



**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE (GRADUATE PROGRAM)**

**AN INVESTIGATION OF THE INVOLVEMENT OF
COOPERATING TEACHERS AND COLLEGE TUTORS
IN THE IMPLEMENTATION OF PRACTICUM:
WITH SPECIAL REFERENCE TO LANGUAGE
STREAM OF NCTE**

**BY
WONDIMU TEGEGNE**

**JULY 2007
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**A THESIS SUBMITTED TO THE DEPARTMENT
OF FOREIGN LANGUAGES AND LITERATURE
INSTITUTE OF LANGUAGE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

**JULY 2007
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DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University.

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Date of submission: August 2.2007.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to my advisor, Dr. Girma Gezahegn, who has devoted his precious time and knowledge to give me constructive comments and useful suggestions.

In addition, I am highly indebted to Ato Kassahun Tegegne, my brother, for his moral and financial support. I am also grateful to student Tariku Beyene, My brother, for his moral support and assistance in tabulating and organizing the data.

Furthermore, my deepest gratitude goes to all my family for their moral and material support during my stay in the university. Finally, my thanks go to W/t Haimanot Tekalign who rendered invaluable help in typing the paper.

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ABBREVIATIONS

ICDR = Institute for Curriculum Development and Research

MOE = Ministry of Education

NCTE = Nekemte College of Teacher Education

NTTI= Nekemte Teacher Training Institution

PCK = Pedagogic Content Knowledge

TEI = Teacher Education Institution

TESO = Teacher Education system Overhaul

TGE = Transitional Government of Ethiopia

TTI = Teacher Training Institution

ABSTRACT

The purpose of this study was to investigate the extent to which cooperating teachers and college tutors are involved in the implementation of practicum at school level. For this purpose, NCTE and seven second cycle primary schools in Nekemte town were selected. To collect necessary data, forty two student teachers, twenty eight cooperating teachers, six college tutors and one practicum coordinator were selected as the subjects of the study. The instruments used to collect data were questionnaire and interview. To analyze the collected data, qualitative and quantitative data analysis methods were employed. That is, data collected through close ended items of the questionnaires were interpreted using number and percentage, while responses obtained from open ended items of the questionnaires and the interview were described and discussed. From the analysis of data, different findings were obtained. The study reveals that most of the cooperating teachers and college tutors do not continuously follow up, support, guide and give feedback for their student teachers. The findings of the study indicate that the majority of the cooperating teachers have never participated in any training on practicum and have no an access to reference material on practicum. As the result of the study shows, there is lack of strong link and cooperation between the target College and primary schools. In addition, most respondents reported that they face different problems while implementing practicum. Based on the findings, conclusions are drawn and recommendations are forwarded to improve the implementation of practicum program.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Teacher education programs and teacher educators are seen to be sources of knowledge, experience, and resources which teacher trainees can use in exploring and developing their own approach to teaching. Such programs need to be firmly grounded in both theory and practice (Richards and Nunan, 1990). Thus, currently many teacher education institutions aim to produce well-trained and competent teachers by integrating them.

Producing well-trained and competent teachers involves both equipping the student teachers with the necessary knowledge in their area of specialization and development of skills that enable them to effectively transfer their theoretical knowledge in to practice. Supporting this view, Wallace (1991: 123) argues that both the theoretical knowledge, '*the received knowledge*' and the practical experience, '*the experiential knowledge*' are equally important in teacher education and both should be acquired not separately but in well-integrated way.

However, when we see the traditional training of teachers, the theoretical and practical aspects of training have not been well- integrated. Studies related to this indicate that more attention has been given to the acquisition of the theoretical knowledge about subject areas and the profession. In connection to this, Wallace (1991: 123) states that "there is sufficient evidence that, until now, it has very often been the case that the trainee's school experience and college training experience have not, in fact been mutually supportive and complementary". This failure to integrate theory and practice in the field of teacher education has necessitated the need for change and brought a paradigm shift in the field.

Likewise in Ethiopia, the practice of teacher education focused on the theoretical aspects of subject knowledge (MOE, 2003). The teacher education curriculum had a theoretical approach to pedagogy and thus teacher education program had been dominated by theory, while little attention was given to integrate theory and practice.

As research findings show, such practice has produced teachers who, though well grounded in their individual subject knowledge, are not necessarily good at teaching in schools using current learning methods (MOE, 2003). In the MOE document, it is indicated that a series of research findings has demonstrated the need for a paradigm shift in pre-service teacher education in Ethiopia. According to the findings, the professional competence of teachers is deficient, the content knowledge of teachers is unsatisfactory, teachers do not match up to the standard and expectation of their profession, there is a mismatch between teachers' education and school education, and the quality of courses and methods of teaching are theoretical and teacher-centered (MOE, 2003: 10-11).

