following definition shows that the term is common in most of the professional education:

*A **practicum** is an experience that requires the practical application of theory or conceptual knowledge. Most types of professional education—whether in medicine, nursing, law, pharmacy, speech therapy, or social work—wisely employ some form of practicum, internship, or preceptorship to help the student learn how to apply knowledge and general principles to real situations, problems, and concerns. Many social workers, agency supervisors, and social work educators use the terms practicum, fieldwork, field education, field practicum, and internship somewhat interchangeably (www.mysocialworklab.com.)*

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2.5. Standards for Ethiopians Pre-Service Qualified Teachers

Graduating from a college of teacher education without a vision of Continuous Professional Development (CPD) remains to be only a moment of success. It can never guarantee success in the actual classroom teaching unless those "qualified" teachers meet the desired standards. Giving attention to this issue, Haggart et al (1995) writes that "The aim of any initial teacher training course is to produce not merely competent teachers, but professionals who will continue to think critically about their teaching and continue to develop and refine their teaching skills" (1995:17). All pre-service qualified teachers are expected to have the shared profile set by the EMOE in its practicum guide (2010:7-8). The profile consists of standards that are grouped under five themes. The themes demand such teachers to: "1) facilitate students' learning, 2) to assess students' learning and use the information for improving teaching practices and students' learning, 3) to engage in CPD, 4) to understand the education policy and strategies and participate in curriculum and other programme development initiatives, 5) to establish and maintain partnership with the school community." All the details of specifications under those themes categorically characterise the pre-service qualified teachers. Therefore, one of the means to help the Eng S-Ts to achieve this objective is through a coordinated and properly guided teacher education, especially in the aspect of the practicum.

2.6. Practicum / Teaching Practice: Definition, Choice of Terms & Structure

The term "practicum" is used in different fields of study with a general meaning that implies a practical process of learning by doing. For example, the following definition shows that the term is common in most of the professional education:

*A **practicum** is an experience that requires the practical application of theory or conceptual knowledge. Most types of professional education—whether in medicine, nursing, law, pharmacy, speech therapy, or social work—wisely employ some form of practicum, internship, or preceptorship to help the student learn how to apply knowledge and general principles to real situations, problems, and concerns. Many social workers, agency supervisors, and social work educators use the terms practicum, fieldwork, field education, field practicum, and internship somewhat interchangeably (www.mysocialworklab.com.)*

There are some key points to note about "practicum" out of the extract above. First, it is a means of putting theories or knowledge into practice. Second, students who study different professions undergo it, for their own learning from the actuality. Third, terms such as fieldwork, field education, field practicum, and internship are free variation for "practicum." In teaching, however, the alternative term for it is "teaching practice," which has been used for a longer time.

In teacher education, several scholars have written about "practicum." For example, Schön (1987) cited in Randall and Thornton (2001:39) defines it as "a practice 'workshop' similar to the teaching practice situation." He uses the term "practicum" to describe the situation within which professional practice is developed. Given the similarity between "practicum" and "teaching practice" in the definition, we can understand that the common element is the practice of professional knowledge (teaching) process of leaning both in the contexts of in and outside the classroom. That is why, it has been the interest of this study to use the terms "practicum" and "teaching practice" interchangeably.

Practicum is a time of threshold into the beginning of a teaching career with a stressful first experience. Experts say such practices should be well structured to ease the student teachers' frustration. For example, Baltra (1994:52) states, "Practice teaching should be a gradual and systematic process, very well-coordinated and planned so that it can be integrated into school and the usual student's activities. It also has to be developed in close contact with the theory the student teacher has been given in his recent teacher training course." An assertion that enriches this discussion reveals that from school placements, student teachers benefit both from their own practice in the classroom and from experienced teachers who serve as mentors (Hagggar et al, 1995:39). To this effect, school mentors need to provide them with careful management, adequate time, and protection as it is the students' first experience. This will lead them to more competence in their teaching. This particular time of teacher training has attracted experts in the area. For example, Baltra (1994:52) says: "Perhaps one of the most important aspects of teacher training is the practice teaching period." A number of other scholars have also dealt with practicum/ teaching practice in schools as a useful process of learning to become reflective practitioners. Here, it becomes worth citing what Dobbins (1996:25) states in an *"Australian Journal of Teacher Education"* stressing the need of practicum for their own learning of student teachers supported by people like teacher educators and cooperating teachers. According to this journal, over the last decade these views have been advocated by Feiman-Nemser and Buchmann, 1987; Smyth, 1989, 1993; Calderhead, 1991; McIntyre, 1991; Rogers and Webb, 1991; Colton and Sparks- Langer, 1992; Zeichner, 1992. Therefore, developing the habit of reflection is expected from Eng S-Ts for the sake of

enhancing their own learning through the practicum/teaching practice; for taking charge of their own professional growth; and for giving value to teaching as a practical and intellectual activity with ethical spirit.

Hobson (2008) informed us that there is a growing body of evidence which tells us that "...mentoring programmes [e.g. SBEM] promote increased retention and stability; teachers who are mentored have been found to be less likely to leave teaching and less likely to move schools within the profession (Ingersoll & Kralik, 2004; Johnson et al., 2005; Smith & Ingersoll, 2004)" (2008:4). Gaining such retention and stability seems hard in the Ethiopian context since these areas are not well-investigated. Moreover, experience has shown us that despite the importance of practicum and school-based mentoring for becoming professional teachers who are committed for the on-going progress, still some people unfortunately consider it as a mere requirement; not different from other academic courses to complete a programme of training teachers. The truth is, however, different and beyond that. That is why both Eng S-Ts and school "mentors" seem less attracted in practicum and mentoring. Potentially, it might be perhaps an opportunity for Eng S-Ts to decide whether to really continue as a professional or to quit from becoming so and look for alternatives. In fact, the latter would be an undesired outcome. This may not occur unless student teachers lack the necessary support they need during their practice.

The EMoE practicum document (2010:3-4) underlines some facts about practicum, mentoring, and partnership. Here is the list:

- a) practicum should pay some part in improving school practices in a continuous and an engaging manner;*
- b) practicum has to promote reflection on teaching practices and theories;*
- c) practicum has to be considered as a learning process rather than a requirement for completion of teacher preparation;*
- d) practicum has to be supportive and promote feedback provision by various stakeholders; e) practicum has to be developmental and intensive;*
- e) practicum has to challenge learning and teaching beliefs of mentors, student teachers, and college supervisors;*
- f) mentoring has to be a professional activity based on good understanding of its roles and responsibilities;*
- g) Partnership between schools and teacher education institutions has to be based on equal footing and aim at the development of professional development schools;*
- h) Structure of the practicum has to be accorded in line with the roles and responsibilities;*
- i) Engagement in the practicum as a coordinator, assessor and supporter necessitates professional values and knowledge that transcend simple Master of Arts (MA) or Master of Science (MSc) educational level.*

Apparently, in the existing process of practicum/ teaching practice the major problems with the Eng S-Ts have been identified to be in two areas. According to Hailom, B. (1993:178), "the non-native have two important problems when they do teaching practice: the ability to express themselves in understandable English and the ability to teach it. This situation makes the performing of teaching in a foreign language a difficult and demanding task." This obviously calls for various strategies to support the Eng S-Ts properly. Acknowledging this fact, the researcher has inclined to believe that such problems can be resolved through a study that focuses mainly on the Eng S-Ts themselves and the school-based English mentors. In fact, this does not mean other concerned bodies should not be considered. The rationale behind this is the theoretical background that suggests the Eng S-Ts need to be aware of their duties and responsibilities to learn from their reflective practice. Equally, the school-based English mentors need to be skilled to run systematic interventions to help the trainees both in their language proficiency and in their way of teaching students English.

2.7. Organisation of the Practicum in the Ethiopian Curriculum

EMoE's practicum guide (2010:9) quotes in it "Teaching English to Speakers of Other Languages" (TESOL) for its choice of the practicum structure. It states, "a good model is a period of school observation near the beginning of the course; peer teaching in their institutions; micro-teaching using school students; continuing opportunity to observe and reflect on school practice throughout the course; and at least one extended period of school teaching." Here is the structure:

Course Title	Credit Hours	Contact Hours	Time of Delivery	Assessment
Practicum I (Prac 201): School Observation	4	6	2 nd Year, 1 st Semester	Reflection 50% Portfolio 30% Mentor's Assessment 20%
Practicum II (Prac 202): Working Under the Mentor	3	5	2 nd Year, 2 nd Semester	Reflection 30% Portfolio 30% Textbook Evaluation 20% Mentor's Assessment 20%
Practicum III (Prac 301): Assisting the Mentor	3	5	3 rd Year, 1 st Semester	Reflection 40% Portfolio 30% Mentor's Assessment 30%
Practicum IV (Prac 302): Independent Teaching	4	6	3 rd Year, 1 st Semester	Reflection 20% Portfolio & Children Study 20% Instructor's Assessment 45% Mentor's Assessment 15%

Table 1: *The Structure of the EMoE Practicum in the Curriculum (2010:10).*

The practicum which is currently being practiced in the colleges of teacher education in the ANREB is organised in the four phases as it is shown in the table. The main activities in each phase are shown in the practicum document of Dessie CTE (2011). Based on this document, the 1st semester of the 2nd year is the 1st phase in which Eng S-Ts go out to the partner primary schools in order to make their school observation. This is a time for the Eng S-Ts to visit and notice the general setting of the primary schools. This is a stage of induction and it aims at introducing the Eng-Sts to the environment where they are going to conduct the other three phases of the practicum. It also provides opportunities for them to be aware of the nature of the schools where they might be working as teachers after graduation. They will be assessed mainly on how much they can notice, reflect and record the required elements that include classroom observation; observation of the co-curricular activities, the school administration, and the relations among the members of the school community.

The second phase of the practicum programme is known as "working under the mentor." It takes place in the 2nd Year, 2nd Semester. During this phase, the Eng S-Ts are required to observe their school mentors' lesson plan preparations and how the plans are implemented. Further, they are supposed to participate in co-curricular activities, to evaluate the students English textbook, and to reflect on what they have observed.

During the third phase of the practicum which is conducted in the 3rd Year, 1st Semester, the Eng S-Ts are expected to act as assistants to the school mentors. That is why this phase is identified as "assisting the mentor." This time, in a four-round visit to the partner primary schools every week, the Eng S-Ts directly participate in most of the school mentors' activities. One of the main activities is assisting the mentors in their teaching in the classroom. This phase ends with the Eng S-Ts' peer reflections for a week on their gathered-experiences over their joint work with their mentors.

The last phase of the practicum is the "independent teaching." It takes place during the 3rd Year, 1st Semester. It is a time for the Eng S-Ts to be engaged in the most important practical activity. i.e., teaching in the classroom. Over the first week, they will get prepared working with the school mentors in the practicum sites. Their preparation mainly includes the arrangement of timetable, identification of classrooms, and setting lesson plan. Then, for a consecutive four weeks, they will take over the classes from their mentors and practice their teaching independently. They are also required to notice their students very well so that they can pick a student or more, and make a case study. When they go back to the college, they will present their studies and reflections from which they take constructive feedback. In all the phases, the Eng S-Ts will be assessed by their mentors and evaluated by their college instructors based on the framework shown in the table above.

2.8. Eng S-Ts Duties and Responsibilities

The main target of any teacher education institute is to produce competent teachers whose profiles are to the standards stipulated for Ethiopian pre-service qualified teachers of English as a Foreign Language (EFL). Like any other teachers in various subject areas, they are expected to meet the standards set by the EMoE (See 2.5.) Therefore, they need to be competent both in their proficiency and in professional issues related to teaching. Baltra (1994:53) argues that besides their English command, the Eng S-Ts need to possess some essential characteristics.

He/she should:

- *understand his/her role as a leader of the teaching experience;*
- *integrate and apply content, theory and teaching methods to the real classroom situation;*
- *start first serious attempt to become part of the teaching profession;*
- *gain greater professional awareness of the teaching profession;*
- *develop the ability to plan according to the school and class characteristics in particular;*
- *make full use of every human or material resource available in the school and its community.*

The same writer further emphasises that it is very important for the Eng S-Ts to be able to:

- *accept the ideas, emotions and feelings of the students;*
 - *praise and encourage students in their work; be creative in every situation he is faced with;*
 - *distribute class time to pay equal attention to the work developed by individual students, pair of students and groups;*
 - *plan games, songs, poems, nursery rhymes, etc. depending on the type of students, for every class for the sake of the students' enjoyment of the language; and*
 - *organize different activities and change from one to the other wherever the class gets tired.'*
- Although these areas seem many and different for the trainees, all of them interconnect and supplement each other.*

Eng S-Ts on their part should consider what they can do themselves in the process of their practices in order to attain successful teaching practice. Thinking back their school lives, they should value their own experience of being students of certain "good" English teachers for their models and try to minimise their frustration. Then, it will help them to become gradually more and more confident. Otherwise, as it was confirmed by Dobbins, (1996:26) in the article "*Australian Journal of Teacher Education*," the student teachers' interpretation of their own practice endangers the realisation of the practicum. Therefore, in order to improve the situation, "there

needs to be a commitment by teacher educators to providing a practicum based on the notions of empowerment, collaboration, and reflection" (Ibid). Self-esteem, together with the support they get from other bodies involved in the practicum, is indispensable. It will help them to carry out their roles during the practicum.

The Eng S-Ts should not expect everything either from the teacher educators or from school mentors throughout their training. This is because there is much to be done by them, particularly when it comes to practicum. Even to the extent of keeping their physical appearance fitting to the practice site, Eng S-Ts are responsible for their own practice. Hagggar et al (1995) point out that "...student teachers need to know what is expected from them, even down to such details as how they should address the head teacher and what the accepted standard of dress is for teachers in that school. For them to feel secure in the school and in their learning, they also need to have a clear idea of what they are going to be doing from one week to the next" (1995:24). The researcher has inclined to believe that such duties and responsibilities should be clear to the Eng S-Ts.

2.8.1. Eng S-Ts' Reflection

By nature, people consciously or unconsciously learn from their own reflections either formally or informally. This is a shallow and as ordinary as just looking oneself in the mirror and gathering something about the image. In the education systems, however, reflection is a useful means of learning from oneself or from others' experiences. Cited in Wallace (1991), Shone (1983) comments on commonality of reflection as:

Reflective questions that both professionals and lay people, especially when surprised by some unexpected development 'turn thought back on action'. They may ask themselves such questions as: 'What features do I notice when I recognize this thing? What are the criteria by which I make this judgment? What procedures am I enacting when I perform this skill? How am I framing the problem that I am trying to solve? In the answers to these questions, which in a given situation would naturally be expressed in much less abstract and much more specific way, lies the path to possible self-improvement. (1991:14).

The theme of the quote is that at times unexpected happenings make us think back and respond to some questions about the event. This reflective process helps us to learn and improve ourselves. This is what happens naturally to everybody. However, people like the Eng S-Ts should not wait until they are surprised by some unexpected development. This is because what is more needed is their intentional reflections on their practice that keep them to improve themselves continuously.

Whether it is for the Eng S-Ts or for their school mentors, reflection has paramount importance in their teaching. With this regard, a number of points are listed by Farrell (2003: 20). According to him, reflective teaching can benefit ESL/EFL teachers in four main ways. "It helps free the teachers from impulse and routine behavior allows teachers to act in a deliberate, intentional manner and avoid the 'I don't know what I will do today' syndrome; distinguishes teachers as educated human being since it is one of the signs of intelligent action, helps them gain experience in a community of professional educators; they feel the need to grow beyond the initial stages of survival in the classroom to reconstructing their own particular theory." Because it has such benefits, reflection needs to be considered and implemented by the Eng S-Ts properly. It is a way of on-going learning that the Eng S-Ts are expected to practice. Again, the concept of reflection helps teachers to answer the questions 'how', 'why', and 'what' of teaching and learning. Maarof (2000) puts it that evidently reflection requires the "acquisition of facts, understanding of ideas, and application of principles, analysis, synthesis and evaluation" (Shermis, 1999:3). In education, for instance, reflection allows the teacher to learn from daily experiences by asking questions that relate to the how, why, what of teaching and learning. In general, one can understand that reflection is a conscious process to examine the past journey of one's experience with the aim of re-planning and doing it better next time.

Reflection is also said to be a vital way of introspection in teacher development. Rhodes, & Stokes (2004:55) assert this by saying "good teachers are by definition reflective practitioners: they are restless about striving for improvement in their practice; they challenge and question themselves; they look for new and improved ways of working so that all their learners are enabled to make the best possible progress." In connection to this, citing Murphy (1993), (Ibid) provides a working definition of reflective practice which should guide the coaching or mentoring process in which he clearly relates it to learning. "Reflection in the context of learning is a generic term for those intellectual and effective activities in which individuals engage to explore their experiences in order to lead to new understanding and appreciation."

Logically, the mentor needs to support the Eng S-Ts in learning how to reflect. According to Kulman (1998) reflection should include the use of observation reports with mentors asking learners [Eng S-Ts] to think back to what happened, in their lesson, usually to some specific area of their work. The mentor or coach could use a variety of questioning techniques to lead the learner [Eng S-Ts] to reflect. He adds that "by developing and using reflective practice you will be able to bring forward ideas to help improve and enhance your own practice, and help others to do the same" (1998:55). Therefore, supported by school mentors with their reflections, the Eng S-Ts might become duty-minded reflective practitioners.

2.8.2. Eng S-Ts' Portfolio

The concept of portfolio seems to be distorted for some of the Eng S-Ts at Dessie CTE as the researcher's pre-assessment indicated. His experience as a teacher educator at the college has let him to come across this situation. Their portfolios show inadequacy not only in the contents but also in language proficiency. The researcher experience of reading through them show such deficiencies. Thus, this entails the need to examine the quality of the Eng S-Ts' portfolio based on at least the minimum requirements.

Alluded to the situation mentioned so far about the Eng S-T's portfolio, it is right now to see what others say about it. This tool is believed to be useful for Eng S-Ts, teacher educators, and mentors. According to Antonek, et al, (1997), and Hurst et al, (1998) cited in Syrjala (1996:2) portfolio development has been given close attention for being an interesting tool in teacher education. However, what remains to be addressed is how much the Eng S-Ts are aware about this useful tool. The researcher thinks that there is still a problem with the Eng S-Ts in keeping the desired type of portfolio. This might be due to their lack of knowledge about what to include in it. Identifying the components is indispensable. According to Jesus and Bastidas (1996:24), "contents of teaching portfolios are teacher's beliefs; programme design, procedure/methodology, professional development, personal achievements, and owner's reflections." Since it allows the Eng S-Ts to keep such important staff in their portfolios, their attachment to it facilitates their own learning throughout their teaching.

Evidently, the owner's reflection is part of the main elements to be recorded in the portfolio. This renders its contribution to the Eng S-Ts' competence and enables them to become reflective practitioners. In connection to owner's reflection, there is a range of core points suggested to be included. Citing Murray (1994:25-26), (Ibid) reveal the following crucial points:

- *Immediate impressions or thoughts on a specific class, disappointments, and thrills.*
- *Students' evaluation data from your courses.*
- *Statements from colleagues who have observed your teaching.*
- *Results of principal's or supervisor's evaluation.*
- *Self-evaluation of teaching performance.*
- *Analysis and reflections about the results of these evaluations.*
- *A list of questions and issues that need change or improvement*
- *A plan to acquire the knowledge, skills, and attitudes needed for future self-improvement. This "mediation is the reflection of a caring, dedicated and professional teacher. Rather than admitting deficiencies, it expresses strength and renewal," (1996:25).*

Personal reflections that go into the portfolios of Eng S-Ts are, therefore, vital because they help the trainees to be engaged in evaluating their own learning compared to the practice of others. It can be learnt from the extract that through your reflections; you can see the effects on your feelings of your specific action; get feedback from your students, colleagues, and principals; undergo introspection and analysis; identify issues to deal with and future strategies to do better.

EMoE in its document (2010:10) recommends practicum/teaching practice portfolio as a requirement to be completed by Eng S-Ts. Its argument is that "pre-training school observation is guided by 'a structured portfolio which encourages student teachers to keep records of all their experiences and reflections on the experiences. It is assumed that the portfolio will serve as a basis for reflection about teaching in the schools in the course of the training.'" Actually, the type of the Eng S-Ts' portfolios at Dessie CTE do not seem so supportive and encouraging. That is why; this situation stimulates further investigation since it is one of the cornerstones for better and effective practicum/teaching practice.

2.9. Reflective Practice and Reflective Practitioners

Obviously, Reflective Model Approach of teacher education (See 2.3) underpins the importance of reflection. Its multi-facet advantages for student teachers are emphasised by experts in the field. According to Rhodes & Stokes (2004:55) "reflective practice involves thinking about and learning from the learners [Eng S-Ts] own practice and from the practice of others in order to gain new insights into their work so as to enable the learner [Eng S-Ts] to respond to new challenges in lessons as they unexpectedly arise." Examining one's own practice through a reflection cycle is a base for continuous professional development. Defining reflective practice, Richards and Lockhart (1997:1) cited in Maarof (2000) say that it "refers to an approach to teaching where teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices" and the data are then used further to reflect critically about teaching." The other useful definition that clarifies reflection is that of Weinstein (1995: 49). For her, "The reflection is also about examining what we believe and value, our understanding and insights, and how we see ourselves changing and moving – or unable to because we seem stuck. Being questioned by others, or hearing their own reflections on themselves, is a powerful way of examining those parts of us which, in the end, drive our actions and behaviours." It underlines that reflection scaffolds continuous development through redressing whatever problems we might face.

Others also intensify its significance to students. For example, Rust and Dalin (1990:97) observe that "a variety of reflective activities will provide student teachers with opportunities to enhance their skills knowledge and expertise. They are also helpful for them to become independent learners. The student teachers' needs, problems, status, roles, etc. are not presented by outside observers or experts (supervisors) but are defined, examined, and analysed by themselves." Thus, through reflective practice they will try out alternative ways of doing things that can substantiate their pre-established practice. If this is the case, we can see how the Eng S-Ts might help themselves with their own reflections and become reflective practitioners.

2.10. School-Based Teacher Education

In Ethiopia, there has been a preoccupied perception among many people in considering schools as learning places only for students not for student teachers and schoolteachers in general. Consequently, for years there have been very loose ties between colleges/universities of teacher education and schools. Schools never feel that they are responsible nor are demanded in the proper way to take part in the programme of teacher education in our country. This situation coincides to what Hagger et al's (1995:7) point of view. For them, over the last century pre-service teacher education has been confined to only teacher education institutes. "Schools have had no formal obligation to participate in it and no significant influence on the policies which have shaped it. They have simply been places to which student teachers have been sent for 'teaching practice'; and the part played by teachers in the schools has been variable, generally subsidiary, often ambiguous and on a voluntary basis" (Ibid).