Based on the findings of the research (MOE, 2003: 10-11) and in order to give remedy for the perceived deficiencies in the traditional teacher education program, the Ministry of Education designed a new teacher training program in 2003. One of the components of the program is practicum. It has been accepted as an important part of the whole training program. According to MOE (2003), practicum is a professional field experience program that is designed to provide the student teachers with opportunity of getting practical experience.

Since the program was designed, practicum has been prioritized and given sufficient time in the pre-service teacher training. It is practiced at certificate, diploma or degree level. The time therefore ranges from one year to three years. The practicum is believed to allow student teachers to have a wide understanding of subject knowledge, subject application and classroom management. It is also believed to enable the trainees to assess and record

students' progress and have some understanding of the school as an institution. In this respect, the practicum integrates theory and practice.

It gives an opportunity to the student teachers to actually try activities such as applying teaching methodologies, presenting lessons and managing students' behavior. In connection to this, Freeman (1990:114) argues that it is during the practicum that trainees are encouraged to develop, practice and refine their competence as teachers. The purpose of the practicum practice is not only to ensure student teachers' ability in putting learned skills of teaching into practice, but also to give background knowledge about the realities of existing situation in primary or secondary school.

Though practicum program is claimed and designed to give these and other advantages for the student teachers, the advantages are only achieved when it is effectively implemented as it is designed. In connection to this, the effectiveness of practicum implementation depends on the active involvement of its participants. Therefore, it is very important to study the extent to which cooperating teachers and college tutors are involved in the implementation of practicum at school level.

1.2. Statement of the Problem

The teacher education/training program which existed in Ethiopia before the formulation of new practicum program (i.e. 2003) was focused on the theoretical aspects of subject knowledge. That is, it was focused on providing a lot of theoretical input for student teachers. Consequently, the practical aspect of training was given little attention. However, the theoretical knowledge of subject matter alone may not be the only determinant factor for success in teaching (scrivener, 1994). According to MOE (2003), this type of training has produced teachers who, though well grounded in theoretical knowledge of subject matter, are less efficient in handling practical aspect of teaching.

To solve this inefficiency, Ministry of Education has designed Complete Teacher Education System Overhaul (TESO). The aim of TESO is to bring a paradigm shift in teacher training in the country.

To enable Teacher Education Institutions (TEIs) produce competent and well-trained teachers, MOE (2003) did not only introduce changes in the field of Teacher Education and method of training teachers, but also provides general guidelines for developing and implementing practicum courses. The handbook of general guidelines of MOE (2003) indicates the three part structure how the new practicum is organized. These structures are: preparation in TEI, activity in school and reflection and analysis in TEI. It is also shown that the new practicum is organized in four or five different phases or parts. Each practicum course has various activities in it. In this regard, though the MOE has developed relatively common program, the time line and implementation differ with the immediate context of the target institution and its program (i.e. Degree, Diploma or Certificate).

In line with this, currently many Teacher Education Institutions (TEIs) in general and Nekemte College of Teacher Education (NCTE) in particular have recognized the importance of the new practicum program and have made it an integral part of the training program. However, the introduction of the new practicum may not be effective unless it is effectively implemented.

Therefore, it can be argued that the introduction of the new program does not guarantee its effective implementation. Supporting this view, Scheetz and Benson (1994: 98) state that, “the mere introduction of the relevant changes in the educational system cannot bring about the required outcome, if implementations are not made in line with these changes.” Thus, it can be hypothesized that the recently introduced practicum may not be implemented as envisaged.

Furthermore, a paradigm shift as well as a development of an effective program by itself does mean nothing unless its participants and other concerned bodies are aware of their roles and responsibilities and perform it as intended for the effectiveness of the new program (Scheetz and Benson, 1994). With this regard, to implement the new practicum effectively, its participants (i.e. student teachers, college tutors and cooperating teachers) and other concerned bodies (i.e. TEIs and cooperating schools) are expected to know their roles and actively involved in the implementation of the program. Thus, it would be important to study the extent to which college tutors and cooperating teachers are involved in the implementation of practicum at school level.

1.3. Objectives of the Study

As can be seen from the preceding discussion, a newly introduced pedagogical program may or may not be implemented as anticipated. In addition, the effectiveness of practicum implementation depends on the active involvement of its participants. Thus, the main objective of this study is to investigate the extent to which college tutors and cooperating teachers are involved in the implementation of practicum at school level.