There can be many reasons for such misconception about the role school plays to help others other than their students. Perhaps, it could be due to inadequate liaison between teacher education institutes, and/or due to lack of knowledge about the benefits of school-based teacher education. Whatever reasons are there, school-based teacher education has been wrongly perceived. That is why people like Goodwin (1997:46) presume that there could be even repercussion from wrong perception. Her concern is that "one of the great dangers of school-based teacher education is that it may become narrowed down to an apprenticeship model, or worse, to mere learning by imitation." She further states that this may happen, "If teachers in school, through constant demands on their time and energy, are given little time to reflect on their own practice and none to engage in serious dialogue with student teachers, then school-based teacher education will be a great step *background*. If there is to be a gain resources should help to promote and support a reflective model." This implies that the presence of school-based teaching practice only is not enough unless it is practised in a way it should be. Thus, making it effective should be a priority.

To make school-based teacher education successful, school mentors are part of the key players. When Cross (2003:41) writes about student teachers, he says "...once they are in schools, training has to be carried out sometimes on a costly one-to-one basis in classrooms, rather than the more effective, intensive mode that is available in colleges of education conducted for large homogeneous groups of trainees." This intervention which is based on a one-to-one base is about mentoring (See 2.11.) Despite its being costly, he asserts that mentoring is something that makes a difference as far as teacher education is concerned. He summarise this issue in the following way:

Classroom intervention is far too costly for developing countries because of its one-to-one demand on advisers. What is more, classroom intervention only works well when used with teachers who are already trained, and are sensitive to pedagogic options and related theories. Yet many advisers find themselves forced into an in-class training mode because of a lack of provision for structured preservice training of the kind described above. Classroom supervision and counseling cannot serve as a band-aid for insufficient training. It makes sense in both educational and economic terms to require all new teachers to be the products of a well-designed PRESET programme will make the world of difference to what happens in schools (2003:41).

The mentorship interventions to support the Eng S-Ts should be carried out by trained mentors as shown in the extract above. In the Ethiopian context, affording to train as many mentors as required for each primary school seems far-reaching. Therefore, alternative ways should be considered to ensure sustainability for SBEM to prevail in those schools. For instance, what has been recently tried in the Amhara region to train some five hundred primary and secondary school to be mentors is only a one-time endeavor by the ANREB. It was bound to a budget obtained by any means for a definite and one-time programme. This is because it is beyond the capacity of the ANREB to run such mentor training programme every year. This is true for all the REBs all over Ethiopian.

Such training has never been incorporated in the actual teacher education programmes to secure sustainability. After all, quality education can be feasible not simply by wishing. It rather needs to strive hard to enhance the capacity of teacher trainees in the teacher education institutes through reliable and continuous mentor training so that the trainees will get full mentorship support, and then, in turn, they help students learn better.

2.11. Defining Mentoring

Various writers define "mentoring" from different perspectives. In this study, however, only the most relevant definitions to the teaching profession are presented. For instance, Malderez (2008) cited in '*Teaching and Teacher Education Journal*' (2008) defines it as "Specifically, [it] has come to mean that a more experienced on-site practitioner does to help a learner or new practitioner." Another worth mentioning definition is by Caldwell, and Carter (1993):

Mentoring is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial development, career and/or educational development, and socialisation functions into the relationship. This one-to-one relationship is itself developmental and proceeds through a series of stages which help to determine both the conditions affecting the outcomes of the process. To the extent that the parameters of mutually and compatibility exist in the relationship, the potential outcomes of respect, professionalism, collegiality, and role fulfillment will result. (1993:11).

We can gather from the definition that the inclusion of the key terms like experience, expertise, development, socialization functions, one-to-one relation, respect, professionalism, and collegiality shows mentoring is a hallmark of endeavour by people whose intention is becoming competent in their teaching career.

Perhaps, it is in teaching that both student teachers and novice are left helpless to indulge into the working place without formal support from trained mentors. Lack of research work to improve the situation seems one of the main causes. Very much relevant to this point, Hudson, and Nguyen (2008:2) put it ".....research has investigated mentor's roles and expectations. However, it seems there is little research in the field of mentoring in EFL teacher education. In addition, there appear no research studies that investigate what EFL mentees need or expect from their mentor before they are involved in the process."

It is obvious that despite its huge importance both for Eng S-Ts and for school mentors, SBEM – one-to-one support - especially in developing countries may face some challenges on its course due to some reasons such as those pointed out by Malderez, and Wedell (2007:86). "First it is expensive, because it requires a mentor teacher to have time to spend with each mentee. This is a time, which will not be spent teaching a class and so it has implications for school budgets. In addition, teachers who become mentors need considerable time to prepare for their new roles and practice which adds further costs." However, the actual practice in schools does not seem to pay due consideration to those factors.

Based on the written evidence on the cover page of the SBEM Mentors' Manual (2010) which was compiled by the first Ethiopian mentor trainer team and approved by the EMoE, no formal SBEM training was given by the EMoE in Ethiopia until June, 2010. The first in its kind was given to the first Ethiopian team of mentor trainers - thirteen English college and university instructors among whom the researcher was one. It was possible for the researcher to learn from the same source that the EMoE and the British Council jointly brought the well-experienced trainer Angi Malderez. She is Honorary Senior Fellow, the School of Education, the University of Leeds, UK – see her biodata in (www.becoming-a-teacher.ac.uk/) whose work for the last twenty years has involved supporting the learning of teachers-becoming-mentors. Her valuable training brought us new insights into supporting Eng S-Ts and novices in schools through mentoring.

As far as SBEM training for school mentors is concerned, there has been no clear evidence that shows such a type of formal training took place in Ethiopia. In fact, the study conducted by Solomon Geda (2001) recommended that Addis Ababa University should organise workshops and short-term training for "mentors" and school administrators. Eleven years on, there is now evidence in the General Education Quality Improvement Programme (GEQIP) around five hundred primary and secondary school teachers got SBEM in the ANREB in September 2011. Evidently, earlier the name "mentor" had been simply given to school teachers who were often willingly or unwillingly substituted by Eng S-Ts (as substitute teachers) during the teaching practice. Yet, mentoring is not such an easy task to be achieved by only being assigned to be mentors. It rather requires special training that helps to shoulder the huge responsibility expected from such a duty-minded professional mentors and other cooperative bodies. The practicum document of the EMoE (2010: 3-4) shows that mentoring has to be a professional activity based on good understanding of its roles and responsibilities.

2.11.1. Why Eng S-Ts Need Mentoring

The discussion in (2.11) has indicated the nature of mentoring to be pertinent to SBEM for Eng S-Ts. If so, what are the convincing reasons for those Eng S-Ts, like the novice, to be supported by school mentors? The arguments given by Malderez (2010) cited in '*Teaching and Teacher Education Journal*' (2010) provides appropriate answers to the question. She points out three main justifications for the need to mentor Eng S-Ts. These are:

- a. *the nature of the challenges inherent in the experience of becoming a teacher and the risk of dropout if appropriate support is not available;*
- b. *current views on the nature of teacher knowledge and learning (in particular on the ineffectiveness of 'theory-application' models, and the importance of constructionist and socio-cultural models);*
- c. *requirements in most states and their stated visions for a 'professional' workforce (with the concomitant needs for teachers to engage in 'reflective practice' and be capable of making their own 'informed judgments') (2010:2)*

The researcher believes that these reasons are prevailing and universal. Therefore, Ethiopia can never be exceptional. Truly, the existing situations in Ethiopia in the primary schools confirm this reality. Of course, the reasons are from the perspective of teachers. I think its importance from the perspective of making a difference in the social and economic aspects of education in general is also undeniable.

2.11.2. Conditions Required for Effective Mentoring

Alluded to the facts mentioned in (2.11 and 2.11.1.), not only the need for mentoring training is desired but also the need for favourable conditions. Perhaps, due to low resource setting and/or knowledge and skills-related problems, effective mentoring has not been achieved in the Ethiopian schools so far despite the kind of recommendations from the results of a study like the one mentioned earlier. The researcher believes that the main reasons are due to some conditions we lack to meet. These conditions are basic and similar to those pointed out by Malderez (2010) as cited in *"Teaching and Teacher Education Journal (2010)."* These include "the need for mentor training and development and opportunities; the need for recognition for 'qualified' teachers; the need for a supportive environment; and the need for time" (2010:3-4). I think, what is needed in our context is, similar - a well-organised, continuous mentor training that enables EFL teachers to get accreditations, conducive atmosphere, and less workload.

2.11.3. What Mentors Are and Are Not

So far, in this chapter, the term "mentor" was often written enclosed in quotation marks just to show it has been used to refer to most of the schoolteachers who did not have any mentor training. To help the readers understand what mentors are and are not in the context of supporting Eng S-Ts, the following two sections are dedicated.

2.11.3.1. What Mentors Are

The SBEM trainer Malderez, and Wedell (2007) in their recent book *"Teaching Teachers: Processes and Practices,"* show their concern that the term "mentor" has various meaning for different people, and is becoming increasingly diverse (2007: 85). They underpin that it requires a different set of skills on its right. For them, a mentor is a teacher of teachers who support one or more teachers in their learning teaching teachers. In addition, Goodwin (1997) says a mentor "has to maintain a student teacher's motivation as much as her emergent expertise. If you are trying to become skilled then coaching and advice can make a tremendous difference not only to "how" you try it next time but also to whether you believe it is worth trying at all. An attempted evaluation can become a successful one if the outcome is positive and coherent; a student teacher is unlikely to achieve these outcomes without skillful intervention and support." (1997:55). Those points show us how challenging it could be to be an effective mentor. It is not at all the matter of assigning somebody for the purpose. It really means much more. In her latest essay, Malderez (2010) cited in *"Teaching and Teacher Education Journal"* (2010) remarks about the current approaches and practices of mentoring in schools and frames the main five roles of mentors. These roles are inclusive and descriptive, and possibly represent what others in the field have already referred to. These are:

- **Model:** modelling how to be, rather than how to do – and making this available to the beginning teacher.
- **Acculturator:** 'showing them the ropes' (as a full member of the communities the beginning teacher is joining).
- **Sponsor:** using any power (= ability to make things happen) in the service of the mentee.
- **Support:** being a 'shoulder to cry on', a listening ear.
- **Educator:** scaffolding the learning of the skills of noticing (in their own and others' practices), of learning from their own and others' experiences and of developing an integrated knowledge-base; and responding contingently to a range of emerging needs. (2010:1)

Overall, it seems that the EMoE (2010) has drawn a lesson from such views when it has underlined a mentor as a touchstone for practicum to be successful. It states, "a mentor/a coordinating teacher is the key to the success of the practicum. The mentor is the person in the school with responsibility for managing and coordinating the student teachers' learning as relates to subject teaching" (2010:19). Thus, the school mentors are expected to shoulder this huge responsibility vested on them.

2.11.3.2. What Mentors Are Not

As opposed to who mentors are, knowing who mentors are not will help to reflect on issues not to do in the course of mentoring. To begin with, let us reflect on the comments of Malderez (2008) cited in Hobson, et al, *"Teaching and Teacher Education Journal"* (2008) about some roles which often confuse and are considered as mentor roles. According to her, "Mentors are not '... assessors, and advisors, or trainers in the most usually accepted senses, although they will of course assess the mentee's teaching in order to diagnose needs and decide how best to proceed." When we look at the five main roles mentioned previously, actually none of the roles characterises a good mentor as "assessors, advisors, or trainers." Especially, the idea of giving "advice" does not seem clear, as far as the researcher is concerned.

Some writers still believe that a mentor is an advisor. For example, Feiman and Parker (1992) cited in Hudson and Nguyen (2008:2) point out that mentoring roles and functions are reported to include those of "motivator, role model, supporter, counsellor, advisor, demonstrator, guide, change agent, companion, and coach." In another literature, Goodwin (1997:55) states, "If you are trying to become skilled then coaching and advice can make a tremendous difference not only to "how" you try it next time but also to whether you believe it is worth trying at all." That is why; it seems a predicament to think of support without giving advice.

The researcher believes that the question whether mentors are advisors or not should not necessarily be addressed with a simple answer "Yes, they are." or "No, they are not." This may not be helpful. The justification is that Malderez's (2008) intention aims at avoiding the sense of feeling inferiority by the student teacher whenever his/her mentor tries to give advice. In fact, this culturally sensitive issue has been well-sensed by her. She elaborates it by saying, "...nor will mentors ... want to give any "advice" in the sense of telling mentees what they should do or think, nor train the mentee for classroom behaviors which are considered by the mentor to be "correct" or "good" (although they may coach, or arrange for coaching if requested by the mentee." (cited in Hobson, et al 2008). The word she prefers is "coaching" instead of "advising." Nevertheless, if there is a tendency to give advice, it is good to seriously take the warning by Randall and Thornton (2005:2) "Effective advice has to be 'owned' by the teacher and not merely imposed from the outside." Here, we can see that if there is "advice," it should be given carefully without letting the Eng S-Ts sense it as if it is coming from someone who feels superior.

To resolve the sort of confusion exhibited so far, it is right to find a better way forward. For instance, such an approach like the one suggested by Sheal (1989: 93) will guide us to be safe. He advises "the approach in

which the observer assists teachers to come up with their own decisions by a bit providing them alternative way – Alternative Approach – and in the observer mirrors the teacher's own practice session – Non-directive Approach (Freeman 1980) – are some of the very useful approach to our trainees."

2.11.4. Mentors and their Interventions

No one normally can become a school mentor from the scratch. Becoming so is rather demanding for the fact that it requires knowledge and skills for systematic interventions. Here, the term "intervention" is intended to carry the meaning that shows every mentor's activities to support the Eng S-Ts. "[Mentor's] and is to engage the pre-service teacher in learning to teach in developing their teaching practices and in overcoming context-specific difficulties. In connection to the strategies mentors need for their interventions, Goodwin (1997:57) feels that "mentors have a general sequence to bear in mind when planning their overall strategy with student teachers: reviewing; planning; action; monitoring; and feedback." The implication here is that mentors' interventions are needed right from the time of meeting the Eng S-Ts to giving constructive feedback after observation. In other words, mentors are responsible to play the five basic roles framed by Malderez (2010). Generally, mentorial interventions are presupposed to gear the practicum/ teaching practice towards success. To this effect, therefore, school mentors should always remember and practice the three key points towards success: "Be clear about your purpose, be skilled in your application, and be ethical in your principles" (O'Connell, 2002:6). Only then, the mentorial interventions that ultimately guarantee best practicum/teaching practice can be sought for.

2.11.5. Roles of School Mentors in the EMoE Practicum

Twenty-four detailed roles of mentors are prescribed by EMoE, which should be carried out during practicum. For those roles, (See Appendix I). The researcher believes those roles are crucial and integral part of the responsibilities and roles played by other parties - TEIs, the TEI practicum coordinator, partner schools, teacher educators, student teachers, the school practicum coordinator, Regional Education Bureau (REB) and Wereda Education Bureau (WEB) who are in general involved in the practicum/teaching practice.

2.11.6. Selection of School Mentors

The researcher conjectures that nowadays the responsibility of identifying which EFL teachers should attend any in-service language related training or which should assist colleagues in the department is largely taken by school principals and heads of the English departments. Often, there seems also a tendency to choose

KELTAs and KELTs due to their ELIP training. Of course, this type of selection has been convincing in our region since the ANREB believes that they are better trained EFL teachers. However, the argument is there should always be defined criteria with which the selection must be done whosoever does it. Due to the requirements needed for screening school mentors, the responsible body should take a great care for the purpose. With regard to the qualities that characterise school mentors, several scholars have shared their views. The researcher has picked the following extract from Hudson and Nguyen (2008:2) work because it is a succinct summary:

Mentors need competent knowledge, skills, and professional proficiency in the chosen field. Mentors are expected to pass on their years of professional knowledge to the less experienced pre-service teachers, which requires being available for discussions (Ganser, 1996, 2002). Therefore, these mentors should be highly-proficient teachers with adept pedagogical knowledge and successful teaching experiences (Blank and Sindelar, 1992; Evertson and Smithey, 2000; Gray and Smith, 2000; kay and Hinds, 2002). More specifically, mentors must know not only the subject with planning and implementing effective practice but also knowledge about classroom dynamics and the school's professional and social context (Arnold, 2006; Jarvis, McKeon, Coates, and Vause, 2001; Zachary, 2005).

Given the specified qualities of a good mentor as shown above, the need for a set of criteria to help the screening becomes indispensable. Supposing we have already such a set of criteria in the Ethiopian schools, the chance will still appear to be slim to get qualified and potential EFL teachers with such personalities due the absence of proper mentor training as it was already disclosed earlier.

The school administrators or any group that does the selection usually does it in any way that appears to be right to them instead of using the required type of criteria. Moreover, once the selection is done there does not seem to be a follow-up support from the administrators. That is why, EMoE (2010) is very much concerned about it. Citing Halford (1998), it states, "When an administrator selects and assigns a mentor to a new teacher, that administrator should not then feel that the responsibility is ended. The mentor requires support from the administration as well." It further warns the administrators to carefully consider the match between mentors and beginners, for the administrators to support professional development for mentors, and administrators to allocate time for mentors to adequately support novices. (Ibid: 19) To sum up, it is important to remember and consider the qualities of a good mentor during mentor selection since only those EFL teachers with mentor training; not everyone, can provide Eng S-Ts with the all the necessary support during the practicum.

2.12. Concept of Observation and Support

The notion of observation has been so blurred in the Ethiopian schools due to perhaps the long time cultural practice of observation for the purpose of evaluation and promotion. Such a practice is commonly taken for the alternative terms "supervision" and "inspection" which have undesired connotative implications for most EFLs. School supervisors used to treat teachers not according to their needs but according to prescription. They usually seek for answers to their pre-determined questions of evaluation. In such an approach, according to Freeman (1980), "the observer functions as an arbitrator, commenting on and evaluating the teacher's performance in terms of fixed criteria, both implicit and explicit" (1980:21). Nevertheless, such a purpose is only one type of observations.

Observation for development is one type and as a tool of professional development it has rather a blend of purposes which is mainly for professional growth rather than evaluation for promotion. In this sense, it is not an easy task and it has been so demanding. Ramani (1987:9) asserts "a long-standing problem in teacher training has been that of observing trainees in practice and providing adequate feedback." Amongst the many reasons why people find it difficult is its relevance to what Sheal (1989: 93) puts it as "much of the observation that goes on is unsystematic and subjective. Administrators and teachers generally have not been trained in observation or use of systematic observation tools."

This shows us that one has to be a skilled observer to become a good school mentors. Wajnryb (1992:1) refers to the benefit of observation saying, "[it] is a multi-faced tool for learning. The experience of observing compromises more than the time actually spent in the classroom. It also includes preparation for the period in the classroom and follow-up from the time spent there. Related to the benefit the Eng S-Ts and school-based English mentors get from it." Scrivener (1994:201) also remarks that "observations of other teachers (or of others trainers on a course) are an excellent way of helping oneself to become more aware of options and possibilities." That is why Sheal (1989:92) again reminds readers about its merits in his point "teacher trainers and educational researchers argue that observations can provide useful feedback to teachers, and can improve the overall effectiveness of the teaching/learning process." Besides, referring to the result of research work on practice teaching, Baltra (1994) asserts, "the observation periods obviously play an important role for our students. They have to observe a series of lessons in the same class they are going to teach later on. This experience gave them some insight into the teaching methods and lesson plans used by the teacher of the course." Therefore, for observation to play an important role for the purpose of professional growth there should be a well-established trust with English student teachers.

2.13. Observation by Eng S-Ts

It is a common practice for Eng S-Ts to observe what happens in experienced teachers' classrooms. Observation can be effective if there is a clear purpose and conducted in a way that is appropriate for effective teaching practice. According to Haggar, et al. (1995:40), "There are different kinds of observation which can be useful. You can help and guide your student teachers in understanding and appreciating what each can offer them. Focused and purposeful observation can be very fruitful. Unfocused observation, without a clear purpose, is generally demoralising and counter-productive." Emphasising the role that guided and purposeful observation plays during teaching practice in schools, (Ibid, 1995: 50) also points out that "It is natural for student teachers to observe lessons at the beginning of their time in schools, but guided observation has a valuable part to play throughout their training." Therefore, knowing the process how to carry out observation is very useful.

2.13.1. Procedures of Observation

Procedures of observation for Eng S-Ts' sessions refer to the three phases in which those trainees get and/or give "feedback." These phases are the pre-lesson observation discussion, the observation during the session, and the post-lesson observation discussion. In connection to this, Sheal (1989), Williams (1989), and others suggest that the procedures are helpful to the student teachers in a way they can first be prepared well so that they can build confidence for the session, and then be ready to learn from the feedback given to them by their mentors or colleagues.

A. Pre-Lesson Observation

This phase makes conditions easy for the Eng S-Ts to be observed without stress. The meeting at this phase is very useful both from the perspectives of the observee [Eng S-Ts] and the observer (mentor). Williams (1989) says, "...teachers [Eng S-Ts] trust that they and the observer (mentors) are looking at the same points, and that they will not be criticized or pulled to pieces after the lesson" (1989:89). Furthermore, "If [it is] properly conducted, it can facilitate shared understandings of both the purpose of observation and the conduct and content of a lesson; it is important to allow participants [Eng S-Ts] to 'try out' different techniques for creating the right atmosphere in a pre-lesson discussion" (Randall and Thornton 2001:179).

During the pre-lesson observation meeting, the observer (mentor) will first evaluate himself using a checklist. The point of self-evaluation in this phase is to identify the focus areas on which observer could observe. This, in turn, helps teachers to feel confident as the saying goes "well-informed is well-armed."

B. During the Lesson Observation

This is a moment when the observer (mentor) uses a variety of tools to record whatever he observes and feels important for the post-lesson observation feedback. Among the data gathering tools, a video recorder, or a blank sheet of paper (Randall and Thornton 2001), or an observation instrument form are the common ones.

C. Post-Lesson Observation

Here the observer (mentor)'s skills of giving feedback usually decides the effectiveness of the observation. One main point to be noted by the observer (mentor) is his/her way of feedback organisation. This is because it "...may lead to a negative reaction, so it is a question of both how it is given and received," (Weinstein 1999:115). A well-organised feedback giving system, for example, suggested by Sheal (1989), is very useful. It consists of statements and questions, which help the Eng S-Ts to reflect themselves. It also underlines the important role of a school mentor to help those practicing trainees to undergo the approach suggested by Gibbs' reflective cycle (Gibbs, 1988 cited in Moon (1999:73). Here are the stages:

- *Description* --- 'What happened?'
- *Feelings* --- 'What were you thinking and feeling?'
- *Evaluation* --- 'What was good and bad?'
- *Analysis* --- 'What sense can you make of the situation?'
- *Conclusion* --- 'What else could you have done?'
- *Action plan* --- 'If it occurs again, what would you do?'