To this end, the specific questions that the study intended to answer are:

1. Do college tutors and cooperating teachers continuously support, give feedback, follow up the progress and assess the effectiveness of trainees in practicum?
2. What factors facilitate or hinder the involvement of college tutors and cooperating teachers in the implementation of practicum?
3. What should be done to improve the implementation of practicum?

1.4. Significances of the Study

The study is hoped to have the following significances:

- a. It may provide Ministry of Education (MOE), Nekemte College of Teacher Education (NCTE) and other teacher training institutions, which undertake similar practicum programs, with clear information about the status of college tutors and cooperating teachers involvement in actual implementation of practicum program in NCTE.
- b. The results of the study may also help the practicum coordinating offices to make informed decision on issues related to the practicum implementation.
- c. It could also raise the awareness of parties involved in the implementation of practicum about their roles and responsibilities.
- d. The issue of practicum is a recently introduced innovation into the field of Teacher Education. Consequently, enough research has not been conducted on the area. Thus, the study may give clues to those interested individuals in conducting further research in the same area.

1.5. Delimitation of the Study

This study is delimited to studying the involvement of college tutors and cooperating teachers in the implementation of practicum program at school level. The subjects of the study are also limited to third year language stream students who are engaged in practicum IV of the year 2007 (G.C), and college tutors and cooperating teachers who are assigned to follow up, guide, give feedback to students and assess their performance.

In addition, although practicum has four phases, this study is limited to the fourth phase only. This is because including all phases of practicum in the study is unmanageable due to time, money and material constraints.

1.6. Limitation of the Study

In addition to the questionnaires and interview, observation was planned to be used as one of the primary data collecting instrument for the study. But, because of time constraint to sufficiently observe all of the sample school, observation was not used as one of the primary data gathering instrument. However, necessary care has been taken to use questionnaires and interview to collect relevant data for the study.

1.7. Operational Definitions of Terms

Cooperating schools: are schools where student teachers carry out practical activities and gain professional experience.

Cooperating teachers: are classroom teachers or teachers at the school who are directly responsible for providing professional support to the college students while they conduct practicum program.

Practicum participants: are individuals who take part in practicum planning, implementation, supervision and evaluation. In other words, it is a term that refers to student teachers, college tutors, practicum coordinator and cooperating teachers.

Practicum program coordinator: is the one who is responsible for the overall management of the practicum program.

Practicum: is a field experience, practical experience, professional experience or field study by student teachers in schools they will be assigned as teachers.

Student Teachers: pre-service college students who are trained to become teachers and who go to schools as part of the field experience component of their diploma Program.

Tutors: are college instructors who are responsible for supporting, supervising and giving feedback to the student teachers. They are also responsible for evaluating the student teachers.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Interrelation of Education, Teacher and Teacher Education

Education is a process by which man transmits his experiences, new findings and values accumulated over years to the next generation. Education enables individuals and society to become all rounded thinkers by acquiring knowledge, ability, skills and attitude (TGE, 1994). The other aim of education is to strengthen the individual's and society's problem solving ability. In addition, it is used as an instrument to create civilized, cooperative and self helping citizens.

Achieving these objectives requires the availability of qualified teachers. In other words, to offer necessary skills and knowledge to a society in general and to students in particular, the presence of well-trained and competent teachers is necessary. To enable teachers provide these things, they should have adequate and sufficient training in subject matter and pedagogy. Teachers should be acquainted with necessary knowledge and skills during their training as teachers, so that they can produce well-being society. Emphasizing the importance of teacher education, Youch cited in Abraham (1991: 7) states that "unless we provide the best qualified trained and competent teachers who can contribute to the social, psychological and intellectual development of the young citizens, society has no right to expect competence from its youngsters."

Teacher Education Institutions are responsible for providing skills and knowledge required by teachers. That is, the general objective of any TEI is to provide knowledge, skill and ability which are relevant to the life of "*teachers as a teacher*" (Aggrawal, 2002). Specifically, courses in teacher education are given to reshape the attitude of teachers, remodel ability of teachers, reconstruct

personality of teachers, develop knowledge and skill of the teachers and enable them to become an effective practitioner in a classroom (Moore, 1994).

According to Abraham (1991), the aim of any teacher education program is to help each trainee develop the ability to educate others, conceptualize the principles which underline good and effective human relations and develop the sense of responsibility to contribute, both by teaching and by example, to social, cultural and economic progress. Abraham further says that basically a teacher education program should include: general studies, study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, school administration, curriculum, methods of teaching the various subject matters related to the trainees' intended field of teaching, practice teaching and conducting extra-curricular activities.

In general, the major purpose of teacher education program is to equip the would be teachers with the necessary skills and knowledge to teach. They do have also special duties and responsibilities to recruit and select, educate, train and certify students upon the completion of the program (Abraham, 1991).

2.2. Models of Teacher Education

The primary objective of any teacher education program has been always to prepare student teachers in such away that they will be able to bring about desirable behavioral and attitudinal changes, thereby to promote effective teaching (Hailom, 1998). In addition, teacher education programs are intended to provide integrated training of theoretical knowledge and pedagogical skill (MOE, 2003). However, the nature and type of education/training provided to student teachers by TEIs may be influenced by the beliefs about the nature of teaching and perception of the relationship between theory and practice (Livingstone, 2001), the view of learning that educators subscribe to, his/her beliefs about what learning is and how it takes place (Williams, 2001).

By taking these issues into account, different models of teacher education have been developed and used as training framework in teacher education program. Among these, two of them namely; the transmission and constructivist model, which are commonly used by various teacher education programs, are elaborated below.

2.2.1. Transmission Model of Teacher Education

Transmission model of teacher education, is also referred as traditional model, considers teaching as the transmission of knowledge from one expert person to another novice and sees knowledge as something static consisting of universal truth or realities, which can actually be cut up and transmitted like posting of parcel (Williams, 2001). According to this model, teaching is a matter of mastering techniques, skills and procedures (Wallace, 1991). It also sees teaching and learning as simple interaction in which the teacher gives knowledge to students. This received knowledge is considered to be sufficient to last for life time.

In transmission model, learning to teach is considered as primarily a matter of skill mastery and that skill is identifiable in advance by experts (Harris, 1997). It is also based on the belief that training can be accomplished by breaking knowledge or skill down into manageable chunks, and imparting these to student teachers who absorb them wholesale and put what they have been taught into practice. According to this model, the role of teacher education and training institution is providing the subject knowledge necessary for teaching the intended grade level, whilst schools are considered as the best places for student teachers to develop and apply practical skills, after the theories are first mastered during training (Williams, 2001).

This model emphasizes the development of competence and certification linked to the demonstration of extensive practical placement and believes apprenticeship as the appropriate avenue for learning to teach (Barton, et al. in Harris, 1997). Experienced teachers are similar to '*crafts men*' or '*crafts women*' and in school based component of their training, student teachers gain crafts knowledge from experienced teachers (Harris, 1997). Stressing the same point, Hailom (1998: 403) say that "... crafts model believed that teaching is a craft that the student learns from the master teacher. The master teacher is the model teacher as well as the source of educational knowledge that trainees have to take for granted."

This model is deficient in its theoretical understanding of learning (Hailom, 1998). It is criticized for its tendencies to see learners as uncritical recipients of knowledge, making children fit into programs and structures, paying more attention to subject matter and for pedagogy, lacking practice (Livingstone, 2001).

2.2.2. Constructivist View of Learning

As a reaction to the weakness of the transmission model of teacher education, innovative educators have developed the reflective approach, which bases its assumption entirely on the constructivist psychology and partly in educational philosophy (Shon, 1983).

This model of teacher education believes that teaching essentially involves professional artistry (Fish, 1995). It also considers teachers as reflective thinkers who can dynamically and independently deal with problems they confront in classroom rather than executors of law and principles of effective teaching or imitators of master teacher (Ambissa, 1987). This is a much broader and deeper conception of learning to teach: it views teaching as a very complex, uncertain process and fast changing, necessarily involving a huge range of knowledge, disposition, decision making capacities, skills and capacities of organization and management (Livingstone, 2001).

According to this model, knowledge is directly constructed through engagement with problems encountered in the field and built through successive stages of hypothesizing, testing and reflection. This happens in real life situation through immediate engagement with practice (reflection-in-practice) and subsequently, in some detachment opportunity to think back (reflection-on-practice) (Harris, 1997).

Supporting the principles of constructivist model, Piaget (1973) in Livingstone (2001) argues that learning takes place as a result of observations and experiences. New knowledge is gained as the individual constructs new perspectives out of his/her observation and experiences. Learners, therefore, have to be provided with the raw materials and the situation in which they can construct knowledge. According to Jonasson (1991), learners construct their own reality or at least interpret it based on their perceptions and experiences, so an individual knowledge is a function of one's prior experience, mental structure and belief that are used to interpret objects and events. What some one knows is grounds in perception of the physical and social experiences which are comprehended by the mind (Livingstone, 2001).

2.3. Common Features of Teacher Education Programs

The curriculum of pre-service teacher education programs across different countries and cultures may vary in some aspects, such as institutional context, content area, time allocation and the form of practical experience provided for trainees. In spite of this, however, most programs have some common curricular features. The curriculum of teacher education programs is generally based on four components: subject matter studies, foundation of education studies, professional studies (such as methodology courses) and the practicum (Ben-Pertez, 1994: 5991).