Such a useful reflective approach can make the post-lesson observation discussion effective. There is also an interesting and useful use of language by Sheal (1988) to go through the stages mentioned above. His statements and questions are both impressive and powerful. They are, for example, "What do you think are the areas we should work on/develop?" "I liked the way you ..." and "The class seemed to have a difficulty with this" Such use of judicious language is clearly influential to win the hearts and minds of the Eng S-Ts.

To conclude the importance of the post-lesson observation, the researcher would like to quote the core point of Haggar, et al.(1995:74) that states, "One of the most valuable ways in which you can help student teachers to understand the complexities of classroom teaching and to learn more about teachers' skill, strategies and achievements in the classroom is through observation with follow-up discussion." Overall, it becomes necessary for mentors to go through the three stages in order to provide the Eng S-Ts with the support they need to get.

2.13.2. The Nature of Support

The term "support" may connotatively carry undesired meaning that can cause a feeling of dependency on others. It is very much bound to one's cultural attributes, however, regardless of its positive sense in the academic context. Such general attitude is obviously stated by Baldwin and Williams (1988). For them, "Support is not always comfortable. It can be both protective and challenging. It can involve levels of openness and honesty which are unfamiliar to many people. Particularly, in working settings, acknowledging a need for support is often seen as a sign of weakness and inadequacy. People generally seem to be used to asking for or receiving support and tend not to see it as a potential resource to their professional development."

One of the main roles of a mentor as indicated in (2.11.3.1) is to support the Eng S-Ts being "a shoulder to cry on" or having a listening ear. This actually helps to counsel those trainees. Besides, "in order to carry out the process of counseling effectively, you will have developed your mental, imaginative, and emotional powers to quite a high degree. In other words, you need to be able to observe and analyze, visualize and be creative, have empathy and understand your own feeling" according to Redman (1996:29). However, when giving "advice" as it was mentioned earlier, mentors should take care. In conclusion, as opposed to "supervision" and "inspection" which are not the tasks of school-based English mentors, systematic observation, active listening with sympathy and indirect approaches are central.

2.14. Assessment and Supervision

As opposed to the long-standing purpose of assessment and supervision, i.e. for evaluation and promotion, its application in school-based English mentoring the purpose is aiming at professional development which is recommendable. There is a belief that it is for improving the Eng S-Ts competence. The mentors assess and provide feedback on their teaching practice. Here is what Haggard, et al. (1995:40) believe, "Assessment and supervision is when the mentor assesses the competence of a student teacher as a classroom teacher and, as a result, offers strategies to improve and develop his or her knowledge and skills. It occurs when the student teacher teaches and when the mentor observes the teaching. Following this, the mentor and the student teacher discuss the observed teaching. As a result of this discussion, targets are set for the student teacher."

The existing fact in Ethiopians primary schools which are partner to CTEs does not seem to agree with it. There is an evaluation form to be completed, sealed, and reported to Dessie CTE by the school mentors. The purpose of the assessment in our context appears to be not for development but rather for promotion since the assessment result is secretly reported to the college for promotion as a requirement for the practicum course.

Of course, keeping it secret could be for safety to protect the results from an unauthorised change. Even though this may be justifiable in some ways, the concern is still that the Eng S-Ts are deprived of their right to have access to discuss the assessment results with the mentor. There is also another concern with regard to their portfolios.

Like the evaluation form which I have indicated above, the Eng S-Ts portfolios serve for promotion purpose. They are routinely marked and given values, but never be used for discussion with the teacher educator. Nor are they returned to the Eng S-Ts to help them to see the feedback. If Eng S-Ts portfolios are not kept with them and are not used as inputs for their continuous professional development, their function is not really for development reason but for only promotional one. When the function is for the latter one, it obviously clashes with what the current literature reveals about it. I think, the following extract is a good example, to show how much useful portfolios are.

Portfolios are vehicles for ongoing assessment which represent activities and processes, more than products. While collecting writing samples, students engage in reflection, self-monitoring, self-evaluation with the assistance of teachers, peers, and parents (Paulson et al., 1991 and Tierney et al., 1991). These samples assist teachers in making instructional decisions to help students learn and achieve their goals. Likewise, they provide teachers with a means to document their teaching efforts and accomplishments (Jesus A. and Bastidas A. (1996:24).

As we can gather from the extract, using a portfolio which is found to be highly commendable, should be practised well by those who involve in it. It is a means for self-assessment of the Eng S-Ts. As far as self-assessment is concerned, Todd (2002:18) asserts that a portfolio is a vivid and most commonly used tool as input for student teachers. He adds that it is "a purposeful collection of students' work that demonstrates to students and others their efforts, progress, and achievements in given areas" (Genesee and Upshur 1996:99). That is why Eng S-Ts are supposed to keep their portfolios with them and explore them for their own learning through reflections. Of course, never can this be achieved unless the Eng S-Ts are aware of this fact and are clear about what should be included in their portfolios.

In general, the materials reviewed so far show us that supporting Eng S-Ts during practicum involves a number of factors to be considered. All the factors interlink in order to produce competent EFL teachers who have passed through effective practicum. From the general perspective, agents such as the approach of teacher training in Ethiopia; the vision of the EMoE; the standards for the pre-service qualified teachers; the concept of practicum/teaching practice and its organisation in the EMoE curriculum are all inputs that contribute to the effectiveness of the Eng S-Ts practice. From the main perspective of the study, i.e., the mentorship interventions to support the Eng S-Ts during practicum, factors such as the expected roles of the

school mentors and the mentees; reflective practice and reflective practitioners; the concept of SBEM, and the conditions for effective mentoring were examined. As a result, the literature review have been used as sources for the contents of all of the forthcoming chapters.

CHAPTER 3

METHODS AND TOOLS OF RESEARCH

3.1. Introduction

This chapter explains the methods and the data-gathering tools which were selected for the study. Justifications have been presented to show why the decisions on the selection of the methods and the data-gathering tools were made. Other components of this chapter are sampling techniques, selection of the study area, data sources, and data validity and reliability. They are all explained in the subsequent sections.

3.2. Methods

In conducting a survey study, like in other types of studies, ensuring the strength of the research methods and the sharpness of the data gathering tools is fundamental. Cohen et al (2000:44) remark that there are "a range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction." (2000:44). Thus, not only deciding the type/s of methods is important but also checking its/their appropriateness is crucial for a researcher. Using a variety of methods is widely accepted. For example, in favour of this idea, Best and Khan (1998:207) suggest that "because each data-gathering procedure or device has its own particular weakness or bias, there is merit in using multiple methods, supplementing one with others to counteract bias and generate more adequate data." This was one of the main reasons for the researcher to decide a combination of quantitative and qualitative methods. These methods have also accentuated the decision of using the types of questions tuned to the objectives. In other words, quantitative and qualitative types of questions have been included both in the questionnaire and in the interview.

Since this study was based on survey research, descriptive statistics have been used to analyse and interpret the available data. Then data have been drawn from the questionnaires and interviews and then collated and extrapolated. The reason for doing so has been drawn from the ideas of experts in the field. For example, Singh (2006:103) states that [questionnaires and interviews] are used in a survey method to collect pieces of information such as "of what exists," "of what we want," and "of how we get there."

3.3. Tools

Giving attention to the significance of selecting the right data-gathering tool/s, Singh (2006:91) points out that "a great variety of research tools are of many kinds and employs distinctive ways of describing and qualifying the data." As a result, the selected tools for the study are structured questionnaire, structured interview, and structured observation as primary data-gathering tools. In addition, document investigation was selected to be used to enrich the data-gathered using those tools. The explanation for choosing these tools for the study has been presented in the forthcoming sections.

3.3.1. Primary Data Gathering Tools

A. Questionnaire

As was mentioned above, questionnaire is one of the basic means of data collection in a survey method. Questionnaire is a major instrument in descriptive studies especially for sources which are varied and widely scattered (Singh 2006:197). The researcher's study was to be conducted over spread areas – five partner primary schools and Dessie CTE. Therefore, taking it as one reason, he was convinced to choose questionnaire as an appropriate tool. What made this tool preferable was also for the fact that there was a requirement to include questions designed for comprehension checking about practicum and SBEM. This was congruent with the idea that "generally, [questionnaire] questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (Ibid). In order to be secured with the different parts – quantitative and qualitative items – were included in the questionnaire. The questionnaire consisted of different types of questions including some question and response modes like "dichotomous questions [e.g. that requires a 'yes'/'no' response]; multiple choice questions; rating scales; and open-ended questions" which are suggested by Cohen et al (2000:248).

B. Interview

Opposed to questionnaire, this tool creates opportunities that are more communicative for the interviewer and interviewee. In this research, the structured interview has been picked as a data-gathering tool. It should be noted that in connection to analysis of data, this type of tool seems friendlier. Kothari (2004: 98) addresses it as "the analysis of unstructured responses becomes much more difficult and time-consuming than that of the structured responses obtained in case of structured interviews. Unstructured interviews also demand deep knowledge and greater skill on the part of the interviewer." In this study, structured interview was preferable

because it allows the researcher to set interview questions beforehand based on the theoretical perspectives about mentorial interventions. It also helps to avoid the risk of likely becoming disorganised if it is unstructured interview. The choice on this type of interview was also made based on the suggestion of Lincoln and Guba (1985:269, cited in Cohen (2000:306) that "the structured interview is useful when the researcher is aware of what she does not know and therefore is in a position to frame questions that will supply the knowledge required."

Generally, the researcher used the structured interview type for three main reasons. First, it appeared to be economical. Second, it was due to the researcher's intention to get comparable responses from different respondents. Third, in connection to data analysis again it was with the hope that it saves time and money. This idea was taken from Kothari (2004) that remarks "It is a usual technique due to some attributes such as being economical; safe ground for generalisation and easy even for not well-skilled interviewer" (2004: 98).

C. Observation

In this study, "observation" refers to observation for research purpose amongst other listed in the ELT Journal, (April 57/2, 2003). Cited in Cohen (2000:316), Patton (1990:203–5) points out, "observational data are attractive as they afford the researcher the opportunity to gather "live" data from "live" situations. The researcher is given the opportunity to look at what is taking place in sites rather than at second hand." It was also required because it allows either a quantitative researcher or a qualitative researcher to get such useful data. In this regard, Seliger (1989:162) asserts its applicability in more than one method by noting it as "one of a family of procedures used to collect data in qualitative research. It is a major data collection tool in qualitative research.

Recently, however, the more structured types of observations have also been used for collecting data in quantitative studies." Such a type of observation "is very systematic and enables the researcher to generate numerical data from the observations. Numerical data, in turns, facilitate the making of comparisons between settings and situations, and frequencies, patterns and trends to be noted or calculated" Cohen (2000:306), For such a purpose again it is common to use pre-prepared checklists, different scaling (numerical, rating) and samplings (event, instantaneous) which help the facilitation of the data analysis fairly rapidly (Ibid).

Although there are various ways of entering data onto a structured observation schedule, the researcher used a sign system (see Appendix VIII). This system requires a tally mark to be entered against each statement each time it is observed. In general, according to (Ibid), it is believed to be expensive; it may not provide

sufficient data; it may be distracted by factors unthought-of; there may be resistance against direct observation. With all these, however, the researcher anticipated that this tool would throw some light on the information required for the study.

3.3.2. Document Investigation

To strengthen the intensity of the primary data obtained with the specific tools discussed so far, data from written documents – 10 Eng S-Ts' portfolios selected in the lot system, and the 23% school mentors' reports of the 40% have also been investigated. This was done with the intention to triangulate the primary data from the questionnaire and the structured interview for better data analysis.

3.4. Sampling Techniques

Why sampling? There are good reasons why sampling is acceptable. Some of the main factors that enforce researchers to use sampling are, for example, cost, time and accessibility (Cohen, and et al, 2000:92, and Singh 2006:82). However, "an ideally either a representative or random sample would be desirable." (Ibid). Therefore, it was with a random sample that the researcher has gathered data that could help to generalise about the total population. There was hope that this, in turn, could make the research findings valid. In terms of the Eng S-Ts respondents, the size of the sample has been decided to be 16% out of the total population of the 3rd year Eng S-Ts at Dessie CTE. Thus, 40 Eng S-Ts i.e. eight from each of the five partner primary schools selected randomly with a lot system have been picked and then treated. The number of school mentors respondents has been fixed to be 23 due to availability sampling. Another important point about the use of questionnaire is that because it is one of the main tools in survey research, the size of the sample should be able to allow the researcher to collect the desired numbers from the respondents. It is common that there are respondents who may not feel responsible and return the questionnaire as expected. That is why, Cohen et al (2000:96) advises "to overestimate rather than to underestimate the size of the sample required." Considering this warning, the researcher has distributed 40+ questionnaires to the Eng S-Ts from the 3rd year Eng S-Ts and 23+ questionnaires to the school mentors and collected 40 Eng S-Ts Q ,and 23 Mentors Q which were the desired numbers.



For the structured interview, ten Eng S-Ts, 5 school mentors, and 5 school principals were selected randomly through a lot system from the five schools. Similarly, for the structured observation for checking the conditions required for mentoring in those schools, one checklist for each school was used.

The document investigation was made on 10 Eng S-Ts portfolios selected randomly by way of a lot, and the whole of the 23 school mentors' assessment results of the 40 Eng S-Ts. The reports were collected from the teacher educators in the college to whom they were delivered.

3.5. Selection of the Study Area

There were three basic reasons for choosing Dessie CTE as the study area. First, ANREB contributed only two teacher educators among the first team who were trained to be mentor trainers in the national programme. These two trainers were from two CTEs; namely, from Dessie CTE and Gondar CTE. Of the two trainers again, the researcher was from Dessie, where the college is found. Thus, the researcher has felt responsible to explore SBEM in this particular site to make a difference in its implementation right where he has been working before stretching his responsibilities to any other CTE in the region. Second, the college has been one of the colleges in the ANREB which have been trying to implement the GEQIP in which supporting practicum is one of the priorities. It is treated along with the language proficiency support being implemented in the English Language Improvement Centre (ELIC). Practically, GEQIP has been supporting the Eng S-Ts with materials such as school-bags and stationery. This was very much relevant to the general objective of the study. Third, it allowed easy access to the researcher to reach out the partner primary schools where the college has a liaison with for its practicum/teaching practice.

3.6. Data Sources

The primary data for the purpose of this study were collected with the help of questionnaires, structured interviews, and structured observation together with document investigation of just from the 10 of the forty Eng S-Ts' portfolios, and their assessment results by their school mentors. The respondents were 40 Eng S-Ts from five partner primary schools where 23 school "mentors" and five school principals. All of the data were interconnected and complemented each other to produce the necessary information to address the objectives of the study. This was done in order to triangulate and substantiate the data from the other primary sources.

3.7. Data Validity and Reliability

Overriding the validity and reliability of data will jeopardise the study and bring it to a failure. Experts believe that it is hard to find data which are threat-free to validity and reliability in research. However, "effects of these threats can be attenuated by attention to validity and reliability throughout a piece of research" (Cohen et al, 2000:105). These decisive factors are fundamental to ensure the quality and effectiveness of the procedures of data collection (Best, and Khan, 1998:207 and Seliger, and Shahamy, 1989:184).

Based on the results of the pilot study, some amendments (See Appendix IX for some of them), were made on the contents of the sets of questionnaire. The changes were made in order to decrease the potential threats in respect to the process of data gathering procedure. In doing so, I considered some options like checking the reliability and validity of the data gathering tools - questionnaires, interviews, and observation. Besides, to improve the reliability and the validity of the data in the study, the researcher made some ways of enhancement, for example including adding more items and questions, avoiding or revising trouble-making items by rephrasing or making necessary changes, and by taking thorough training (Seliger and Shahamy 1989:187). It is further pointed out by those experts that doing item analysis is advisable for examining the quality of items in order to see how well the items or questions are set and how much they are understandable for the respondents (Ibid:189). Thus, the researcher made some item analysis during the pilot stage of the research. From the discussion so far, it can be implied that triangulation of data and ensuring validation have been taken into consideration in this research. The Excel Programme was also used to facilitate the procedure of the data analysis while ensuring the validity and reliability as well.

3.8. Piloting the Eng S-Ts Q and the School Mentors Q

To ensure the readability and quality of the Eng S-Ts Q and the school Mentors Q, the piloting process was needed. This process was conducted into two phases. During the first phase, the first designs of the two types of questionnaires were piloted with 10 Eng S-Ts and 5 school mentors respectively. These study subjects were taken only for making the necessary modifications on the questionnaires based on the comments collected from them. In other words, these study subjects were later excluded in the regular study. Following the recommendations from those subjects two major changes were made. One of the changes was on the language of the Eng S-Ts Q. This happened because they suggested that the Amharic (their mother tongue) version would make the questions more understandable. This was true as many of the questions in the Eng S-Ts Q were first

returned unanswered. The second major change was the addition, omission, and revision of the questions in both types of questionnaires. To ensure getting the data needed more items were added where as to avoid confusion some trouble-making questions were removed.

The second phase of the piloting process was made to check how much the revision on the two types of questionnaires after the first phase brought a change. This phase was conducted with different but the same number of subjects. The result was encouraging. Consequently, the last designs of the Eng S-Ts Q and the Mentors Q were used in the regular study.

3.9. Conclusion

To conclude, the gist of the content of the chapter is about the researcher's choice of methods, data-gathering tools, and where and how the research was conducted. The rational behind each choice was verified to let the readers understand there was an attempt not only to secure the data-gathered but to make them reliable and valid.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1. Introduction

This chapter presents the analysis, interpretation, and discussion of the data-gathered with the tools discussed in the preceding chapter. It begins with the profiles of the Eng S-Ts, and the school "mentors" whose information was vital to reach the results of the study. Other inputs from the personal observation and document investigation were also incorporated in the analysis.

The structure of the data presentation has been classified into five sections. The first section deals with the duties and responsibilities of the Eng S-Ts during the practicum. The second section investigates the professional support and care the Eng S-Ts got from their school mentors. The third section is mainly on the school English mentors' mentorship intervention knowledge, skills, and roles in supporting the Eng S-Ts who were experiencing teaching in the partner primary schools. The fourth section examines the integration between the theoretical perspectives and the actual implementation of SBEM in those practicum sites. The last section is dedicated for the presentation and discussions of data from the open-ended questions in the questionnaires, the structured interviews, the structured observation checklist, and the document investigations. Various graphics which are appropriate to the type of data are employed to illustrate and make the readability of the paper easy. Based on the data in the graphics, descriptions are given following the graphics.

For convenience, pieces of information which showed logical connections were brought together irrespective of their appearances in the Eng-Sts Q and Mentors Q. In addition, the information from the interview questions of different sorts, from the personal observation, and from document investigation, was merged into parts wherever it fitted to complement the other.

4.2. Profiles of Respondents

4.2.1. Profiles of the Eng-STs

No.	Names of Partner Primary Schools	Eng-STs and the Practicum Phases Undergone					
		Practicum I (Prac 201): School Observation	Practicum II (Prac 202): Working Under the Mentor	Practicum III (Prac 301): Assisting the Mentor	Practicum IV (Prac 302): Independent Teaching		
		#	%	#	%	#	%
1	Etege Menen Primary School	0	0	0	0	8	20
2	Dawudo Primary School	0	0	0	0	8	20
3	Nigus Michael Primary School	0	0	0	0	8	20
4	Segno Gebeya Primary School	0	0	0	0	8	20
5	Tgil Fire Primary School	0	0	0	0	8	20
	Total	0	0	0	0	40	100

Table 2: Profiles of the Eng-STs

An aggregate of 40 Eng S-Ts from Dessie CTE who were all from the last phase of the practicum were randomly selected. To make the distribution even, 8 Eng S-Ts from 5 partner primary schools where they went out for practicum were taken as subjects for the study. Their age and sex were not considered because such parametres are not requirements for the Eng S-Ts to get support which they deserve throughout all the phases of the practicum.

4.2.2. Profiles of the School Mentors

No.	Names of Partner Primary Schools		EFL Teachers											
			Experience of Teaching as Teacher						Experience of Working as Mentor					
			1 – 10 Years		11 Years & Above		Unknown		1 – 10 Years		11 Years & Above		Unknown	
			#	%	#	%	#	%	#	%	#	%	#	%
1	Etege Menen Primary School	3	1	33.3	2	66.6	0	0	2	66.6	0	0	1	33.3
2	Dawudo Primary School	5	2	40	2	40	1	20	4	80	0	0	1	20
3	Nigus Michael Primary School	4	2	50	1	25	1	25	4	50	0	0	2	50
4	Segno Gebeya Primary School	7	2	28.6	4	57.1	1	14.3	4	57.1	0	0	3	42.8
5	Tgil Fire Primary School	4	2	50	0	0	2	50	2	50	0	0	2	50
	Mean (X)			40.38		37.74		21.86		60.74				39.22

Table 3: Profiles of the School Mentors

Due to the availability sampling, the 23 EFL teachers who were acting as “mentors” in those schools were taken as subjects. The researcher has considered the teaching and mentoring experience of the teachers, for experience plays a major role in SBEM. Their profiles shows that on average 40.38% of the teachers were with the experience of 1 – 10 years of teaching while on average 37.4% were with more than 10 years of experience of teaching. The remaining 21.86% on average did not put themselves in any of the categories. Excluding the undecided, it is possible to conclude that almost one-half of the teachers on average were below 11 years of experience of teaching while the other half were more than 10 years of experience.

When we see the experience of the 23 teachers working as mentors, on average, 60.74% were with 1 – 10 years of experience while no one was with more than 10 years of experience. However, at the average of 39.22% were undecided.

SECTION 1

4.3. Eng S-Ts' Expectations about Their Duties and Responsibilities during the Practicum

Eng S-Ts' Awareness of Their Roles					
Items		Expected		Not Expected	
		#	%	#	%
a	Become actively involved in the lessons where appropriate, (helping to plan lessons working with small groups, taking sections of the lesson etc.).	33	82.5	7	17.5
b	Internalise constructive criticism and feedback and use this to develop their teaching.	35	87.5	5	12.5
c	Attend all actual school experience lessons and supervisory conferences.	34	85	6	15
d	Attend peer reflection sessions organized by school mentor.	29	72.5	11	27.5
e	Participate fully in the school activities.	30	75	10	25
f	Reflect on her/his experience.	36	90	4	10
g	Involve in co-curricular activities.	33	82.5	7	17.5
h	Act and behave responsibly during their school experience in accordance with the school rules and regulations.	40	100	0	0
i	Record your own beliefs of teaching in your portfolio.	30	75	10	25
j	Record programme design in your portfolio.	31	77.5	9	22.5
k	Record procedure/methodology in your portfolio.	33	85.5	7	17.5
l	Record your professional development.	28	70	12	30
m	Record your personal achievement.	31	77.5	9	22.5
n	Record your own reflection.	34	85	6	15
Mean (X)			81.82		18.39

Table 4: Percentage of Eng S-Ts Showing their Expectations of Duties and Responsibilities during Practicum

Unanimously the entire Eng S-Ts replied affirmatively that it was their responsibility to behave in accordance with the rules and regulations of the partner primary schools during the practicum. On average, about 87.5% of them regarded that they are expected to reflect their experience; internalise constructive criticism and feedback; record procedure/methodology in their portfolios; attend all actual school experience lessons and supervisory conferences, and record their own reflections. 82.5% of them said they believe to actively involve in the lesson where appropriate, and to involve in co-curricular activities. With regard to items **j**, **m**, **e**, and **i**; namely, recording programme design in their portfolios; recording their personal achievements; participating fully in the school activities; and recording their own beliefs of teaching in their portfolios, at the average, 76% replied that they are expected of them.