2.3.1. Subject Matter Studies

Elementary teachers tend to take a range of courses in variety of disciplines in liberal arts department. In most programs, the professional training in college does not concern itself with the subject matter knowledge that prospective teachers need in order to teach. However, Knowledge or lack of knowledge, of content can affect how teachers critique textbooks, how they select material to teach, how they structure their courses and how they conduct instruction (Anderson, et.al., 1989).

Hence, teachers need to understand subject matter in ways that allow them to organize it. In other words, they need more understanding of the core ideas in a discipline and how these helps to structure knowledge, how they relate to one another and how they can be tested, evaluated and extended. Treatment of subject matter in away that relates it to pedagogic issues may yield more valid and useful knowledge for prospective teachers. In addition, an emphasis on knowledge about an academic discipline and development of positive attitudes towards the subject studied has been considered as an essential component of teacher education curricula (Loewenberg,et.al., in Ben-Pertez, 1994: 5991).

2.3.2. Professional Studies

According to Kennedy in Ben-Pertez (1994), professional studies may include methodology courses, curriculum courses and courses based on knowledge generated through research on teaching. The skills and knowledge taught in these are supposed to have a direct bearing on professional practice.

Two of the major categories suggested by Shaulman in Ben-Pertz (1994) as constituting the professional knowledge base of teaching are pedagogical content knowledge and curriculum knowledge. Curriculum studies on teacher education programs serve to develop this knowledge. The aim of such studies is to provide teachers with the knowledge and skill needed in order to implement and use available curriculum materials and participate in school based

curriculum development. Pedagogical knowledge, according to Ben-Pertz (1994), includes areas such as learning theories, strategies for assessing students learning, classroom management and use of technology.

Teaching involves a wide range of activities that relate more or less to essential purpose of helping others understand. When teachers plan, for instance, one of their greatest challenges is to figure out ways of making abstract topics understandable (Anderson, et. al., 1989). In this regard, wise (1999) pointed out that pedagogical knowledge becomes a discussion of appropriate way of organizing information and knowledge. That means, it is the search for ways of representing the subject matter, analogies and metaphors, that will take each pupil well beyond what can be held through rote memorization.

Pedagogic content knowledge (PCK) represents more than a simple combination of general knowledge, content knowledge and pedagogical knowledge. It is also a representation of additional knowledge and skills that expert teachers possess (Wise, 1999). Similarly, Ben-Peretz (1994), suggests that teachers have to acquire a distinctive kind of knowledge about their subject matter. He called this “*pedagogic content knowledge (PCK)*” or knowledge of how to teach a subject and how to tap students thinking about subject matter as a basis for continued teaching.

2.3.3. Foundation of Education Studies

As for Ben-Pertz (1994: 5992), the nature of educational foundation studies in the curriculum of teacher education is a matter of dispute among teacher educators. However, Sirotnik in Ben-Pertez (1994) includes history, philosophy, and sociology of education as well as the study of contemporary issues and educational policies.

2.3.4. Practicum

In many countries, the practicum is the most favorably viewed component of teacher education. Focusing on teacher education in Australia, Tisher in Ben-Pertez (1994) argues that school experience is extremely important, practical, satisfying component of pre-service teacher education. The trainees say that they gain a lot from it. It is the most realistic aspect of their courses, helps to reduce their anxiety about teaching and foster their practical teaching skills. Now, it is recognized that practicum is the most important aspect of pre-service teacher education (Richards and Nunan, 1990). Student teachers need to have practical experience of the realities of school life and classroom.

The practicum, undoubtedly, is a professional program as it aims to prepare individuals to join the teaching profession, learning about teaching from near the beginning of their training and fulfilling the demands of the job because becoming a professional teacher requires building on the knowledge gained from college/university, to be tested through school practice.

The practicum is designed to produce competent teachers who could meet the demands of the society as well as that of the students in the classroom by enabling student teachers to test and improve their practical experiences (Schofield, 1972). The rationale behind the practicum is to bring practical change in pre-service teacher education program through multiple activities (MOE, 2003). The most important component of a professional preparation program is the practical experience related to the demands of the profession concerned. It is this component which distinguishes a program of current teacher education from a program of traditional education (Ibid).