Considering all the respondents, nearly 30% of them showed that they did not consider, especially items **d**, and **i** as their duties. These items are attending peer reflection sessions organised by the school mentors; and recording their professional development. It can be generalised that at the average 81.82% which is the vast majority were aware of their roles while at the average of 18.3% were not.

The researcher has come to realise that the majority of Eng S-Ts on average 81.82% were clear enough about their roles (See Appendix II) proposed by the EMoE (2010). Another discovery about this fact was the result found from the interview made with the school "mentors." Many of them (about 78.3%) witnessed that most of the Eng S-Ts were aware of their duties and responsibilities. Yet, the remaining 18% on average of the Eng S-Ts who were not aware about their roles indicated the need for more input during their training at the college.

SECTION 2

4.4. Expectations of the School Mentors about the Professional Support and Care They Provide to the Eng S-Ts

4.4.1. How Many of the School Mentors Did Expect Some of Their Roles Proposed by EMOE ?

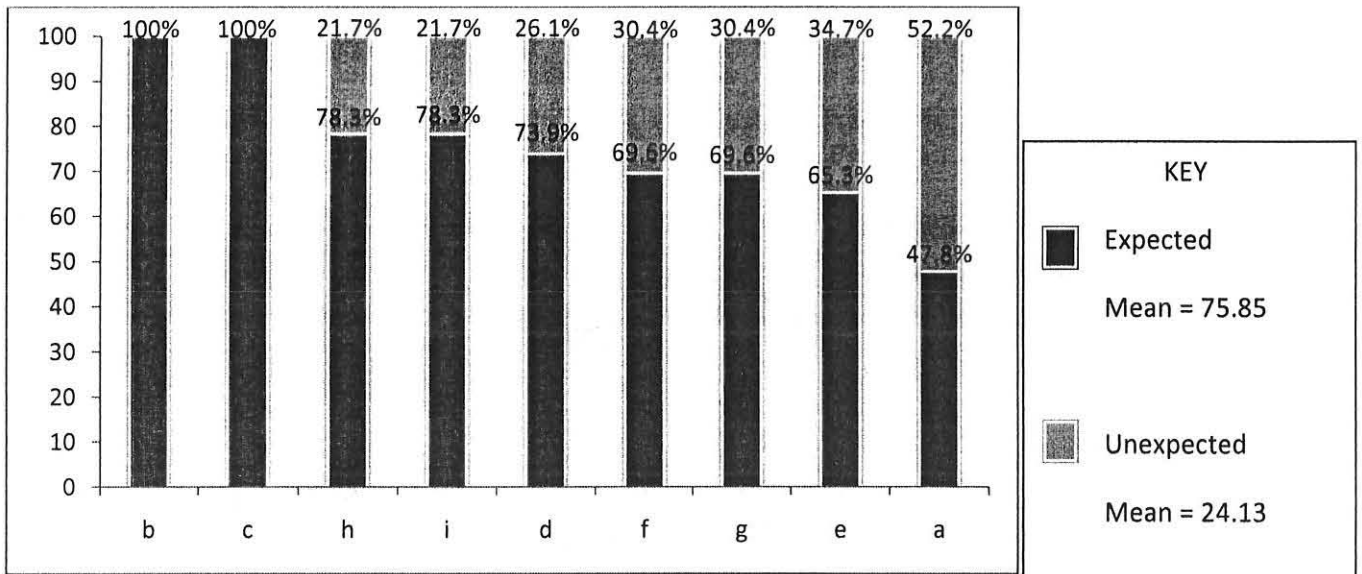


Figure 1: Percentage of Mentors Showing the Professional Support and Care They Offer the Eng-Sts

Keys:

- a. Answer any questions that the Eng S-ts might have.
- b. Discuss the student teacher's progress with the representative of the TEI supervisor
- c. Observe and give constructive feedback.
- d. Negotiate priorities with student teachers.
- e. Support students in the planning for their teaching and agreeing teaching plans.
- f. Offer career advice.
- g. Assist in the planning and implementation of educational visits and extra-curricular activities.
- h. Arrange dedicated times for review and discussion an hour a week.
- i. Provide personal and professional support for student teachers.

The figure depicts that the whole of the school mentors were especially fully aware of their activities indicated in items **b** and **c** – discussing the student teacher's progress with the representative of the TEI supervisor, and observing and giving constructive feedback. Nevertheless, between the range of 21.7% to 34.7% of the respondents did not consider the activities in the items **h**, **i**, **d**, **f**, **g**, and **e** to be carried out by them.

It is also shown in the figure that 52.2%, a little more than half of the mentors disregarded item a, that is to answer any questions that the Eng S-Ts might have. This is against one of the proposed roles stated by EMOE (2010). (See Appendix I). In general, therefore, it can be figured out that on average more than 25% of them were not aware of the majority of even some of their professional activities. In other words, they did not play especially their Support Role. Taken together, the results show that because one-fourth of the school mentors were not cognizant of some of the main roles which are stated by EMOE (2010). This makes it a concern for the EMOE as far as running SBEM is considered. Moreover, it is also an implication that there exists a lapse in between the theoretical aspects of SBEM and what is being practiced.

4.4.2. Eng S-Ts' Reactions to the Professional and Teaching Support Offered to Them by Their Mentors

Eng S-Ts													
	Items	V. Poor		Poor		Good		V. Good		Excellent		Undecided	
		#	%	#	%	#	%	#	%	#	%	#	%
	M y mentor helped me to...												
A	develop my ability to identify learners' needs.	3	7.5	0	0	12	30	10	25	3	7.5	12	30
B	introduce, develop, and conclude sessions.	3	7.5	5	12.5	15	37.5	10	25	5	12.5	2	5
C	manage transitions and discipline, i.e. management of the class.	4	10	6	15	15	37.5	6	15	3	7.5	6	15
D	use appropriate resources for learning.	3	7.5	0	0	12	30	10	25	4	10	11	27.5
E	use appropriate teaching - learning strategies.	3	7.5	3	7.5	17	42.5	10	25	5	12.5	2	5
F	communicate and interact with pupil to build positive working relationships with them.	2	5	10	25	8	20	0	0	10	25	10	25
G	participate in peer mentoring and reflection.	2	5	7	17.5	13	32.5	13	32.5	3	7.5	2	5
H	observe at least two peer independent teaching.	4	10	10	25	18	45	4	10	2	5	2	5
I	get an hour reflection among us in every week.	11	27.5	11	27.5	7	17.5	7	17.7	0	0	4	10
J	assist students to involvement in the lesson.	2	5	6	15	14	35	7	17.5	0	0	11	27.5
K	get ready how to teach that specific content.	5	12.5	5	12.5	14	35	5	12.5	8	20	3	7.5
L	assess, reflect and record my own progress in my portfolio.	5	12.5	7	17.5	13	32.5	5	12.5	8	20	2	5
M	get feedback/reviews of my action plans.	7	17.5	4	10	12	30	14	35	3	7.5	0	0
N	get feedback/reviews of my portfolio.	5	12.5	7	17.5	15	37.5	8	20	2	5	3	7.5
	Mean (X)		10.53		14.46		33.03		19.47		10		12.5

Table 5: The Extent of Proficiency and Teaching Support the Eng-STs Got From Their Mentors

25%, one-fourth of the school mentors, rated item **f** - the support in communicating and interacting with pupils "Excellent." The other items rated "Excellent" were **k**, and **l** by 20%; **b**, and **e** by 12.5%; **a**, **c**, **g**; item **d** by 10%. item **m** by 7.5; and item **n** by 5%. On the contrary, no one rated "Excellent" the support they got in getting an hour reflection among themselves and paying attention to students' involvement in the lesson. This signifies that except the items **f** most favoured by 25%, and the items **b**, and **e**, by 20%, the rest items were not the best support areas. In terms of getting feedback/reviews of their action plans (item **m**), 35%, and in practising peer mentoring and reflection among themselves (item **g**) by 32% were identified very good support areas. Roughly all the other items were rated "Very Good" by the average of 12.5%. Here, it can be concluded that since only two of the items, i.e., **g** and **m** were rated "Very Good" by about one-third of the mentors, the support in the other areas were at the level of good or below that. In getting opportunity to observe at least two of the independent teaching of another student teacher (item **h**), 35% rated below "good" while only 20% rated above "good" and 45% rated it as "good." This asserts the support in this area is one of the problem areas to be acted upon.

Except for the items **a**, **f**, and **i**, that is, in developing the ability to identify learners' needs, in communicating and interacting with pupils, and getting an hour reflection among themselves, about 35% said they received "good" support in all the other areas. On average 26% of the trainees said the support given to them in getting an hour reflection among themselves, in communicating and interacting with pupils was poor. Below 17.5% of the trainees expressed that they were given "poor" support in the other items. All of the trainees never rated "poor" to the support as far as developing ability to identify learners' needs and using appropriate resources for teaching were considered. Besides, it was found that 27% of the trainees claimed they received the least support from their mentors was in the area of getting opportunity to observe at least two of the independent teaching of another student teacher (item **h**) as an aggregate of 80% rated it "good" and below that. Next to it was the area in getting an hour reflection among themselves in every week as an aggregate of 72.5% rated it "good" and below that.

Thus, it can be figured out that an average of 33.03% of the Eng S-Ts rated the professional support they received from their mentors as "good" while 19% rated "very good" and only 10% rated "Excellent." On the other hand, at the average of about 12% rated the support below "good", and another 12.5% refrained from rating. Therefore, it is evident that it was hard for the majority of the trainees to get adequate professional support from their mentors. The implication is that the school mentors need awareness raising move to address the problem.

4.4.3. School Mentors' Claims for Giving Proficiency and Teaching Strategies Support to the Eng S-Ts

Proficiency and Teaching Strategies Given to Eng S-Ts		School English Mentors Responses			
		Given to Eng S-Ts		Not Given to Eng S-Ts	
		#	%	#	%
A	the student teacher's ability to identify learners' needs,	18	78.3	5	21.7
B	to introduce, develop and conclude sessions,	16	65.2	7	30.4
C	to manage transitions and discipline,	14	60.9	9	39.1
D	to use appropriate resources for learning,	18	78.3	5	21.7
E	to use appropriate teaching and learning strategies, build positive working relationships with them,	18	78.3	5	21.7
F	to communicate and interact with pupil	18	78.3	5	21.7
G	to promote effective learning, to evaluate their own teaching.	14	60.9	9	39.1
Mean (X)			71.45		27.1

Table 6 : *Percentage of School Mentors for Their Proficiency and Teaching Strategies Support to Eng-STs*

More than three-fourth (78.3%) of the school mentors responded affirmatively that they supported their mentees to the student teacher's ability to identify learners' needs, to use appropriate resources for learning, to use appropriate teaching and learning strategies, build positive working relationships with them, and to communicate and interact with pupil. This is an encouraging result even though an average of 26% of the students said the support with respect to item f i.e. to communicate and interact with pupil was "poor" as shown in Table 4. The support areas in which at average of 62% of the mentors thought to have provided to the Eng-STs were the process of introducing , developing and concluding sessions; managing transitions and discipline, promoting effective learning; and evaluating their own teaching. This shows that some of the mentors who were about 37% admitted that they were not supportive in those areas. This result was also congruent with the result found from the responses of the Eng S-Ts which reveals that about 35% of them received "good" support as indicated in Table 4.

To one of the interview questions that asked the school mentors what main support areas did the mentees expect from them, almost all of them replied proficiency and strategies of teaching. This indicates that though clear it was for the mentors in which area they should have helped, they did not act effectively. Therefore, it is possible to generalise that significant percentage of the Eng S-Ts did not get the necessary support they deserve. This might have resulted either from the lack of time the mentors had or from the little attention they paid. Whatever the reasons might be, the implication is that the issue needs to be addressed since the EMOE itself made it clear in its practicum document (2010) that school mentors are expected to support the Eng S-Ts with their proficiency and teaching strategy. That is why it calls for intervention by the EMOE as it is a serious concern for it.

SECTION 3

4.5. The Five Main Roles – Acculturator, Educator, Support, Sponsor, and Model – Played by the School Mentors

4.5.1. Inducting the Eng S-Ts into the Rules and Norms of the Primary Schools

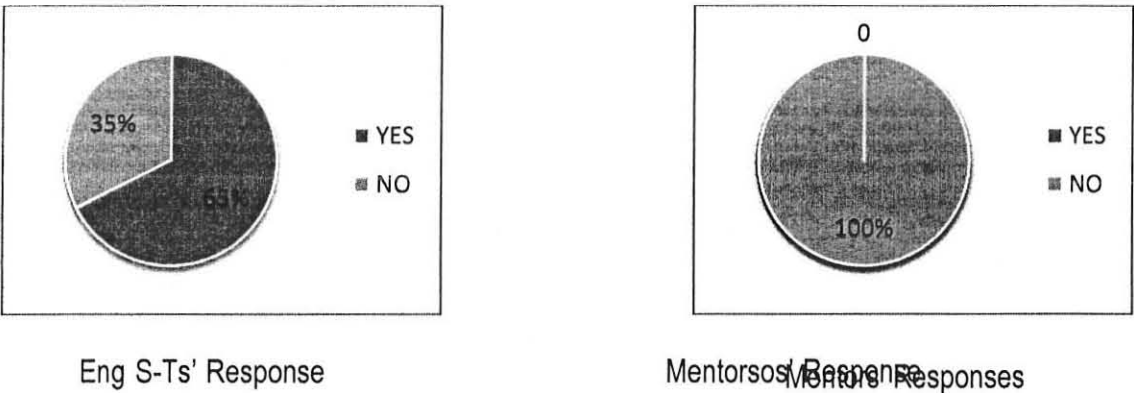


Figure 2: Percentage of Respondents Whether Primary School Rules and Norms Were Informed to the Eng S-Ts

In response to the general question asked both to the Eng S-Ts and the school mentors about the information of the rules and norms of the partner primary schools, 65% of the former favoured "Yes", i.e. they were informed while the latter unanimously agreed they addressed. Here, the discrepancy is questionable. Despite the compliant of the remaining 35% of the Eng S-Ts for not being informed during the induction, all the mentors replied affirmatively. This

clearly shows that some of the mentors either did it in a way their mentees did not recognize it, or they did not do it at all due to negligence or lack of awareness. To the question that asked them to identify the specific basic rules and norms of the schools, the mentees who responded positively and the whole of the mentors identified accordingly. Their responses are presented below in the form of a bar graph. The basic rules and norms are indicated with their corresponding letters under the "KEYS" so that readers could refer to them for better understanding of the descriptions.

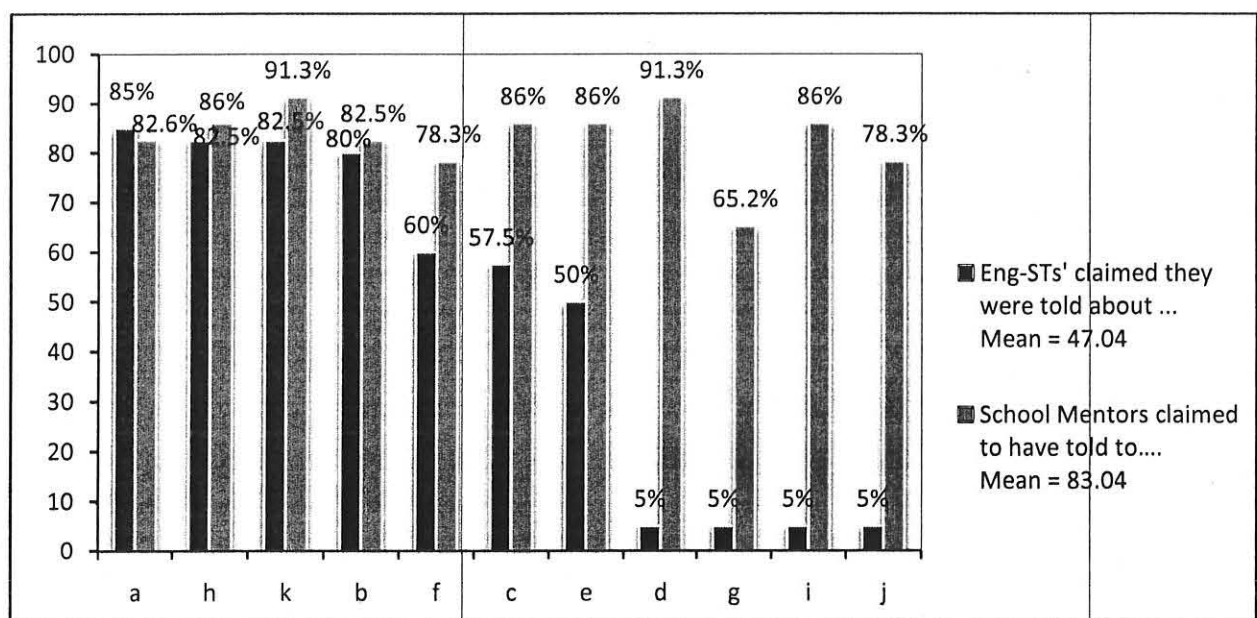


Figure 3: Percentage of Eng S-Ts and School Mentors for Sharing School Information and Documentation

Keys:

- | | |
|----------------------------------|--|
| a. school policies | g. room allocations, timetables |
| b. school and class organization | h. room allocations, timetables |
| c. curriculum documents | i. particular students' needs |
| d. information sources | j. homework policies and practices |
| e. special needs policies | k. practical details of the school, e.g. whom to contact about practical matters |
| f. registration arrangements | |

Figure 1 shows that 80% of the Eng S-Ts were informed about the school policies which is closer to the 82.6% of the school mentors' response to the same item **a**. Again, concerning items **h**, **k** - information about room allocations, timetables; and practical details of the school, e.g. whom to contact about practical matters 82% of the Eng S-ts admitted that their mentors told them. This coincides with the response of the mentors because more than 86% of the school mentors also said they shared those pieces of information. Nearly 82.5% of the Eng S-ts, like that of the school mentors, expressed that they shared information about school and class organization (Item **b**). This indicates that there was more or less consistency between the responses of the Eng S-Ts and the mentors, particularly on the items **a**, **h**, **k**, and **b**.

With regard to the registration arrangements (Item **f**), only 60% of the Eng S-Ts replied positively and 78% the school mentors did the same. This implies that despite the claim of the three-fourth of the school mentors, to

have addressed this issue, about half of the trainees did not get this information. Another important remark was the comparison between the responses of the two parties to the items **c**, and **e**. It was between 86% on the part of the school mentors and at the average of 53% on the trainees' part. This inconsistency implies the presence of a gap between the two parties.

As 95% of the Eng S-Ts were not told about room allocations, timetables (Item **g**), 65.2% the school mentors said they were informed this information. The sharp and the most significant difference between the two parties is shown concerning the items **d**, **g**, **i**, and **j**, i.e. information sources; particular students' needs; and homework policies and practices. These are the areas where the three-fourth of the school mentors claimed to have shared with the Eng S-Ts. However, 95% of these trainees said their mentors were not supportive at all. This evidence indicates that the school mentors did not play their "Acculturator Role" which is inducting the Eng S-Ts into the rules and norms of the school.

4.5.2. The Effect of the School Induction on the Eng S-Ts

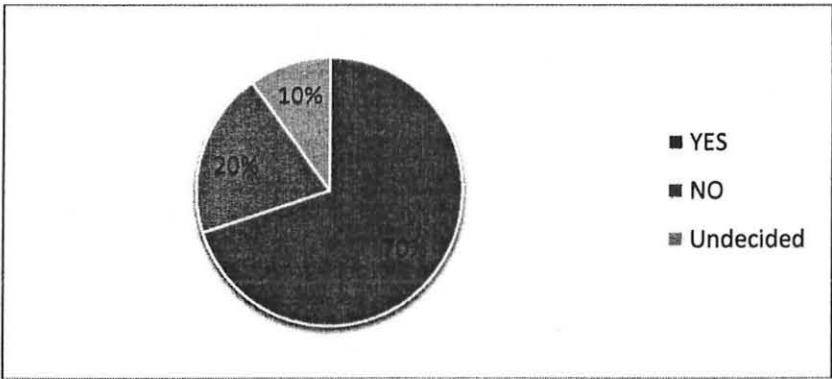


Figure 4 : *Percentage of Eng S-Ts Whether TheyFelt as Accepted Member in the School Staff as the Result of the Induction*

To the question that was used to detect the impact the induction had on the Eng S-Ts, it is obvious that 70% (28) of the respondents said that they felt as accepted member of the school where they were out for practicum. To the follow-up question that asked them to justify most of them did not tell their reasons. A few, however, justified that they found the atmosphere of the partner primary schools was inviting and the schoolteachers were friendly and democratic. On the other hand, 20% (8) of them responded "No" although many of them did not tell their reasons. However, the rest of the 20% (8) justified that they did not feel as staff members because they

considered the practicum is something which is not welcomed due to the burden it always creates among them. They added that it is rather taken as a must without the will of the schools. The remaining 10% (4) preferred not to respond to the question. In general, it implies that almost one-third of the Eng S-Ts were not comfortable with the practicum sites. This might need further investigation that might include individual Eng S-Ts traits towards mixing with other people.