2.4. General Objectives of Teacher Education in Ethiopia

According to MOE (2003), the general objectives of teacher education in Ethiopia are to:

- *Prepare teachers who will be able to attain the objectives of the Education and Training Policy and the plans contained within the National TESO framework;*
- *Produce teachers who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession;*
- *Prepare teachers who can confidently promote active learning and the development of problem solving skills through a learner centered approach using a curriculum where content and methods are integrated;*
- *Establish a system and culture of continuous teacher development programme from Pre-service to In-service education and training using diverse modes of delivery;*
- *Attract interested and potentially able students to the teaching force, taking affirmative action to support females starting from recruitment stage through their teaching careers;*
- *Equip teachers with knowledge of their students' physical, social, emotional and intellectual development including those with special needs so that they will be able to plan appropriate lessons;*
- *Develop communication skills and instructional leadership qualities that will be used in the classroom and for facilitating co-curricular activities and community involvement;*
- *Establish strong links and clear communication between all stakeholders in the education system;*
- *Equip teachers with knowledge and ability in classroom management, which fosters constructive students inquires and interaction;*
- *Prepare teachers who can effectively apply continuous assessment and evaluation to students' learning, and have basic knowledge and application of action research;*
- *Actively encourage student teachers to develop their learning potential;*
- *Prepare teachers who can choose, produce and make use of appropriate educational technologies to enrich students' learning.*

(MOE, 2003: 38-39).

2.5. Practicum

2.5.1. The Meaning of Practicum

According to MOE (2003:45), Practicum is a course which aims at helping trainees (student teachers) to comprehend, analyze and reflect on events and entities in schools. In other words, practicum is a school experience, which involves trainees in school observation, peer teaching in training institutions, microteaching, continuous reflection on school practice including block week's observation throughout the courses, and an extended period of actual school teaching.

In addition, Richards and Nunan (1990), describe practicum as a studying course in school-based initial teacher education. It is a way of educating student teachers by giving them real experience of schools and students. It is a contextual experience that enhances the trainees understanding of the theoretical basis of motivation and teaching methodology.

Similarly, Wikipedia free encyclopedia says that practicum is a college course, often is a specialized field of study, that is designed to give students supervised practical application of a previously studied theory. In other words, practicum integrates educational theory and methodology by providing practical field experience in the classroom.

2.5.2. Objectives of Practicum

The practicum, professional field experience program, is designed to provide the student teachers with the opportunity to work in a professional environment and to integrate the theory and knowledge of course content with the application of principles and practices in school environment. According to on line web page (www.lis.uiuc.edu), the objectives of practicum program are to help students:

1. *gain practical experience based on the understanding and application of theoretical knowledge;*
2. *observe the analysis of and solutions to problems arising in professional school settings;*
3. *develop a professional self-awareness;*
4. *apply their in-class learning to real-world situations, there by helping the student to conceptually integrate classroom and real-world experiences;*
5. *interact with colleagues in professional school environment;*
6. *gain confidence, competence and satisfaction in completing individual projects and gain insight into personal skills and attributes.*

2.5.3. Importance of Practicum for English Language Teachers

As it is stated earlier, practicum is assumed to help student teachers develop their knowledge and understanding of subject matter, learners, teaching strategies and the school curriculum and there by to help them draw upon this knowledge in the shaping of their classroom practice. Similarly, practicum is also important for English language teachers. In relation to this point, Richards and Nunan (1990: 101) have the following to say:

It is through the process of teaching a class of foreign language learner and receiving feedback that the student teacher has a chance to apply knowledge and skills gained else where or to develop strategies for handling different dimensions of a language lesson.

During practicum college tutors and cooperating teachers are required to guide, observe and give feedback to the student teachers so as to help them develop their professional skills and knowledge before they go out to their respective work places as qualified professional teachers (MOE, 2003).

The practicum provides student teacher with an opportunity to develop knowledge and skills related to language teaching through feedback and support they get from college tutors and cooperating teachers. For example, in

written assignments both the college tutor and the cooperating teacher give every piece of information to the student teachers and thereby help them improve their writing skill. In the actual teaching practice, college tutors and cooperating teachers give support that can help the trainees develop their teaching skills. In this case, when giving feedback and support to student teachers, college tutors and cooperating teachers need to focus on the types of knowledge that student teachers need as a prospective language teachers. Consequently, by using the feedback and support student teachers can develop their skill and knowledge of language teaching.

Furthermore, practicum will also equip student teachers with competencies or micro skills which characterize effective language teachers (Britten, 1985). Effective language teachers are competent in using visual aids, introducing grammatical structures, asking questions and handling responses. They are also competent in teaching dialogue and organizing group work activities and etc. Moreover, practicum equips student teachers with the ability to deal with diverse learning styles of learners by providing opportunities for observation, discussion and reflection.