4.5.3. Observation Opportunities Offered to the Eng S-Ts by the School Mentors

Questions Related to Observation		Eng S-Ts' Responses					
		Yes		No		Unknown	
		#	%	#	%	#	%
5	Did you get an opportunity to discuss with your mentor and get feedback about your lesson plan before the observation of your teaching in the classroom? If "No", why?	20	50	11	27.5	9	22.5
6	Did you ever get an opportunity for pre-observation discussion and feedback with your mentor? If "No", why?	24	60	12	30	4	10
7	Did you ever get an opportunity for post observation discussion and feedback with your mentor? If "No", why?	16	40	21	52.5	3	7.5
Mean (x)			21.42		36.66		13.33

Table 7: *Percentage of Eng S-Ts Showing Whether They Got Opportunities for Various Observation Discussions*

To the question whether the Eng S-Ts had a discussion particularly on their lesson plans before observation, exactly half of them consented while 27.5 (11) did not although they did not give reasons for missing the opportunity. Just 22.5% (9) ignored the question. Taken together, it can be concluded that for one, it is unfortunate that nearly half of them did not reply affirmatively because the result contradicts with what was discussed in the literature that shows supporting the Eng S-Ts with planning for their teaching and agreeing on the lesson plans is so important. For the other, it is unfortunate either, for less attention was given by the school mentors in creating a pre-observation meeting to discuss the lesson plans with the Eng S-Ts.

With regard to having a pre-observation meeting for general discussion other than the lesson plan, 60% (24) of the Eng-STs said they were able to, and got feedback. On the contrary, 30% (12) of them said they did not have any discussion for a reason they did not know. The rest of them, i.e. 10% (4) did not respond at all. From this, it can be drawn that only a little more than half of the trainees admitted they had a pre-observation discussion. This might have resulted either from the less attention mentors pay towards pre-observation discussion or from the lack of knowledge they have about the issue. Williams (1989) says, '...teachers [Eng S-Ts] trust that they and the observer (mentors) are looking at the same points and that they will not be criticised or pulled to pieces after the lesson' (1989:89). However, this never happened as much as it was expected for all of the Eng S-Ts.

Post-observation discussion was the other important issue. To the question about it, only 40%(16) admitted they were given the opportunity for such a discussion while the rest, probably including the 7%(3) who replied nothing, revealed they were denied the opportunity. This asserts that even compared to the opportunity given to the pre-observation discussion as mentioned earlier, there was less opportunity for a post-observation discussion.

The general implication is that both the pre-observation discussion including checking and agreeing lesson plans, and the post-observation discussion were not properly carried out. As it was witnessed from the structured observation about the conditions for mentoring in the schools, lack of time for mentorial intervention, which is one of the components of favourable conditions, might have impeded them from doing so. Yet, further confirmation could be drawn out from the following presentation about the school mentors responses to the same question posed to them. See the next section below for the result.

4.5.4. School Mentors’ Practice of Creating Different Stages of Observation

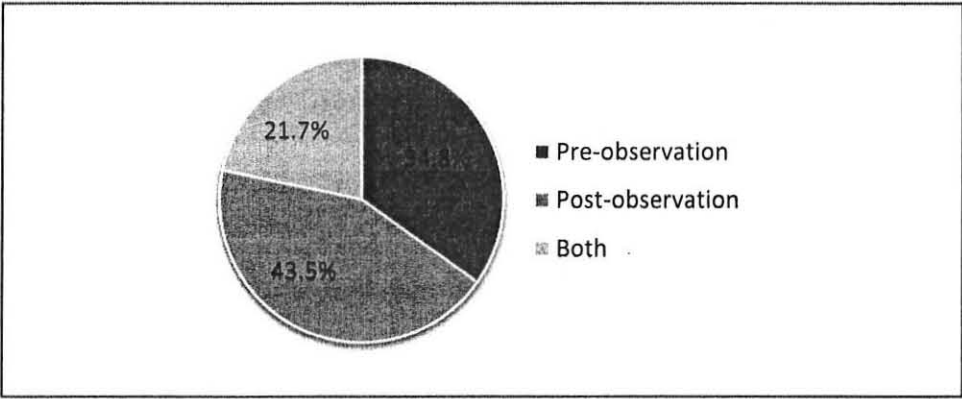


Figure 5: Percentage of Mentors for Providing Opportunities for Various Observation Discussions

Based on the given proportions in the figure above, it is clear that the time the school mentors discussed observation issues with their mentees was quite different. 34% (8) of them said they picked the time before observation. The main and common reason they produced was to check how much the Eng S-Ts were ready to present their lessons. Of course, their reason matches with the idea of Randall and Thornton (2001) that states “ it is important to allow participants[Eng S-Ts] to ‘try out’ different techniques for creating the right atmosphere in a pre-lesson discussion.” The other school mentors who amounted 43% showed that they inclined to discuss observation issues after the observation. According to them, such a time of discussion creates opportunity for the Eng S-Ts to take the necessary corrections. In fact, this is only an aspect of the post-observation issue because the post-observation issue has many advantages. Hagggar, et al. (1995:74) point out that ‘ one of the most valuable ways in which you can help student teachers to understand the complexities of classroom teaching and to learn more about teachers’ skill, strategies and achievements in the classroom is through observation with follow-up discussion.’ The third group of those school mentors who were 21.7% (5) replied favourably to both types of discussions, i.e. before and after observation. Their justifications were similar to those given by the other two groups discussed earlier. In fact, this is encouraging.

It becomes logical to conclude that the school mentors who were found to be only 21.7%(5) of the total 23 were aware of the value of undergoing the procedures of observation which provide the Eng S-Ts with opportunities first to get prepared well, and then to build confidence for the lesson/session, and finally to learn from the feedback from the mentors. In summary, therefore, it is possible to say one fifth of the school mentors were not aware of

their role as "Educator," particularly, in reviewing the Eng S-Ts' planning of the curriculum, teaching, evaluation and self-evaluation, and assessment of learning which is stipulated in the EMoE' practicum document (2010:16). On the other hand, the EMoE cannot escape the blame for the failure in implementing the procedures of observation in general because this issue was not included in its practicum document (Ibid.)

There was an interview question related to giving feedback during the pre-observation and post-observation discussion. It asked the school mentors whether giving advice is good or not. All the five mentors replied that is good to give advice because giving advice is showing the right way to the Eng S-Ts. This indicates that their belief is that mentors are advisors which is against the belief of Malderez, 2008 (cited in Hobson, et al, (2008). For her, in the proper way mentors are not advisors. This could be debatable as it was pointed out in the literature review. Nevertheless, it appears that raising their awareness how to give advice not in " top-down " way is worth considering.

The other point which was posed to the school mentors was how frequently they allowed the Eng S-Ts that observe their teaching in the classroom, to observe their colleagues/other English teachers' teaching in the classroom, and to observe peer mentees' teaching in the classroom. Because they responded differently, I have brought their responses into manageable categories as follows:

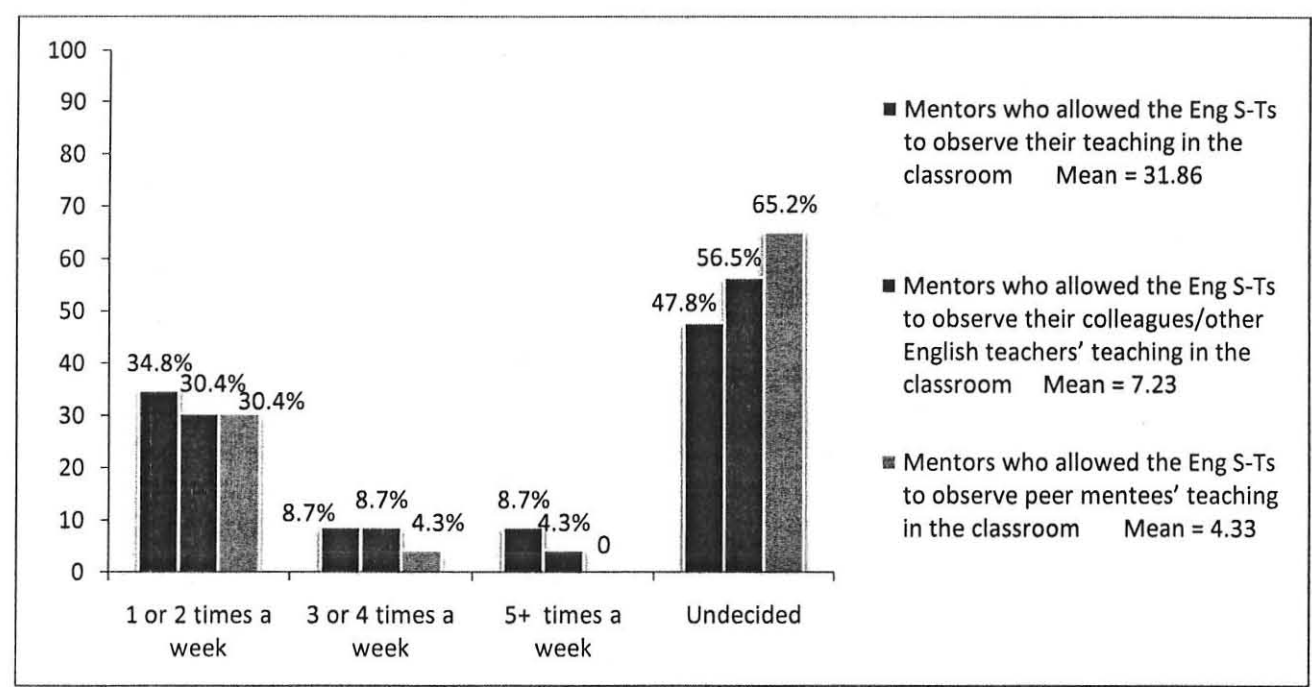


Figure 6: Frequency and Percentage of Mentors Showing Eng S-Ts Accesses to Observe Various Individuals

The percentage of mentors who allowed the Eng-STs access to observe 1 or 2 times a week for all the three types of observations is on the average 32.6%. This is encouraging because it coincides with the idea that demands the school mentors to “arrange dedicated times for review and discussion with the student teacher... at least an hour discussion with students in every week” EMOE (2010). Moreover, despite the percentage of mentors who allowed such observations 3 or 4 times a week falls to 8.7 and below, this is more encouraging. Conversely, the percentage of mentors who remained undecided raises to almost half and above compared to the rest. As a whole, 31.86% on average allowed access to the Eng S-Ts to observe what is happening in the classroom. This percentage far exceeds the access given to observe the teaching of the mentors' colleagues and to observe peer mentees teaching favoured by 7.23% and 4.33% respectively. This simply indicates that the majority of the mentors were aware of neither their roles nor the benefit the Eng S-Ts gain from observing others.

4.5.5. The School Mentors’ Reactions to Some of the Main Areas of Interventions

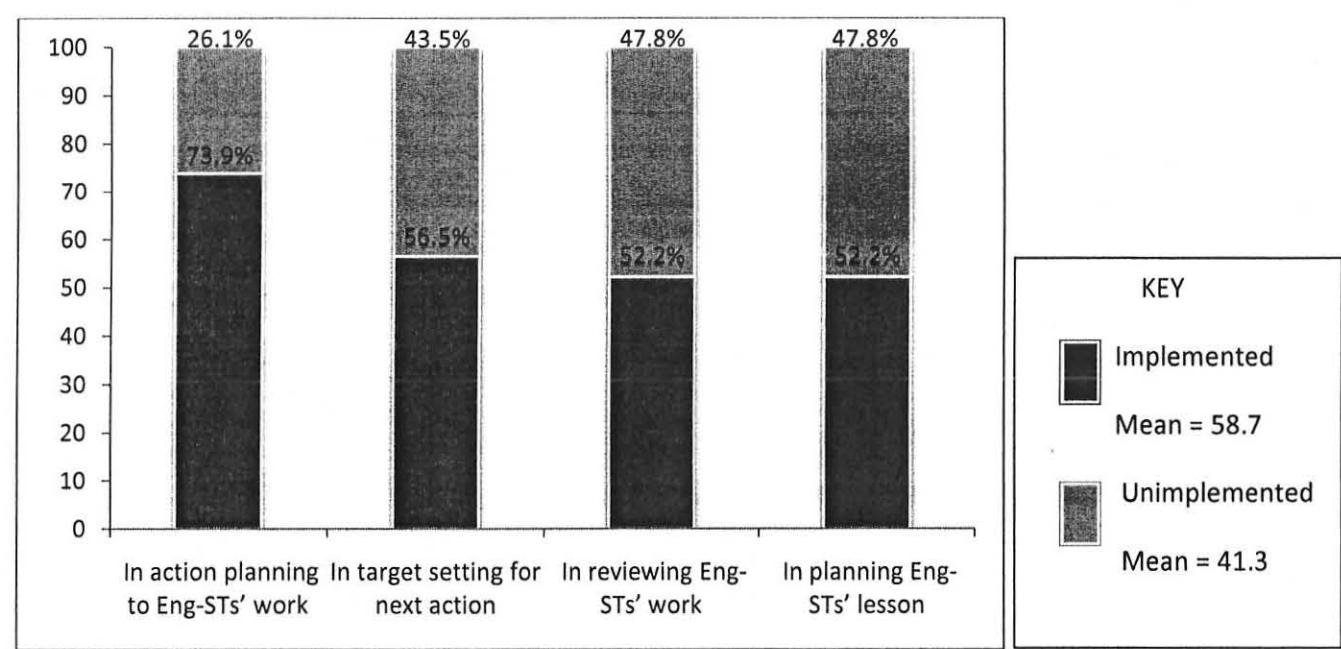


Figure 7: Percentage of Mentors Showing Which Intervention Areas They Performed

The percentage of the school mentors who helped the Eng S-Ts with their action planning is 73.9% while the percentage of those who helped with target setting for next action is 56.5%, and equally 52.2% both with reviewing their work and with planning their lessons. The whole result shows that there is contradiction

between what is stated in the literature about the strategies the mentors need to intervene and the actual implementation. For example, with regard to this, Goodwin (1997:57) feels that 'mentors have a general sequence to bear in mind when planning their overall strategy with student teachers: reviewing; planning action; monitoring; and feedback.' Moreover, the contradiction is also with one huge responsibility stated by the EMoE (2010) that school mentors are expected to "provide opportunities for the student teacher to talk over his/her work – review, planning, target setting and action planning." (See also Malderez, A, and Wedell, M 2007:86, in Section 2.11). As it is depicted in the figure, only 58.7% on average of the school mentors underwent the procedure while 41.3%on average did not. Therefore, it can be implied that there is deficiency of following the intervention procedure.

4.5.6. Some Support Areas Showing What Sponsor Roles the School Mentors Played

As it was reviewed in Chapter 2, school mentors are supposed to facilitate things for the Eng S-Ts using their authorities as much as they can (Malderez, A. 2010). In this connection, there was a question in the questionnaire that asked the school mentors in which of the three activities in the keys of the figure below they supported their mentees. As a result, the proportions in the following figure below were discovered.

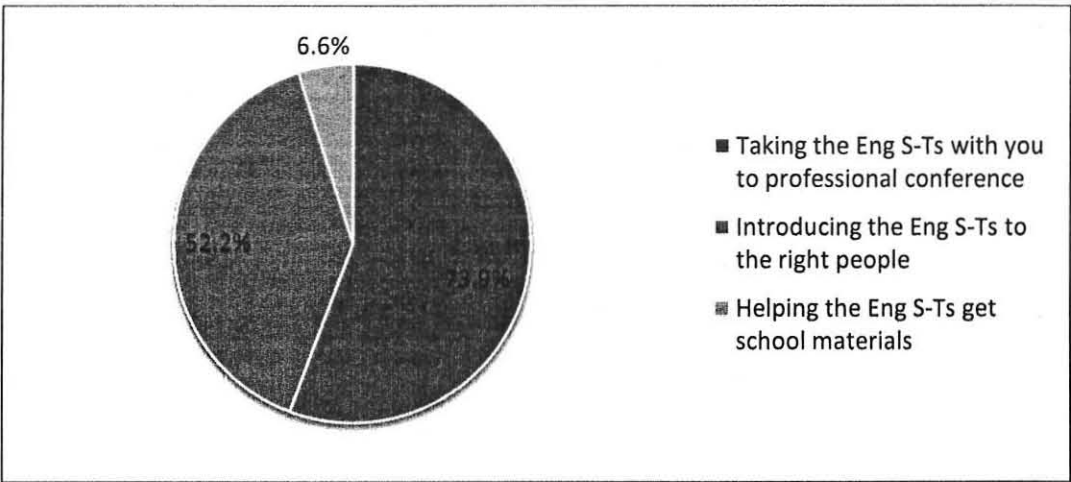


Figure 8: *Percentage of School Mentors Showing What Sponsor Role They Played*

The figure illustrates that 73% of the school mentors asserted that they supported their mentees by taking to professional conferences. However, this is not the case since there has never been such a conference in the city where Eng S-Ts were attendants at least for the past six years. The other group of teachers who were 52.2% claimed they mainly directed their mentees to the right people. As opposed to the two groups of mentors, only 6% claimed they supported their mentees to get materials. This might imply the scarcity of materials needed for practicum. In general, it can be figured out that the Eng S-Ts were not well-sponsored by their mentors despite a little more than half of the school mentors indicated their support in the social interaction with other staff members.

4.5.7. Some Activities in Which the School Mentors' Think They Did Very Well and Could Make Them as a Model for Eng S-Ts

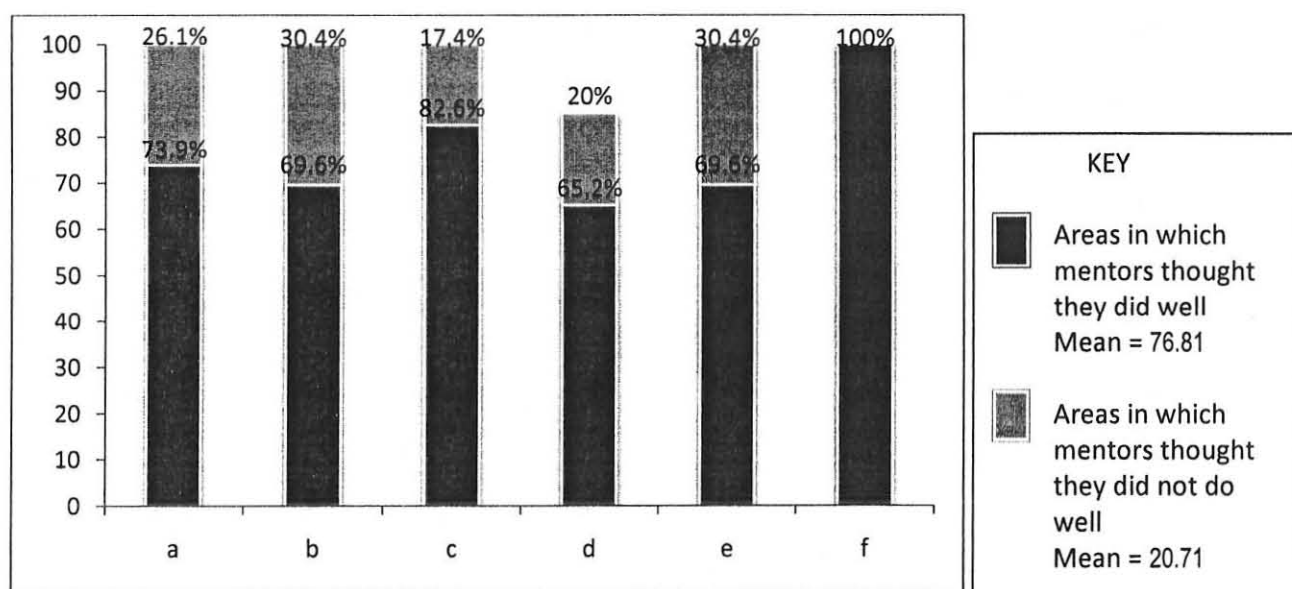


Figure 9: Percentage of Mentors Who Thought Their Specific Activities Could Be Taken As a Model for Eng S-Ts

Keys:

- Arranging for student teachers to observe other teachers' teaching.
- Providing opportunity to observe at least two of the independent teaching of another student teacher.
- Modeling ways of teaching
- Being membership of professional groups
- Having positive attitudes to peers, learners, and parents etc.
- Attending mentor development programmes and review, assessment and moderation meetings

In playing the Model Role of mentors, 73.9 of the school mentors believe they could be taken as a model by the Eng S-Ts for their effort of arranging observation of other teachers' teaching. Here, this result shows a sharp contrast with the result found in figure 6, which indicated only at the average of 7.3% of the mentor allowed the Eng S-Ts reasonable time to observe the teaching of other teachers. There is a discrepancy. On the other hand, 20.71% on average revealed that they did not think to have played a "Model Role." Experts in the field, for example, Malderez (2010) argues that modeling which helps the Eng S-Ts to learn "how to be, rather than how to do – and making this available to the beginning teacher [Eng S-Ts]" is one of the five major roles of mentors. Therefore, we can deduce that this is one significant area that should be addressed.

4.5.8. The School Mentors' Mentorship Intervention to Help the Eng S-Ts to Become Reflective Practitioners Who can Keep Acceptable Portfolios

School English Mentors											
	Your encouragement to your mentee to reflect on and record:	Very Poor		Poor		Good		Very Good		Excellent	
		#	%	#	%	#	%	#	%	#	%
A	teaching styles	0	0	0	0	17	73.9	6	26.1	0	0
B	students involvement in the lesson	0	0	1	4.3	7	30.4	15	65.2	0	0
C	different ways of enacting the lesson	0	0	1	4.3	7	30.4	14	60.	1	4.3
D	management of the class	0	0	0	0	8	34.8	13	56.5	2	8.7
E	how to teach that specific content	0	0	0	0	10	43.5	13	56.5	0	0
f	assess record and report the student teacher's progress against specific criteria	0	0	2	8.7	12	52.2	9	39.1	0	0
g	indicate how differentiation, student involvement and a range of learning styles are addressed	1	4.3	1	4.3	11	47.8	10	43.5	0	0
h	review action plans	0	0	1	4.3	13	56.5	8	34.8	1	4.3
i	review and check the student teacher's teaching practice file	1	4.3	2	8.7	11	47.8	8	34.8	1	4.3
j	review and discuss with student teachers aspects of their practice and development	0	0	1	4.3	10	43.5	12	52.2	0	0
Mean (X)			0.94		4.27		50.6		51.55		2.24

Table 8: The Extent of Support School Mentors Gave to Eng S-Ts to Help Them Reflect on, and Record in Their Portfolios

More than half of the school mentors rated their encouragement to their mentees to reflect on and record their reflections in their portfolios as "very good". This is with respect to students involvement in the lesson; different ways of enacting the lesson; management of the class, how to teach that specific content; and review and discuss with student teachers aspects of their practice and development.

Again, more than half in aggregation rated their encouragement as "good" in connection to teaching styles; review and discuss with student teachers aspects of their practice and development; and assess record and report the student teacher's progress against specific criteria. In fact, item **f** and **i** were both rated "poor" by 8.7% as opposed to item **d** which was rated "Excellent". Looking at the general attempt the mentors made to encourage the Eng S-Ts, we can come up with the conclusion that on many of the items the mentors' encouragement was on average "good" as half of the mentors (50.6%) claimed themselves.

In general, this result indicates that much should be done by the mentors to support the Eng S-Ts by encouraging them to do those activities. In particular, the implication is that the effort of the mentors with the two important issues, i.e. reflection and keeping portfolio including their reflections was not to the level of the expectation. This was intensified by the other result found out of the interview question to the mentors about their understanding of the contents of the Eng S-Ts portfolios. The result was inadequate as most of them 80% (4) referred to only the common elements, like the lesson plan, the programme, and what the trainers find useful. The mentors did not elicit about one of the most important components of a portfolio which is the reflection aspect. This might signal they are not supporting their mentees to become reflective practitioner.

The following analysis on this particular issue might confirm this speculation. The responses of the school mentors to the question; "How do you support your mentee to become a reflective practitioner (one who learns from his/her or others' experience through reflection?)" is presented in the following Figure.

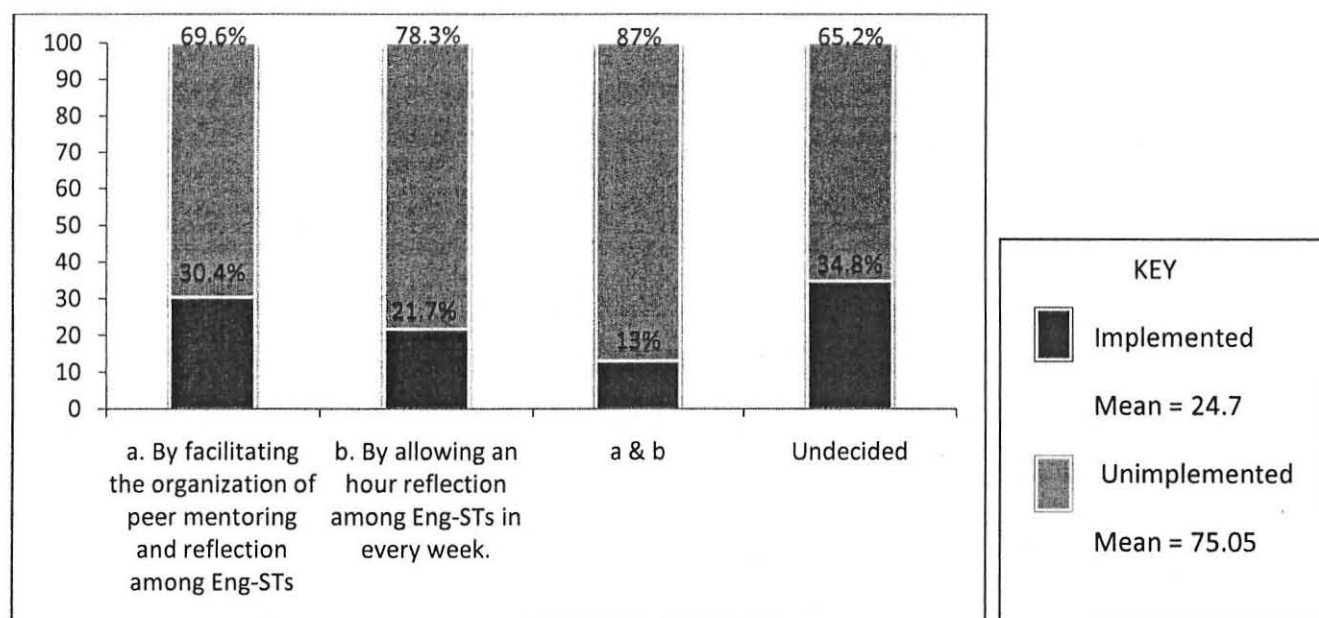


Figure 10: *Percentage of School Mentors Showing the Support They Gave to Eng S-Ts to Become Reflective Practitioner by Mentors*

The figure illustrates that 30.4% of the school mentors helped the Eng S-Ts by facilitating the organization of peer mentoring and reflection among themselves while 21.7% helped by allowing an hour reflection among student teachers in every week, and only 13% by doing both activities. The most striking point is that 65.2% of the mentors did not respond to this issue. Given that one of the main role of the school mentors is the "Educator Role", their failure to respond might be due to their lack of knowledge of reflective practice. Here, it is worth mentioning the result of the interview with mentors about their attitude towards reflective practice. Even though their responses were not clear and direct to the question, in principle they all appeared to be positive. However, only being positive can not help them to play their "Educator Role" to help their trainees to become reflective practitioners. Practically, as (Malderez 2010:1) points out what is expected of them is "scaffolding the learning of the skills of noticing (in their own and others' practices), of learning from their own and others' experiences and of developing an integrated knowledge-base; and responding contingently to a range of emerging needs." Therefore, since this particular role of the school mentors was not seriously considered, we can infer that most of the trainees did not get support to benefit from their reflective practice. This clearly shows a need of intervention by the ANREB to them practically implement reflective practice.

4.5.9. The School Mentors' Assessment of the Eng S-Ts' Performance and Whom They Report to

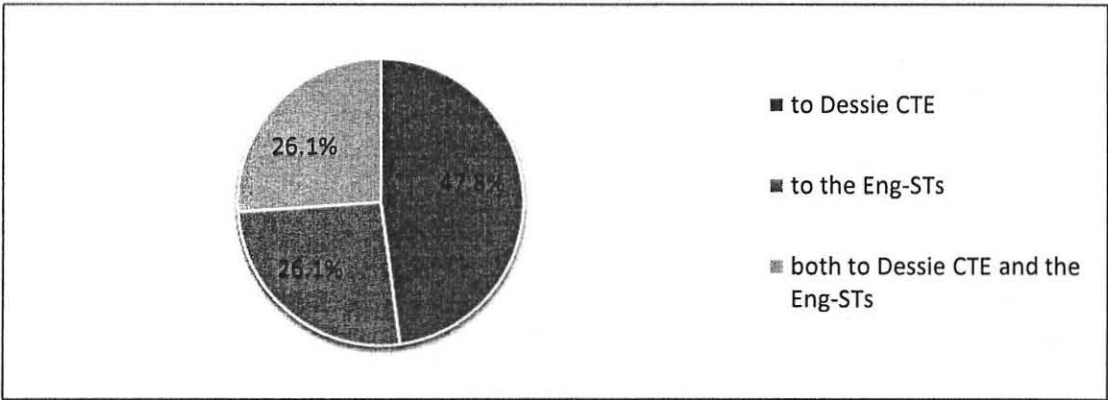


Figure 11: Percentage of School Mentors Whom They Reported Feedback to – Written and/or Oral – on the Mentees' Progress and Performance

In the figure above, almost half of the school mentors (47.8%) said they transferred the evaluation form to Dessie CTE where the form was issued from. In fact, as a requirement all the Eng S-Ts are always asked to bring the result of the mentors' assessment sealed in an envelope. In other words, all the mentors are expected to report and no mentor can be an exception because the result is a partial requirement for the practicum courses which the Eng S-Ts must take. The result that shows 26.1% who favoured to report the assessment results to the Eng S-Ts was appreciable although it was practiced by almost one-fourth of the mentors. In doing so, including discussing the results with the Eng S-Ts is what current literature underscores as a useful means for Eng S-Ts to try out alternative strategies. This helps them to improve and develop their proficiency and teaching as well as to set targets (Hagggar, et al, 1995:40). Therefore, based on the fact that about one-third showed the assessment results to the Eng S-Ts and another equal percentage of mentors claimed they reported both to Dessie CTE and to the mentees. It could be conclude that the aggregate 52.2% of the mentors were helpful than the 47.8% who denied the deprived the right of the mentees to reflect on their results. This might have resulted from their views towards the value of the assessment versus the unreported support they provide to their mentees. The next Figure displays the mentors' views on this issue.

School Mentors Responses					
No.	Items	Decided		Undecided	
		#	%	#	%
1	The assessment result of the mentee to be reported to the college by you.	13	56.5	5	21.7
2	The support you provide to your mentee which is not often reported.	5	21.7		

Table 9: *Percentage of School Mentors Showing Reported Assessment or Unreported Support Eng S-Ts*

A higher percentage (56%) of the school mentors gave more weight to assessment results of the mentees to be reported to the college than the unreported support which was favoured by 21.7% percent. There were two shared reasons produced by the former. One was to let the college know the strengths of the trainers. The other was to help the mentees with their practicum results. As opposed to those reasons, helping the trainers to experience the actual teaching and helping them to implement the theory they already gained at the college were the mains ones given by the latter. They argued that what is significant is to create opportunities for the trainers to exercise the process of teaching as long as practice is central to the practicum.

Unlike the two groups of the school mentors, one group declined to give response to this issue. This made the data insufficient since it was difficult to know the stand those mentors had. Taken all, however, it can be concluded that the differing ideas between more than half of the mentors who were more concerned about the assessment and the rest who upheld the idea of the unreported support are real concerns both to the college and to the ANREB.

The researcher presumed that there are two major reasons for such concerns. First, the main role the mentors is to engage the Eng S-Ts in practice of teaching than assessing them and reporting to the college. In the accepted sense, according to Malderez (cited in Hobson, et al, 2008), mentors are not "... assessors, although they will of course assess the mentee's teaching in order to diagnose needs and decide how best to proceed." Second, the document evaluation on the reports of mentors' assessment showed that the majority students (95%) scored more than 19 out of the 20% both in the last phases of the practicum. The other proof was also the highest percentage (85%) of mentors said that they had never reported assessment results below 90% because their intention was to help the Eng S-Ts with their practicum courses.

Thus, since many of the school mentors (56.5%) were focused on giving smart assessment results reasoning to support their mentees with smart results, the value the assessment results can be neither reliable nor valid.

As a result, this becomes a serious issue to call for a way of awareness raising among the school mentors in order to rectify the problem and make SBEM effective during practicum.

4.5.10. Did the School Mentors Have Mentoring or Mentoring-Related Training?

To the core question whether they ever have had mentoring related training or orientation, only about 26.1% (6) one-fourth of the school mentors said yes. However, none of them said they got proper mentoring, but rather got orientation either from the head teachers in their schools or from the college. Furthermore, during the interview, all the five mentors made it clear that they need training and close support from the college as far as mentoring is concerned. The researcher also proved this during his observation. This result was the most striking due to its mismatch with the theoretical perspectives about the basic requirements for becoming a mentor. For example, Malderez (2010:3-4) asserts, "The need for mentor training and development and opportunities; the need for recognition for 'qualified' teachers; the need for a supportive environment; and the need for time" are the conditions needed for effective mentoring.

Moreover, one of the results of the interviews with the five school principals shows that there had never been workload reduction for the school mentors since all teachers were always with the maximum workload they had to bear. This is one important factor that can affect practicum as Goodwin (1997:46) asserts that "If teachers in school, through constant demands on their time and energy, are given little time to reflect on their own practice and none to engage in serious dialogue with student teachers, then school-based teacher education will be a great step *backgrounds*." Thus, the lack of mentor training and the school burden mentors could be among the factors that indicate the Eng-STs could not get the desired support from their mentors.

4.5.11. Selection Of School Mentors

One of the interview questions both for the school mentors and for the principals was who was responsible for mentor selection and how it was carried out. According to the responses of the five mentors – interviewees, and the five principals - interviewees, the responsible bodies for mentor selection were the principals and the chairpersons of the departments of language. In fact, the researcher discovered that the number of the Eng S-Ts deployed in the partner primary schools were almost two-fold of the EFL teachers in the schools. This implies that there was no way to select just from the few EFL teachers since it would be so difficult for an EFL teacher to mentor more than two Eng S-Ts. In fact, the proper way of mentoring is a one-to-one- support as it was reviewed in the literature. However, it becomes obligatory to assign every EFL teacher to serve as a mentor regardless of a set of criteria. Alluded to the lack of training which the school mentors admitted and

complained about, such a practice will remain potentially unyielding. Some researchers (Hudson, 2004a, Tickle, 2000) claim that professional knowledge tends to centre around subject matter, learners, classroom management, professional skills, the working context of the school, curriculum, assessment, and the routines and functions of being a teacher." No indicator was found from the five interviewed mentors that showed the mentor selection was based on training based on a set of criteria. On the other hand, two of the principals out of the five said that the selection was usually done by the practicum committee. Assigning this kind of responsible body is a recommendable practice providing that its main objective is to support both the Eng S-Ts and the school mentors. Unfortunately, neither the committees nor the principals nor the head teachers used any set of mentor selection criteria. The very little "recognition" of mentors by offering them some incentive money from Dessie CTE, and the lack of training opportunities as was witnessed from the researcher's observation might have been one of the reasons for paying little attention to the issue of mentor selection.

SECTION 4

4.6. The integration Between the Theories and the Actual Implementation of SBEM during Practicum

From sections 4.4 – 4.5, the results from the data analysis have shown the existence of some lapses between the theories of SBEM, especially during the practicum and its implementation. Theoretically, the EMoE anticipates all the responsible bodies such as the ANREB, Dessie CTE, the principals and school mentors of the partner primary schools, and the Eng S-Ts to apply its theorized practicum programme as an aspect of teacher training. This is because all of them have definite and described roles in the EMoE practicum document (2010) to play as far as practicum is concerned. As the focus of this study was to investigate the mentorship support to the Eng S-Ts focused on the five partner primary schools, the result discovered indicated that not only the school principals, the school mentors, and the Eng S-Ts lacked knowledge about SBEM, but they also failed to implement some of the areas in which they knew they were expected of them. Thus, both the lack of the theoretical knowledge and the gap noticed in implementing even the already known areas need to be addressed. This is because practicum is "an experience that requires the practical application of theory or conceptual knowledge." www.mysocialworklab.com.

SECTION 5

4.7. Presentation and Discussions of Data from the Open-Ended Questions in the Questionnaires, Interviews, Observation and Document Investigations

4.7.1. The Eng S-Ts' and the School Mentors' Responses to the Open-Ended Questions in the Questionnaires

60% of the Eng S-Ts believed that the practicum in the partner primary school was going on well. They justified that it provided them with an opportunity to get experience, to get some support from the school mentors and to review their first experience of teaching. On the contrary, only 15% thought that the practicum was not going effectively. Their reason was due to the facts that mentors were not supportive, and some of them were not friendly to give good responses. Moreover, they said they observed that there was no good coordination between them and the school mentors as well as between the college and the schools. Unfortunately, 25% of them remained reserved from commenting on the on-going practicum. This might have resulted either from their attitude towards filling in questionnaire as some were reluctant, or from their own thinking that this would not make any difference from surfacing the existing problems.

School mentors who were interviewed about their attitudes towards practicum shared similar views. Almost all expressed that they were positive. According to the responses to the question who they think benefit from SBEM during practicum, 47.8% stated that the main importance is for the Eng S-Ts whereas 30.4% of them replied that both the Eng S-Ts and themselves. Still the remaining 21.7% could not decide who benefit from practicum. It was again unfortunate to discover some school mentors who did not want to tell who can benefit from practicum. In sum, although almost all the school mentors and 60% of the Eng S-Ts believed that the practicum was going on well, there was a serious problem in some of them in identifying who benefits from the practicum.

During working as school mentors, 26.1% (6) of them said that they faced some challenges. The challenges include that fewer mentees coming late to school; misbehavior of a few mentees, but worse than these the shortage of time to fully support the mentees was noticeable. Some other mentors 43.5% (10) replied that they did not face any challenges. The remaining 30.4% (7) did not replied at all. Here, the implication could be the mentors, almost one-third of them, might have been reserved due to reasons which may need further investigation. However, it can be concluded that there were challenges, though not specified, to be added to

those mentioned earlier by the 26.1%. Therefore, since only 43.5% which was less than half of the mentors replied affirmatively, the presence of challenges including those mentioned above becomes a concern.

To the open-ended question that asked what could be done to maximise the support the Eng S-Ts get from their mentors, both the Eng S-Ts and the school mentors gave the following suggestions.

The Eng S-Ts' suggested that there should be:

- further training to enhance their knowledge, skills and language proficiency - by 39 (97.5%) of them;
- smooth relationship and mutual respect with the school mentors - by 31 (77.5%) of them;
- support from Dessie CTE - by 28 (70%) of them;
- mentors' willingness, politeness, and positive attitudes towards them - by 23 (57.5%) of them.
- important books and other materials available - by 14 (35%) of them;
- opportunities for counselling and peer discussions - by 9 (22.5%) of them; and
- good curriculum - by 3 (7.5%) of them;

On the part of the school mentors, some similar suggestions to that of the Eng S-Ts were discovered. These include support from Dessie CTE - by 18 (78.3%) of them; important books and other materials - by 14 (60.9%) of them; and cooperation with the Eng S-Ts - by 12 (52.2%) of them. Besides, they suggested that there should be:

- mentor training and follow-up feedback from the college - by 23 (100%) of them; and
- enough time for them to give adequate support, i.e. workload reduction. - by 17 (73.1%) of them;

With regard to their attitudes towards about practicum as an aspect of teacher education, nearly all the principals were found to be positive during the interview. This is really encouraging as the principals usually play a key role starting right from making a healthy liaison with Dessie CTE to supporting the implementation of the practicum in their schools.

Similarly, the school mentors were positive about SBEM. They justified that there were many advantages, like getting new ideas from the Eng S-Ts and checking their own abilities in the process of mentoring from which they themselves as well as the Eng S-Ts always benefit.

The 10 Eng S-Ts who were interviewed affirmatively replied that the practicum was very important for it created for them an opportunity to try out what they have learnt theoretically. They revealed their happiness due to the material provision such as bags and stationery from GEQIP. However, despite their awareness about the usefulness of keeping a portfolio, they pointed out that they were not comfortable with it and surely, they blamed their own poor command of language as the main reason. It was not possible to identify what challenges the interviewees faced as they could not surface anything as a challenge except their resentment towards writing what should be included in their portfolios.

4.7.2. The Eng S-Ts' , the School Mentors' and the School Principals' Responses to the Structured Interview Questions

In this subsection, the interviews made with three different groups of respondents, i.e., the Eng S-Ts', the school mentors and the school principals are presented. Similar ideas have been brought together to make the presentation easier.

To begin with, ten Eng S-Ts were asked what they liked best about the practicum /teaching practice and the support they got from their mentors. Nearly all of them expressed that they were most happy with the materials provision they got from the GEQIP. They also added they liked the practicum because it created for them an opportunity to practice the theories they knew. They did not hide that their resentment about writing the requirements in their portfolios. In connection to the challenges they faced during the practicum, they could not surface anything. That is why it was difficult to know what challenges they really faced.

The attitudes of the interviewees - five school mentors and the five school principals - were found to be positive towards practicum. They were asked who could benefit from the benefit of school-based mentoring. As a result, 47.8% of the school mentors stated that the main importance is for the Eng S-Ts whereas 30.4% indicated that they themselves, and the Eng S-Ts are beneficiaries. The remaining 21.7% were reserved from commenting. The responses from all of the five school principals were similar to the majority of the school mentors. Their justification also underlines the significance of putting theories into practical situations.

Interviewing the ten Eng S-Ts about the kind of support they expected from their mentors, the researcher was able to identify two key areas - proficiency and strategies of teaching. The five interviewed mentors also pointed out these areas. They stressed that their mentees always looked for them. This was a serious problem.

From the interview made with the school "mentors," many of them (about 78.3%) witnessed that most of the Eng S-Ts were aware of their duties and responsibilities. Yet, the remaining 18%, on average, of the Eng S-Ts were not, that is why they indicated they need for more input during their training at the college.

Concerning their feelings about the classroom observation by their mentors, almost three-fourth of the Eng S-Ts expressed that they experienced nervousness while they were being observed. This might imply that they were not practicing enough the peer micro-teaching at the college which might have helped them to build confidence.

There was also an interview question related to giving feedback during the pre-observation and post-observation discussion. It asked the school mentors whether giving advice is good or not. All the five mentors replied that it is good to give advice because giving advice is showing the right way to the Eng S-Ts.

With regard to Eng S-Ts portfolios, the mentors were asked about their understanding of the contents of portfolios. The result was inadequate as most of them 80% (4) referred to only the common elements, like the lesson plan, the programme, and whatever input the mentees find it useful. The mentors did not elicit about the most important components of a portfolio, such as personal beliefs, achievements, reflections, and development of the owner of the portfolio.

As far as the views of the Eng S-Ts towards the comparison between the importance of the unreported feedback they got and the assessment result which was not reported to the college, more than three-fourth of them gave more weight to the reported assessment result. Their justification was similar to that of the school mentors which was obtained from their responses to one of the question in the Mentor Q. They argued that they always desperately longed for smart result to be reported to their college. What can be concluded is that the majority of both the Eng S-Ts and their mentors had a view that the assessment was largely needed for the practicum course completion than for professional development. This undermines the value of giving and taking feedback following the teaching practice of the Eng S-Ts.

The school principals who were interviewed about the nature of the liaison between their schools and Dessie CTE disclosed that despite the good relationship in between them they could not get the type of support such as mentor or mentor related training, material support, and satisfactory financial support. The implication here is the practicum was taking place with all those lacks. This could be one of the factors that might have affected the effectiveness of the practicum.

Furthermore, during the interview, all the five mentors made it clear that they need training and close support from the college as far as mentoring is concerned. The researcher also proved this during his structured observation. This result was the most striking due to its mismatch with the theoretical perspectives about the basic requirements for becoming a mentor.

One of the interview questions both for the school mentors and for the principals was who was responsible for mentor selection and how it was carried. According to the responses of the interviewees - five "mentors'," and the five principals' responses, the responsible bodies for mentor selection were the principals themselves, and the chairpersons of the departments of language.

Moreover, one of the results of the interviews made with the five school principals shows that there had never been workload reduction for the school "mentors" since all teachers were always tailoring with the maximum workload they had to bear. They briefed also that they did not provide any meaningful follow-up support after the selection, for the reason their schools always lack the necessary conditions for mentoring.

The result of the interview question with mentors about their attitude towards reflective practice for CPD could not produce adequate answers. Their responses were not clear and direct to the question, however, generally it was possible to detect that they all appeared to be positive. Even so, only being positive cannot help them to carry out their "Educator Role" to assist their trainees to become reflective practitioners.