2.6. The Need for New Practicum in Ethiopia

The need for a paradigm shift with in pre-service Teacher Education was demonstrated by a series of research findings (MOE, 2003). A group of researchers appointed by Ministry of Education carried out an extensive study on Teacher Education and produced a series of reports entitled the “*The Quality and Effectiveness of Teacher Education in Ethiopia.*”

According to the findings:

- *The professional competence of teachers is deficient;*
- *The content knowledge of teachers is unsatisfactory;*
- *Teachers do not match up to the standards and expectation of their profession;*
- *There is a mismatch between Teacher Education and School Education;*

- *There is a lack of professionalism and ethical values in the Teacher Education Program;*
- *The quality of courses and method of teaching are theoretical and teacher-centered;*
- *The practicum receives inadequate emphasis and is inefficiently implemented at all levels of Teacher Education;*
- *Student assessment does not adequately identify difficulties and potential in order to enhance students' learning;*
- *Action research is given little or no attention at all levels of Teacher Education;*
- *TEIs, school and communities have insufficient links between them.*

(MOE, 2003: 44)

In addition, according to MOE (2003) teachers showed deficiencies in the fundamental elements of teaching profession, weakness in practical teaching using student-centered techniques and teachers lack adequate knowledge on the techniques of assessing students learning. They also lack skills pertinent to the techniques of action research and have inadequate skills and techniques in teaching. Furthermore, teacher education curriculum had theoretical approach to pedagogy, contained only 30 days of practice teaching at the end of the academic year (Livingstone, 2001).

Moreover, concerning the weaknesses of traditional teacher training in Ethiopia, MOE (2003: 45) has to say the following:

Traditionally, in Ethiopia subject content has been treated as a separate entity, and the practice of teaching and teaching methods have been treated in a theoretical way. This has produced teacher who, although well enough grounded in their individual subject knowledge, are not necessarily good at teaching in schools using active learning methods.

To address and rectify these problems, the current Ethiopian Government designed Complete Teacher Education Overhaul (TESO) in 2003, which places practicum at the center of teacher education program. While involving in this course, student teachers are given the opportunity to explore and gain understanding of the learning process, see how students behave and observe the realities of being a professional teacher (MOE, 2003).

Practicum is recognized as a central component of Ethiopian Teacher Education Program because it is believed that the good way to educate teachers is to give them real experience of school and students from the very beginning of their training. In connection to this, MOE (2003: 45) argues that "... for student teachers to learn how to teach effectively, it is essential that the practicum and all aspects of teaching methods form the central core of their learning process."

In addition, the current theory of learning suggest that learning takes place when the learner has to make sense of things that confront him/her - the idea that development comes through the individual's construction of or invention of knowledge(Livingstone,2001). Thus, student teachers can only learn about how to teach through a mediated and gradual series of experiences of teaching (MOE, 2003).

For these reasons, practicum has been recognized as the most essential element and given due attention in Teacher Education program of Ethiopia. Similarly, Richards and Nunan (1990: 101) state that the practicum or teaching practice has become the central component in many Teacher Education Programs. The reason is that, it is through this component that student teachers test and improve their practices as a teacher and enables the would be teachers to try teaching lesson in a real classroom and with actual students.

It also helps to produce competent teachers who could meet the demand of the society as well as the demand of the students in the classroom (Schofield, 1972). According to ICDR (1999), the purpose of practicum is not only to ensure student teachers ability in putting learned skills of teaching in to practice, but also to give background knowledge about realities of existing schools.

According to MOE (2003), practicum is designed to ensure that student teachers have as much supported experience as possible, before they enter the classroom as a qualified teacher. It also allow student teachers to practice teaching in their respective areas, try out ideas, have the confidence to make mistakes and reflect and learn from them in order to develop new strategies. As clearly stated by MOE (2003), it is through this experience that student teachers will develop their own theories and understanding of the complexities of the teaching process.

2.7. Scheduling and Organization of the New Practicum

2.7.1. Scheduling of the New Practicum

Even though Ministry of Education designed a relatively common practicum program in 2003, the time allotted and its implementation differ with the immediate context of the target institution and its program (i.e. Degree, Diploma and Certificate). With this regard in the MOE (2003) TESO guideline, it is indicated that the practicum for the Diploma Program will be conducted through out the three years and must ensure that all student teachers get experience teaching at all levels of second cycle primary grades (i.e. from 5-8 grades). Accordingly, the practicum for Diploma Program is scheduled in to four phases as follows:

During practicum I, student teachers have the chance to experience each grade level (5-8) in the cooperating schools. Time will be spent before and after each school experience with cooperating teachers and college tutors for reflection and discussion of essential teaching skills. Student teachers will produce a school experience portfolio during the year, recording their observation, teaching experiences, relevant information, lesson plans and materials developed (MOE, 2003: 84). Practicum I has 2 credit hours.