4.7.3. Results from the Observation Checklist about the Schools' Conditions for SBEM

During the structured observation using the checklist to evaluate the conditions for mentoring in the five partner primary schools (For the checklist, see Appendix VIII), the researcher found out some facts which deserve to be addressed in order for SBEM to be effective. The general result out of the checklist shows the absence of the required favourable conditions for effective SBEM. The first item of the structured observation was checking the mentor training opportunities given to the EFL teacher in the partner primary schools. The result discovered showed that this element was not evident at all. It triangulated the results mentioned earlier which were obtained from the Mentor Q as well as from the interview made with the mentors. When checking the second item of the structured observation, i.e., mentor recognition, some element of this item was observed. The indicator was the money given to the school mentor as incentive for working better. However, the fact is that "the message sent by a system which recognises qualified mentors in some way (through salary increments and/or other contextually appropriate signals of career progression) helps contribute to the necessary

supportive environment" (Malderez, 2010:4). This implies that the small amount of money incentive given to the mentors in those schools might have impeded the mentors from being motivated since neither salary increment nor career progression was considered to create a better mentoring condition. The condition of the supportive environment was the third item observed. Here again, there was only some element of evidence observed. The indicator was the timetable adjustment. This was encouraging. However, physical arrangement (e.g. of offices/desks) to allow for proximity and increase the likelihood of availability, according to (Ibid.), was not observed. This might have been one of the factors for the majority of Eng S-Ts low feelings to take themselves as accepted members of the staff. The fourth observed item was the issue of time for mentoring. This was one of the serious problems which had negatively influenced the mentoring of the Eng S-Ts. No load reduction was made for any mentor. This was also confirmed both by the principals and by the mentors themselves. Perhaps, this may not be surprising to have a detrimental effect on mentoring. According to Hobson, et al (2007), "research has found that instances of poor mentoring practice when studies have also found that mentors are often given insufficient (or no) additional time in which to carry out their roles." Thus, expecting the desired support to the Eng S-Ts from the mentors could only be far-reaching.

Overall, the structured observation was an assertion to crosscheck the shortages that mainly the Eng S-Ts and their mentors were complaining about. This was asserted from the various instances of the processed data we came across so far. Therefore, we can conclude that there were only some inadequate endeavours to create favourable conditions for the mentoring to be successful from which the Eng S-Ts might have received the support they deserved.

4.7.4. Results from the Document Investigations

4.7.4.1. Results from the Eng S-Ts' Portfolios Investigation

No.	Contents to be Recorded in the Eng S-Ts' Portfolios	Number and Percentage of Eng S-Ts Whose Portfolios Included Those Contents	
		#	%
1	Eng S-T's Beliefs	0	0
2	Programme Design	10	10
3	Procedure/Methodology	10	10
4	Professional Development	0	0
5	Personal Achievements	0	0
6	Eng S-T's Reflections	0	0
Mean (X)			3.33%

Table 10: Checklist Showing the Results of the Eng S-Ts' Portfolios Investigation

The table shows us that the ten Eng S-Ts whose portfolios were investigated did not at all attempt to record their own beliefs, their professional development, their personal achievements, and their personal reflections. as practicum portfolio holders. On the contrary, they all fully included the programme design and the procedure/methodology. The tangible reason for the inclusion of those contents in the items **2** and **3** were due to the pre-designed framework routinely delivered to them by Dessie CTE. In this framework, the two items are common to deal with in almost all phases of the practicum portfolios whereas the others are not. Therefore, who is to blame? Even though the Eng S-Ts could not be totally free from the blame as they were expected to do so as part of their duties (see Appendix I & II), the blame goes to the college and /or the ANREB and/or EMoE, and the school "mentors". They should have clearly stated those elements so that the Eng S-Ts might have rooms to record what they personally believe, their own reflections, achievements and development.

4.7.4.2. Results from the Mentors' Assessment Reports of the Eng S-Ts

The investigation into the reports of mentors' assessment produced results consistent with the results of the Mentors Q. The majority students (95%) scored more than 19 out of the 20% in the last phase of the practicum. Such indiscriminately given results would make the value of the results pointless and void. This might have happened due to the failure of the mentors to understand the purpose of the assessment.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

In the previous chapter, the data presentation, analysis, interpretation, and discussion were the focuses of the study. While dealing with the data in it, the researcher made all the attachments to the four basic research questions. In this chapter, the conclusion and the recommendations are presented. To help the readers relate the results of the findings with the basic research questions, here are the basic questions once again: 1. To what extent are the Eng S-Ts cognizant of their duties and responsibilities during teaching practice practicum? 2. Do the Eng S-Ts get enough professional support and care from school mentors in the practice sites? 3. Do all the school mentors have mentorship interventions knowledge and skills to support the Eng S-Ts? 4. Is there any gap between the theoretical perspectives and the actual implementation of SBEM? In the subsequent sections of this chapter, the summary, the conclusion, and the recommendations are presented.

5.2. Summary

The main findings of the study are summarised as follows:

- Nearly all of the Eng S-Ts, like the school "mentors" and the school principals, were found positive towards the practicum. They liked it, for it created them an opportunity to practise the theories they knew. They were especially happy about the support of the materials provision from the GEQIP. On the contrary, they did not hide that they were dissatisfied with the demanding writing task to keep records in their portfolios. Unfortunately, they could not distinctly surface any challenge they faced.
- Influenced by the induction injection, 47.04% of the Eng S-Ts said they felt as accepted members of the staff. This was encouraging. However, more than half of the mentees said they were not informed properly as opposed to the claim of the 83.04% of their "mentors" who responded to have informed them. At any rate, failure among some "mentors" in carrying out their **Acculturation role** was noticeable.
- 81.82% of the Eng S-Ts were conscious of most of their responsibilities and duties during the practicum. 78.3% of their "mentors" upheld their mentees claim. Yet, at the average 18% of the mentees were not certain about their roles. Consequently, they wished they had more input during their training at the college. One-fourth of the school "mentors" were also found well-aware of their mentor roles. Superficially, their responses were in general positive despite some of the contradictions to the practicality.

- Generally, the majority of the Eng S-Ts complained about the poor professional support, mainly in developing their proficiency and strategies of teaching from their "mentors" despite the 71.45% of the "mentors" claimed to have offered their support to them in those areas. Still, 27.1% admitted for not playing part of their **Education Role** in supporting their mentees.
- On average, 21% of the Eng S-Ts said they were given observation opportunities while 36.66% denied and 13.33% remained indifferent. On the part of the "mentors," 31.86% of the "mentors" indicated they allowed their mentees to observe their classroom teaching; 7.23% to observe their colleagues' teaching observation; and 4.33% to observe peer mentors' teaching.
- When it came to their own teaching being observed by their "mentors" , almost three-fourth of the Eng S-Ts expressed their concern about their stage-fright.
- In carrying out the usual procedures of mentorship interventions – from lesson planning to target setting, 58.7% of mentors said they implemented while 41.3% did not.
- On average, half of the "mentors" could not play their **sponsor role**. Besides, despite 76.81% thought they would be taken as a model by their mentees, the 20.71% did not believe they played their **Model Role**.
- Given the responses of the school "mentors" that their attitudes towards reflective practice for CPD were positive, their help to their mentees in this area was not satisfactory. On average, 24.7% of them attempted to help their mentees in this area while a significant proportion 75.05% did not at all. Moreover, only almost half of them rated "good" for their interventions to help the mentees to keep the desired type of practicum portfolios. When listing the components of the Eng S-Ts' portfolios, 80% of the "mentors" did not elicit anything about the most important components of a portfolio, such as the owner's personal beliefs, achievements, reflections, and development.
- When talking about who benefited from the practicum and the SBEM, 47.8% of the school "mentors" stated that the main importance was for the Eng S-Ts whereas 30.4% of them said they themselves, and the Eng S-Ts were the beneficiaries.
- An aggregate of 52.2% of the "mentors" were identified to be helpful in creating opportunities for the assessment discussions unlike the 47.8% who disregarded discussions on the assessment results with their mentees. In addition, nearly all of the "mentors" considered giving advice in a "top-down" way to their mentees was good because it guided them to the right way of teaching.
- Assessment was wrongly perceived by the majority of the Eng S-Ts and "mentors" as something to serve the Eng S-Ts more with their practicum courses than with their professional development.

- According to the responses of both the "mentors" and the principals, the responsible bodies for mentor selection were the practicum committees, the principals themselves or the chairpersons of the departments of language.
- Admitting the presence of "good" relationship in between Dessie CTE and the partner primary schools, all of the principals blamed the college for not offering them the type of support such as mentor or mentor related training, material support, and good financial support.
- The general result shows the absence of the required favourable conditions - mentor training opportunities; mentor recognition; supportive environment; and additional time for mentoring.

5.3. Conclusion

Based on the findings, the following conclusions are made in two subsections. The first subsection presents things which were found encouraging due to their contributions to the effectiveness of the mentorship interventions in supporting the Eng S-Ts during practicum. Conversely, the second subsection provides a conclusion of the list of factors that affected negatively the mentorship interventions.

5.3.1. Positive Findings of the Study

Some of the study findings manifested things which deserve appreciations. To begin with, no sign of resistance to the practicum and SBEM was detected from almost all of the respondents. They were rather positive. As testified by themselves, the materials provision supplied by GEQIP was one of the external motives for the Eng S-Ts to feel happy with their teaching practice. Second, since the induction was a prerequisite and fundamental for implementing the teaching practice that the Eng S-Ts aimed for, it was encouraging that at least almost half (47.04%) of them felt at home in the practice sites. However, all of them should have felt so if there had been proper induction for all of the mentees. Third, many of the Eng S-Ts (81.82%) claimed they were conscious about their responsibilities and duties though it seemed superficial. Fourth, 58.7% of the school "mentors" said they underwent the mentorship interventions procedures through which their mentees were supported in preparing action plan of their work, in planning their lessons, in reviewing their work, and in target setting for next action. Fifth, at the average of 52.2% the "mentors" were identified to be helpful in creating opportunities for the assessment discussions with their mentees. Therefore, it can be concluded that such positive findings were constructive in the process of the mentorship interventions.

5.3.2. The Factors That Affected Negatively the Mentorship Interventions

- The Eng S-Ts' lack of awareness about their roles during practicum as was clearly confirmed by more than one-fifth (18%) of them; and the school mentors' lack of awareness about their mentoring roles as was admitted by one-fourth (25%) of them.
- Inadequate professional support to the Eng S-Ts with regard to proficiency and teaching strategy despite the desperate expectations of the trainees from the school mentors.
- School Mentors' failure to play their "**Acculturator Role**" as 95% of the Eng S-Ts complained against the little or no support with induction which, in turn, affected negatively their feelings towards the practicum sites.
- School mentors' insufficient support due to their failure to implement their "**Educator Role**," especially in the following cases:
 - insufficient support to the Eng S-Ts concerning before and after lesson observation discussions due to some by undergoing the observation procedures, i.e., in reviewing the Eng S-Ts' planning of the curriculum, teaching, evaluation and self-evaluation, and assessment of learning which is stipulated in the EMOE' practicum document (2010:16) despite the adequate implementation by the average of 41.3%.
 - less attention in supporting the Eng S-Ts to learn through observing others how they teach.
 - traditional tendency towards giving advice in the usual traditional "top-down" way.
 - negligence to help the Eng S-Ts to be reflective practitioners, for example, to reflect and include their reflections in their portfolios. Most of the school mentors 80% did not encourage their mentees to reflect.
 - misconception about the objective of mentors' assessment as 47.8% deprived the right of the mentees to reflect on their results. Again, more than half of the mentors were more concerned about pleasing the Eng S-Ts with the results of the assessment for their practicum courses.
- School mentors' failure to play their "**Sponsor Role**" except some who were a little more than half who tried to support with mixing the staff members whom they wanted to contact.
- School "mentors' " lack of confidence to believe what they did might not help them to be taken as a model, i.e. problem with their "**Model Role**" as 20.71% of them admitted they did not.
- Absence of mentor training and the school "mentors' " burden resulted from shortage of time.
- Unstructured and criteria-free mentor selection carried out by either the school principals or the head teachers.
- Lapses between the theoretical perspectives and the actual practical implementation of SBEM during practicum.

5.4. Recommendations

Based on the research findings which were presented in the conclusion above, the recommendations below are made:

1. Dessie CTE should prepare all the Eng S-Ts to identify their duties and responsibilities during practicum so that they can make the mentoring easy for the school mentors, and more importantly, they can explore what they have theoretically learnt. One easy way to do so could be by focusing on the list of roles in the EMoE practicum document (2010) in the pre-practicum courses and checking the training awareness.
2. To enable the Eng S-Ts to meet their demand in their language proficiency and teaching strategies, Dessie CTE should offer help in the areas. ELIC in Dessie CTE and the school mentors should also help the Eng S-Ts with these areas. The former, might help them by organising short-term training, and the latter by having discussions before and after observations during practicum.
3. Since the school induction in the practicum or acculturation to the school environment is a pre-requisite for the Eng S-Ts to feel as accepted members of the practicum sites, the school mentors should vigorously act on it.
4. School mentors' "**Educator Role**" is fundamental to support the Eng S-Ts in various ways. Therefore, the EMoE on its part should revise its practicum guide and most importantly should include mentor training courses in the CTEs so that graduates from the colleges will acquire basic knowledge about SBEM, and will possess the qualities of a good mentor such as being friendly, polite, a "shoulder to cry on" and so on. This is because it might even help Eng S-Ts while they are in the colleges and when they go out for practicum. Meanwhile, the ANREB should organise in-service SBEM training for the EFL teachers in the primary schools giving priority to those who are now in the partner primary schools.
5. School mentors should show support and rapport as much as they can to sponsor the Eng S-T with all available materials needed for practicum.
6. School mentors should develop confidence through continuous practice and reflections in the process of mentoring so that whatever they do might help them to be trusted and taken as models by the Eng S-Ts.
7. There should be favourable conditions in the practicum sites including mentors recognition; training opportunities; supportive environment; workload reduction for mentors; a set of criteria for screening mentors; follow-up support to mentors both from the school principals and from Dessie CTE; a strong liaison between those sites and the college so that it can shrink the lapses between the theoretical perspectives and the actual practicum. Largely, the college and the practicum sites should act actively.
8. Other researchers should further investigate into not only the mentorship interventions to support the Eng S-Ts during the practicum, but also the training at CTEs to support them in the micro-teaching and in the professional courses.

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Appendix I: Roles of Mentors Proposed by EMoE

The MoE Practicum guide document (2010: 16-18) stipulates twenty-four roles of school mentors:

- Arrange dedicated times for review and discussion with the student teacher. There must be at least an hour discussion with students in every week.
- Observe student teachers teaching, and provide feedback and constructive criticism on this.
- Provide feedback on the student teacher's ability to identify learners' needs, to introduce, develop and conclude sessions, to manage transitions and discipline, to use appropriate resources for learning, to use appropriate teaching and learning strategies, to communicate and interact with pupil and to build positive working relationships with them, to promote effective learning, to evaluate their own teaching.
- Negotiate priorities with student teaches.
- Review and discuss with student teachers aspects of their practice and development.
- Review action plans for the student teacher's development.
- Assess, record and report the student teacher's progress against specific criteria.
- Attend mentor development programmes and review, assessment and moderation meetings.
- Review the student teacher's planning of the curriculum, teaching, evaluation and self-evaluation, and assessment of learning.
- Inducting the student teachers into the rules and norms of the school.
- Give practical details of the school, e.g. whom to contact about practical matters.
- Provide appropriate information and documentation for the student teacher e.g. school policies, school and class organisation, curriculum documents, information sources, special needs policies, class lists, registration arrangements, room allocations, timetables, behaviour policies and practices, particular students' needs, homework policies and practices.
- Indicate how differentiation, student involvement and a range of learning styles are addressed.
- Assist in the planning and implementation of educational visits and extra-curricular activities.
- Facilitate the organization of peer mentoring and reflection among student teachers. There must be an hour reflection among student teachers in every week. Each student teacher must observe at least two of the independent teaching of another student teacher. Reflection has to centre on teaching styles, students involvement in the lesson, different ways of enacting the lesson, management of the class and how teach that specific content.

- Support students in the planning for their teaching and agreeing teaching plans.
- Review and check the student teacher's teaching practice file.
- Provide feedback – written and oral – on the student teacher's progress and performance to the student and other stakeholders.
- Arrange for student teachers to observe other teachers' teaching.
- Discuss the student teacher's progress with the representative of the TEI supervisor.
- Provide personal and professional support for student teachers.
- Answer any questions that the student teacher might have.
- Offer career advice.
- Provide opportunities for the student teacher to talk over his/her work – review, planning, target setting and action planning.

Appendix II: Duties and Responsibilities of Eng S-Ts Proposed by EMoE

The EMoE in its practicum guidelines document (2010: 15) lists student teachers' duties and responsibilities as the following:

- ☐ Become actively involved in the lessons where appropriate, (helping to plan lessons working with small groups, taking sections of the lesson etc.).
- ☐ Internalise constructive criticism and feedback and use this to develop their teaching.
- ☐ Attend all actual school experience lessons and supervisory conferences.
- ☐ Attend peer reflection sessions organized by school mentor.
- ☐ Participate fully in the school activities.
- ☐ Reflect on her/his experience.
- ☐ Involve in co-curricular activities.
- ☐ Act and behave responsibly during their school experience in accordance with the school rules and regulations.

Appendix III A: Eng Students-Teachers Questionnaire

Addis Ababa University
Faculty of Language Studies
TEFL

Date: _____

Evaluation of Mentorial Interventions to Support English Student Teachers during Practicum /Teaching Practice

(With especial reference to Dessie College of Teachers Education and five partner schools)

This questionnaire is about the practicum/teaching practice experience of the English student teachers of Dessie College of Teacher Education. To be completed by the English student teachers (mentees).

As part of my postgraduate studies in TEFL at AAU, I am conducting research into the experience of mentorial support given to the mentees during their practicum/teaching practice in the partner primary schools.

The purpose of the attached questionnaire is to gather information that is required for arriving at the research findings.

There is high confidence of confidentiality to keep all of your responses only for the purpose of the research.

Many thanks in anticipation for giving up your time to fill in this questionnaire.

Please complete and return the form before January 15, 2012.

Best wish!
Mohammed Ahmed
M.A. researcher

Thank you very much!

PART 1: Profile of the English Student Teacher

First, please complete your personal details blow:

Name of the partner primary school: _____

In which of the following practicum phase have you been through? Pleases put (✓) mark in the row.

Practicum I (Prac 201): School Observation	2 nd Year, 1 st Semester	
Practicum II (Prac 202): Working Under the Mentor	2 nd Year, 2 nd Semester	
Practicum III (Prac 301): Assisting the Mentor	3 rd Year, 1 st Semester	
Practicum IV (Prac 302): Independent Teaching	3 rd Year, 1 st Semester	

PART 2: Questions on Your Practicum / Teaching Experience

1. Did your mentor tell you about the rules and norm of the school? Please put (✓) mark on the box.

☐ Yes

☐ No

2. If your response to question No.1 is "Yes", please put (✓) mark in the 'Yes' column for the information and documentation about which Your mentor told you, and put (X) in "No" column for which he/she did not.

	Information and documentation	Yes	No
a	school policies		
b	school and class organisation		
c	curriculum documents		
d	information sources		
e	special needs policies		
f	registration arrangements		
g	room allocations, timetables		
h	behaviour policies and practices		
i	particular students' needs		
j	homework policies and practices		
k	practical details of the school, e.g. whom to contact about practical matters		

3. How do you rate the support you got from your mentor to develop your teaching? Use the following keys to complete the table. Please write the number of your choice in the box in front of each item.

Very Poor = Poor = Good = Very Good = Excellent =

Your mentor help you to

- ☐ A. develop your ability to identify learners' needs.
- ☐ B. introduce, develop, and conclude sessions.
- ☐ C. manage transitions and discipline, i.e. management of the class.
- ☐ D. use appropriate resources for learning.
- ☐ E. use appropriate teaching and learning strategies.
- ☐ F. communicate and interact with pupil to build positive working relationships with them.
- ☐ G. practise peer mentoring and reflection among you (mentees).
- ☐ H. get opportunity to observe at least two of the independent teaching of another student teacher.
- ☐ I. get an hour reflection among student teachers in every week.
- ☐ J. pay attention to students' involvement in the lesson.
- ☐ K. get ready how to teach that specific content.
- ☐ L. assess, reflect and record your own progress in your portfolio.
- ☐ M. get feedback/reviews of your action plans.
- ☐ N. get feedback/reviews of your portfolio.

4. Which of the following duties and responsibilities **are not expected** from you as an English student teacher?
Please put (X) mark on the box in front of the item of your choice.

- ☐ Become actively involved in the lessons where appropriate, (helping to plan lessons working with small groups taking sections of the lesson etc.).
- ☐ Internalise constructive criticism and feedback and use this to develop their teaching.
- ☐ Attend all actual school experience lessons and supervisory conferences.
- ☐ Attend peer reflection sessions organized by school mentor.
- ☐ Participate fully in the school activities.
- ☐ Reflect on her/his experience.
- ☐ Involve in co-curricular activities.
- ☐ Act and behave responsibly during their school experience in accordance with the school rules and regulations.
- ☐ Record your own beliefs of teaching in your portfolio.
- ☐ Record programme design in your portfolio.
- ☐ Record procedure/methodology in your portfolio.
- ☐ Record your professional development.
- ☐ Record your personal achievement.
- ☐ Record your own reflections.

5. Do you feel as an accepted member of the partner school where you are practising in? If "No", why?

6. Did you get an opportunity to discuss with your mentor and get feedback about your lesson plan before the observation of your teaching in the classroom? If you did not, why?

7. Did you ever get an opportunity for post-observation discussion and feedback with your mentor? If "No", why?

8. Do you think the teaching practice programme with the partner primary schools is going on well? Why

9. What do you think should be done to enable English student teachers get maximum support from their mentors?

Thank you very much for your time!

Appendix III B: ለእንግሊዝኛ መምህርነት ለሚሰለጥኑ ተማሪዎች የተዘጋጀ የጽሁፍ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ (አ.አ. ዩ.) ቀን: _____
የ ቋንቋዎች ጥናት ፋክልቲ
እንግሊዝኛ ቋንቋን ማስተማር (TEFL)

ለእንግሊዝኛ መምህርነት እየሰለጠኑ በማስተማር ልምምድ/ፕራክቲክም ላይ ለሚገኙ ተማሪዎች የሚደረግ የአንድ ለአንድ ሙያዊ ድጋፍ (Mentorial Interventions)

(በደሴ መምህራን ትምህርት ኮሌጅ (ደ/መ/ት/ከ) እና በተዛማጅ አምስት አንደጃ ደረጃ ትምህርት ቤቶች ላይ ያተኮረ)

ይህ የጽሁፍ መጠይቅ በ ደ/መ/ት/ከ ለእንግሊዝኛ መምህርነት እየሰለጠኑ ባሉ ተማሪዎች የሚሞላ ሲሆን የሚያተኩረውም በማስተማር ልምምድ/ፕራክቲክም ላይ ለሚገኙ ተማሪዎች በሚደረግ የአንድ ለአንድ ሙያዊ ድጋፍ (Mentorial Interventions) ላይ ነው።

በአ.አ. ዩ. በ እንግሊዝኛ ቋንቋን ማስተማር (TEFL) የትምህርት ክፍል ውስጥ ለድህረ-ምረቃ ፕረግራም ማሟያ የሚሆን ጥናት ከላይ በተገለጸው ርዕስ ላይ በማካሄድ ላይ እገኛለሁ። በመሆኑም ከዚህ ጋር የተያያዘው የጽሁፍ መጠይቅ አላማ ለጥናቱ ግኝት የሚያስፈልጉ መረጃዎችን ለማሰባሰብ ነው።

መረጃዎቹ ለጥናቱ ሥራ ብቻ የሚውሉ ለመሆናቸው ከፍተኛ የሆነ አስተማማኝነት ተሰጥቶታል።

የጽሁፍ መጠይቁን ለመሙላት ለሚጠይቅህ/ሽ ጊዜ በቅድሚያ አመሰግናለሁ።
እባክህን/ሽን የጽሁፍ መጠይቁን ከ በፊት ሞልተህ/ሽ መልስ/ሽ።

መልካም እመኛልህለሁ/ሻለሁ !

ሙሀመድ አህመድ
የመጠይቁ አዘጋጅ

እጅግ በጣም አመሰግናለሁ!

ክፍል 1: ግለ-ሁኔታህ/ሽ

እባክህ/ሽ በቅድሚያ ይህንን ክፍል 1 ሙሉ/ይ።

ለፕራክቲክም የወጣህበት/ሽበት ት/ቤት ስም:_____

በየትኛው የትምህርት ቤት ተሞክሮና የማስተማር ልምምድ(ትቤተማል)/ፕራክቲክም ዙር ተሳትፈህል/ ሻል?
እየተሳተፍክ/ሽ ነው? እባክህን/ሽን ይህንን (✓) ምልክት በመጠቀም መልስ/ሽ።

ትቤተማል I (Prac 201)	ሁለተኛ አመት የመጀመሪያው ሴሚስተር
ትቤተማል II (Prac 202)	ሁለተኛ አመት ሁለተኛ ሴሚስተር
ትቤተማል III (Prac 301)	ሶስተኛ አመት የመጀመሪያው ሴሚስተር
ትቤተማል IV (Prac 302)	ሶስተኛ አመት የመጀመሪያው ሴሚስተር

ክፍል 2: የማስተማር ልምምድ/ፕራክቲክም ተሞክሮን የሚመለከቱ ጥያቄዎች

1. የአንድ ለአንድ መቶ ድጋፍ የሚያደርግልህ/ሽ ተባባሪ መምህር (Mentor) ስለ ት/ቤቱ ደንቦችና ህጎች ነግሮህልን/ሻልን? ለመልስህ/ሽ እባክህ/ሽ ይህንን ምልክት (✓) ተጠቀም/ሚ፡፡

☐ ነግሮኛል

☐ አልነገረኝም

2. ለ1ኛው ጥያቄ መልስህ/ሽ (ነግሮኛል) ከነሆ ይህንን (✓) ምልክት ተጠቅመህ/ሽ የትኞቹ መረጃዎችና ሰነዶች እንደተነገረህ/ሽ አምዶቹ ዉስጥ ምልክቱን ትይዩ በሆነዉ ቦታ በማድረግ መልስ/ሽ፡፡

	መረጃዎችና ሰነዶች	ነግሮኛል	አልነገረኝም
a	የት/ቤቱን ፖሊሲዎች		
b	የት/ቤቱንና የክፍሎቹን አደረጃጀት		
c	የከሪክለም ሰነዶች		
d	የመረጃ ምንጮች		
e	የተለየ ፈላጎትን የሚመለከቱ ፖሊሲዎች		
f	የምዝገባ አደረጃጀት		
g	የመማሪያ ክፍሎች አመዳደብና የክፍል ጊዜ ሰለዳ		
h	የስነ-ሥርዓት ፖሊሲዎችና አተገባበር		
i	ትኩረት የሚሹ የተማሪዎች ልዩ ፍላጎቶች		
j	የቤት ሥራዎች ፖሊሲዎችና አተገባበር		
k	የት/ቤቱን ዝርዝር ሁኔታ፤ ለምሳሌ ማን ምን እንደሚመለከተዉ፤ ወዘተ.		
l	ያልተጠቀሰ ካለ እባክህ/ሽ ጥቀስ/ሺ.		

3. ከተባባሪ መምህርህ/ሽ ያገኘኸዉ/ሽዉን ድጋፍ እንዴት ትመጥናነዋለህ/ኚዋለሽ? እባክህ/ሽ የሚከተለዉን ምጣኔ ተጠቅመህ/ሽ የምርጫህን/ሽን ቁጥሮች ሳጥኖቹ ዉስጥ በመጻፍ መልስ/ሽ፡፡

በጣም ደካማ =	1	ደካማ =	2	ጥሩ =	3	በጣም ጥሩ =	4	እጅግ በጣም ጥሩ =	5
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- ☐ A. የተማሪዎችን ፍላጎት ለመለየት የሚያስችልህን ችሎታ በማዳበር.
- ☐ B. የትምህርት ክ/ጊዜዎችን አጀማመር፤ አካሄድና አጨራረስ በተመለከተ
- ☐ C. የክፍል አያያዝን በተመለከተ
- ☐ D. አግባብ ያላቸዉን የመማሪያ ምንጮች በመጠቀም ዙሪያ
- ☐ E. ተስማሚ የሆኑ የመማር ሥራ ስትራቴጂዎችን በተመለከተ
- ☐ F. ከተማሪዎች ጋር አዎንታዊ ግንኙነት እንዲኖር የሚያስችል መግባባትንና መስተጋብርን በተመለከተ
- ☐ G. ከቢ.ጤ ጋር የሚደረግን የርስበርስ መደጋገፍን በተመለከተ
- ☐ H. ቢያንስ ሁለት የሚሆኑ የተናጠል በቢ.ጤ የሚደረጉ ማስተማርን የመመልከት ሁኔታ እንዲኖር እድል መፍጠርን በተመለከተ
- ☐ I. በቢ.ጤዎች መካከል በየሳምንቱ የአንድ ሰዐት ነጸብራቅ እንዲኖር ዕድል በመፍጠር ረገድ
- ☐ J. ተማሪዎች በሚማሩት ትምህርት ላይ ተሳትፎ እንዲኖራቸዉ ትኩረት በመስጠት ረገድ
- ☐ K. ለምታስተመረወ/ሪዉ ትምህርት ዝግት ማድረግን በተመለከተ
- ☐ L. የራስህን ዕድገት በመገምገም፤ ጽብረቃ በማድረግና በመመዝገብ በፖርትፎሊዮህ/ሽ ዉስጥ እንዲካተት በማድረግ ረገድ
- ☐ M. በሥራ አፈጻጸምህ/ሽ ዕቅድ ላይ ምልስተ-ግብር (feedback) እንድታገኝ/ኚ በማድረግ ረገድ
- ☐ N. በፖርትፎሊዮህ/ሽ ላይ ምልስተ-ግብር እንድታገኝ/ኚ በማድረግ ረገድ

4. እንደሰልጣኝ ተማሪነትህ/ሽ ከሚከተሉት ውስጥ አይመለከቱኝም የምትላቸው/ያቸው ተግባራትና ሀላፊነቶች የትኞቹ ናቸው? ለመልስህ/ሽ እባክህ/ሽ ይህንን ምልክት (X) በመልስህ/ሽ ሳጥን ላይ አስቀምጥ/ጪ።

- ☐ በተማሪዎች ትምህርት ሂደት ውስጥ እንደአስፈላጊነቱ ንቁ ተሳታፊ መሆን
- ☐ ገንቢ አስተያየትንና ምልስተ-ግብርን በመቀበል ለማስተመር ሥራህ/ሽ ዕድገት ጥቅም ላይ ማዋል
- ☐ በሁሉም የትምህርት ቤት ተገቢ ተሞክሮዎችና ሙያዊ ግምገማዎች በሚካሄዱባቸው ኮንፈረንሶች ላይ መሳተፍ
- ☐ በተባባሪ መምህሩ/ሯ በሚዘጋጅ የቢጤኖች የርስበርስ ነጻብራቅ ላይ መሳተፍ
- ☐ በትምህርት ቤቱ ውስጥ በሚሠሩ ተግባራት ሙሉ ተሳትፎ ማድረግ
- ☐ በግልህ/ሽ ተሞክሮ ላይ ጽብረቃ ማድረግ
- ☐ በተጓዳኝ የትምህርት ቤቱ ተግባራት ውስጥ መሳተፍ
- ☐ በትምህርት ቤት ተሞክሮ ጊዜ የትምህርት ቤቱ ህግና ደንቦች በሚያዙት መሰረት ተግባራትን የመፈጸም ሀላፊነት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ የግልህን/ሽን የመማር ማስተማር አመለካከት ማካተት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ የትምህርት ፕሮግራም ንድፎችን ማካተት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ የማስተማር ስልቶችን ማካተት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ ሙያዊ ዕድገትህን/ሽን የሚያሳይ ዘገባ ማካተት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ የራስህ/ሽ የሆኑ ሙያዊ ስኬቶችህን/ሽን ማካተት
- ☐ በፖርትፎሊዮህ/ሽ ውስጥ ግለ-ነጻብራቅህን/ሽን ማካተት

5. ለፕራክቲክም በወጣህበት/ሽበት ትምህርት ቤት ውስጥ የአባልነት ስሜት ተሰምቶህል/ሻል? መልስህ/ሽ «አልተሰማኝም» ከሆነ ለምን? _____

6. በትምህርት ዝግጅትህ/ሽ ላይ ከተባባሪ መምህሩ/ሯ ጋር ቅድመ-ምልከታ ወይይትና ምልስተ-ግብር የማግኘት እድል ነበረህን/ሽን? ካላገኘህ/ሽ ለምን? _____

7. ቅድመ-ምልከታ ወይይትና ምልስተ-ግብር የማግኘት እድል ነበረህን/ሽን? ካላገኘህ/ሽ ለምን? _____

8. ከምልከታ-በኋላ ወይይትና ምልስተ-ግብር የማግኘት እድል ነበረህን/ሽን? ካላገኘህ/ሽ ለምን? _____

9. ከተዛማጅ ትምህርት ቤት ጋር የሚደረገው የፕራክቲክም ሂደት በጥሩ ሁኔታ እይተካሄደ ነው ትላለህ/ያለሽ? ለምን? _____

10. ለእንግሊዝኛ መምህርነት ለሚሰለጥኑ ተማሪዎች ከተባባሪ መምህራን በኩል ከፍተኛ የሆነ ድጋፍ ማግኘት እንዲችሉ ምን መደረግ አለበት ትላለህ/ያለሽ? _____

ለጊዜህ/ሽ አጅግ በጣም አመሰግናለሁ!

Appendix IV: School Mentors Questionnaire

Addis Ababa University
Faculty of Language Studies
TEFL

Date: _____

Evaluation of Mentorship Interventions to Support English Student Teachers during Teaching Practice/Practicum

(With especial reference to Dessie College of Teachers Education and five partner schools)

Questionnaire about the support school mentors (cooperative English teachers) commonly provide to English student-teachers (mentees) who come from Dessie College of Teacher Education for practicum/teaching practice to be completed by school mentors.

As part of my postgraduate studies in TEFL, I am conducting research into the trend of mentorship support given to English student-teachers (mentees) during their practicum /teaching practice.

The purpose of the attached questionnaire is to gather information that is required for arriving at the research findings.

There is high confidence of confidentiality to keep all of your responses only for the purpose of the research.

Many thanks in anticipation for giving up your time to fill in this questionnaire.

Please complete and return the form before January 15, 2012.

Best wish!

Mohammed Ahmed
M.A. researcher

Thank you very much!

PART 1: Profile of the School Mentor

First, please complete your personal details below:

Name of School: _____

Experience of teaching as an EFL teacher: _____ Year/s

Experience of working as a mentor: _____ Year/s

Note: If you have never been a school mentor, please do not try to complete the attached questionnaire.

PART 2: Questions on mentor’s various roles in supporting the English student teachers

A. Acculturation Role

1. Do you tell your mentees about the rules and norm of the school? Pleases put (√) mark on the box.
- ☐ Yes ☐ No
2. If your response to question No.1 is “Yes”, please put (√) mark in the “Yes” column for the information and documentation about which you tell to your mentee, and put (X) “No” column for others.

	Information and documentation	Yes √	No X
a	school policies		
b	school and class organisation		
c	curriculum documents		
d	information sources		
e	special needs policies		
f	registration arrangements		
g	room allocations, timetables		
h	behaviour policies and practices		
i	particular students' needs		
j	homework policies and practices		
k	practical details of the school, e.g. whom to contact about practical matters		

B. Support Role

3. Which of the following supports do you think are not expected from a good mentor? Pleases put (X) mark on the box of your choice.
- ☐ Answer any questions that the Eng s-ts might have.

☐ Discuss the student teacher's progress with the representative of the TEI supervisor.

☐ Observe and give constructive feedback

☐ Negotiate priorities with student teachers.

☐ Support students in the planning for their teaching and agreeing teaching plans.
- ☐ Offer career advice.

☐ Assist in the planning and implementation of educational visits and extra-curricular activities.

☐ Arrange dedicated times for review and discussion an hour a week

☐ Provide personal and professional support for student teachers.
4. On which of the following activities do you talk over the work of your mentee? Pleases put (√) mark on the box of your choice.
- ☐ reviewing his/her work

☐ planning his/her lesson

☐ target setting for next action

☐ action planning to his/her work

C. Educator Role

5. As a school mentor, in which of the following areas do you support your mentee to develop his/her proficiency and teaching. Please put (✓) mark on the box of your choice.

- ☐ the student teacher's ability to identify learners' needs,
- ☐ to introduce, develop and conclude sessions,
- ☐ to manage transitions and discipline,
- ☐ to use appropriate resources for learning,

- ☐ to use appropriate teaching and learning strategies, build positive working relationships with them,
- ☐ to communicate and interact with pupil
- ☐ to promote effective learning, to evaluate their own teaching.
- ☐ Any other? Please specify _____

6. How do you support your mentee to become a reflective practitioner (one who learns from his/her or others' experience through reflection)? Please put (✓) mark on the box of your choice.

- ☐ By facilitating the organization of peer mentoring and reflection among student teachers.

- ☐ By allowing an hour reflection among student teachers in every week.

- ☐ By letting each English student teacher observe at least two of the independent teaching of another student teacher.

- ☐ Any other? Please specify _____

7. How do you rate your encouragement to your mentee to reflect on and record his/her reflection in his/her portfolio? To show your response, please put a tick (✓) for the most appropriate column.

	Your encouragement to your mentee to reflect on and record:	Very Poor	Poor	Good	Very Good	Excellent
a	teaching styles					
b	students involvement in the lesson					
c	different ways of enacting the lesson					
d	management of the class					
e	how to teach that specific content					
f	assess record and report the student teacher's progress against specific criteria					
g	indicate how differentiation, student involvement and a range of learning styles are addressed					
h	review action plans					
i	review and check the student teacher's teaching practice file					
j	review and discuss with student teachers aspects of their practice and development					

8. To whom do you provide feedback – written and oral – on the mentee's progress and performance?
 Pleases put (✓) mark on the box of your choice.

- | | |
|---|--|
| ☐ the mentee | ☐ Dessie College of Teacher Education |
| ☐ both to the mentee and the college | |

D. Model Role

9. In which of your activities do you think your mentee take you as a model? Pleases put (✓) mark on the box of your choice.

- | | |
|--|---|
| ☐ Arranging for student teachers to observe other teachers' teaching. | ☐ Having positive attitudes to peers, learners, and parents etc. |
| ☐ Providing opportunity to observe at least two of the independent teaching of another student teacher. | ☐ Attending mentor development programmes and review, assessment and moderation meetings |
| ☐ Modeling ways of teaching | ☐ Any other? Please specify _____ |
| ☐ Being membership of professional groups | |

E. Sponsor Role

10. In which of the following ways do you support your mentee? Pleases put (✓) mark on the box of your choice.

- | | |
|---|--|
| ☐ Taking him/her with you to professional conference | ☐ Introducing him/her to the right people |
| ☐ Helping him/her get school materials | ☐ .Any other? Please specify _____ |

Diverse roles

11. How often do you allow your mentee to observe:

- your teaching in the classroom? _____
- your colleagues/other English teachers' teaching in the classroom? _____
- peer mentees' teaching in the classroom? _____

12. What time of the following do you discuss observation issues with your mentee?

- before observation Why? _____
- _____
- post -observation Why? _____
- _____

13. Which of the following do you think is more required from you (as a mentor)?
- the assessment result of your mentee which you report to the college? Why? _____
 - the support you provide to your mentee which is not often reported? Why? _____
14. Have you ever reported mentees' assessment results that are below 90 % of the total score to Dessie CTE?
- If you have never, why? _____
15. Who do you think benefit from school-based English mentoring teaching practice/practicum.
- _____
16. Have you ever faced challenges while working as a mentor? If "Yes", what are they? _____
- _____
17. Have you ever received mentoring related training or orientation? If you have, when and by whom? _____
- _____
18. What do you think should be done to maximise the support to English student teachers from their mentors? _____
- _____

Thank you very much for your time!

Appendix V : Guide for Interview with School Mentors

Addis Ababa University
Faculty of Language Studies
TEFL

Date: _____

Evaluation of Mentorship Interventions to Support English Student Teachers during Practicum /Teaching Practice

(With especial reference to Dessie College of Teachers Education and five partner schools)

All the information will be used only for the research purpose.

1. Designation of the interviewee_____
2. What is your attitude towards teaching practice as an aspect of teacher education?
3. Do you think school-based mentoring is beneficial? Why/why not?
4. How much aware do you think the English student teachers who you have worked with so far are about their duties and responsibilities as far as the practicum /teaching practice is concerned?
5. Who is responsible for mentor selection, and how is it carried out?
6. Do you think there are favourable conditions for school-based mentoring? Why/why not?
7. What is your attitude about reflective teaching (one who learns from his/her or others' experience through reflection) for continuous professional development?
8. What do you think a portfolio of your mentee should mainly include?
9. What are the main areas that you think your mentees do get very well support from you?
10. Do you think giving advice to mentees is good? Why/why not?
11. Realistically, what do you think should be done to get maximize the benefit of school-based mentoring?

Thank you very much for your time!

Appendix VI : Guide for Interview with School Principals

Addis Ababa University
Faculty of Language Studies
TEFL

Date: _____

Evaluation of Mentorship Interventions to Support English Student Teachers during Practicum /Teaching Practice

(With especial reference to Dessie College of Teachers Education and five partner schools)

All the information will be used only for the research purpose.

1. Designation of the interviewee _____
2. What is your attitude towards practicum /teaching practice as an aspect of teacher education?
3. Do you think school-based mentoring is beneficial? Why/why not?
4. What does the partnership between your school and Dessie CTE look like?
5. What kind of support do you expect from Dessie CTE?
6. Who is responsible for mentor selection, and how is it carried out?
7. Do you think there are favourable conditions for school-based mentoring? Why/why not?
8. How do you support the selected mentors during their mentoring with their mentees?
9. Do you consider any reduction of workload for those mentors?
10. Realistically, what do you think should be done to get maximize the benefit of school-based mentoring?

Thank you very much for your time!

Appendix VII : Guide for Interview with the Eng S-Ts

Addis Ababa University
Faculty of Language Studies
TEFL

Date: _____

Evaluation of Mentorship Interventions to Support English Student Teachers during Practicum /Teaching Practice

(With especial reference to Dessie College of Teachers Education and five partner schools)

All the information will be used only for the research purpose.

1. Designation of the interviewee _____
2. What did you like best about the practicum /teaching practice and the support you got from your mentor? Would you please explain why?
3. What did you like least and why?
4. Do you think the practicum /teaching Practice aspect of the teacher education programme is beneficial? Please, justify the benefits.
5. What kind of support from your mentor have you thought of, and which of them do you think you haven't got at all?
6. As a practitioner, what do you think your duties and responsibilities are?
7. What do you feel about the classroom observation by your mentor?
8. What is your understanding about practicum /teaching practice portfolio?
9. Comparing the importance to you between the unreported feedback you get and the assessment result which is reported to the college, which one do you think is more important. Why?
10. What challenges have you ever faced so far during the practicum /teaching practice.

Thank you very much for your time!

Appendix VIII : Checklist to Evaluate Conditions for Effective Mentoring

Evaluative Criteria:

- 0 = This element is not evident
- 1 = Some evidence of this element is observed
- 2 = This element is adequately observed
- 3 = This element is very evidently observed

No.	Elements of Observation	Partner Primary Schools												
			Etegie Menenen Primary Schools (Code 1)		Dawudo Primary School (Code 2)		Nigus Michael Primary School (Code 3)		Segno Gebeya Primary School (Code 4)		Tgil Fire Primary School (Code 5)		Total	Mean (X)
			Tally	Indicator/s	Tally	Indicator/s	Tally	Indicator/s	Tally	Indicator/s	Tally	Indicator/s		
1	Mentor Training Opportunities	0												
		1												
		2												
		3												
2	Mentor Recognition	0												
		1												
		2												
		3												
3	Supportive Environment	0												
		1												
		2												
		3												
4	Time for Mentorship Interventions	0												
		1												
		2												
		3												



Appendix IX : Some of the Questions Amended After Piloting the Eng S-Ts Questionnaire and the Mentors Questionnaire**In the Eng S-Ts Questionnaire:**

4. **Before:** What do you feel in the partner school while practicing?
After: Do you feel as an accepted member of the partner school where you are practising in? If "No", why?
5. **Before:** Did you discuss your lesson plan with your mentor? If you did not, why?
After: Did you get an opportunity to discuss with your mentor and get feedback about your lesson plan before the observation of your teaching in the classroom? If you did not, why?
6. **Before:** Did you discuss issues with your mentor after a lesson? If you did not, why?
After: Did you ever get an opportunity for post-observation discussion and feedback with your mentor? If "No", why?
7. **Before:** What do you think about the teaching practice? Why?
After: Do you think the teaching practice programme with the partner primary schools is going on well? Why?

In the Mentors Questionnaire:

10. **Before:** What do you think is the purpose of the assessment result?
After: Which of the following do you think is more required from you (as a mentor)?
- the assessment result of your mentee which you report to the college? Why?
 - the support you provide to your mentee which is not often reported? Why?
11. **Before:** Why do you think the assessment result reported to Dessie CTE is always above 90 % of the total score?
After: Have you ever reported mentees' assessment results that are below 90 % of the total score to Dessie CTE? If you have never, why?

Declarations

I certify that except where duly already acknowledged sources, this thesis is my own original work under the supervision of Dr. Melaku Wakuma (Phd) of the Department of TEFL, Addis Ababa University, Addis Ababa.

Name: Mohammed Ahmed

Signature: 

Advisor: Dr. Melaku Wakuma

Signature: 

Date of Submission: May 9, 2012