In the second year of the two semesters, practicum II will be exercised. During practicum II, student teacher will continue to work with small groups and progress to teaching practice with whole classes. Student teachers will make weekly school visit to practice basic teaching skills and teaching students. Like the first phase, practicum II has 2 credit hours.

During practicum III, student teachers supported by college tutors and cooperating teachers will take more responsibilities in the school and classroom, including planning lessons from the relevant topics and aspects of the school curriculum. The school experience will include a 2 week block of teaching where they will teach classes in their academic stream subject areas for grades 5-8. It is a third year first semester course.

In the third year of second semester, student teachers will carry out practicum IV. During practicum IV, student teachers by taking all the responsibility from the regular classroom teachers will experience a 4 week block of teaching where they will teach classes in their academic stream subject areas for grades 5-8.

2.7.2. Organization of the New Practicum

According to the TESO guideline of MOE (2003), the new practicum has a three part structure: Preparation in Teacher Education Institution (TEI), activity in school and reflection and analysis in TEI. This encompasses a period of school observation from the near beginning of the course, peer teaching in their institutions, microteaching, actual teaching experience in school and reflection.

2.7.2.1. School Observation

Observation is the process in which one or more persons observe what is happening in some real situation and record the occupancies on the basis of planned scheme (Cohen, et.al, 2002). Hence, before student teachers go on their school visit, TEIs should give orientation on how to plan and prepare appropriate instrument for observation and should help them to develop a framework for observing school environment (MOE, 2003).

In addition, before they go for school observation, student teachers should be given clearly focused areas that they should observe and the opportunity in college with peers to practice observing well (how to be obtrusive, how to observe in a focused way, how to notice detail and etc).

At cooperating schools, student teachers are required to observe the school (i.e. its structure and how it works), the classroom and the actual teaching-learning process, including classroom organization and management, teaching style, methods of teaching, teacher-pupil interaction, lesson planning, classroom motivation and assessment procedures and the students (i.e. how they behave in and outside classroom, their level of performance, learning capacity and etc).

Student teachers are also expected to observe, record and reflect on school community relationships, duties and responsibilities of principals, teachers and other school personnel. All these activities are to be carried out with the assistances student teachers get from their college tutors and cooperating teachers. After the period of school observation is completed, student teachers will return to their institution and reflect on the experiences they obtained from the school observation (MOE, 2003).

2.7.2.2. Peer Teaching

Peer teaching is a term which is frequently used in teacher training institution. It is defined as a role play where a trainee takes the role of the teacher, while the rest of his/her classmate takes the role of classroom students in a real classroom (Wallace, 1991). It makes student teachers to learn from and with each other which are mutually beneficial and involves sharing knowledge, ideas and experiences between participants.

According to Aggrawal (1996: 297), the chief objectives of peer teaching particularly in teacher training college are:

- *to enable the teacher-trainee to learn and assemble new teaching skills under controlled condition*
- *to enable the teacher- trainee to get confidence in teaching*
- *to make use of the academic potential of the teacher trainees for providing much needed feedback.*

On their part, Goodlad and Hirts (1989) note that peer teaching is important in that it directly involves trainees in teaching and learning process, encourages collaboration between learners, share the responsibility of teaching between teachers and learners and can be viewed as a strategy for dealing with the individual differences in the classroom.

Regarding peer teaching, Ministry of Education (2003), indicates that to meet the intended purposes of practicum, student teachers should peer teach each other in their college classroom with the guidance and support of college tutors. The Ministry goes on saying that it is essential that student teaches are well-prepared and build up to whole-class teaching through a structured series of peer teaching, small-group assignments and experiences (MOE, 2003: 7).

2.7.2.3. Microteaching

Microteaching is defined as a training context in which a teaching situation has been reduced in scope and/or simplified in some systematic way (Wallace, 1991). In other words, it is a training procedure which aims at simplifying the complexities of regular teaching learning processes (Dunkin, 1987). According Dunkin (1987), during microteaching the trainee is engaged in a scaled down and focused situation-scaled down in terms of class size and lesson length and focused on teaching tasks such as practice and mastery of specific skills such as lecturing, question or leading a discussion; mastering specific teaching strategies, alternative uses of curricula and instructional material.

More specifically, Wallace (1991: 92) identifies three main ways in which the teaching situation may be scaled down as follows:

1. **The teacher's task:** usually the teacher is asked to practice only one "skill" at a time. This skill is described to the trainee, usually by a tutor, with the intention that the trainee will know exactly what she is to do. The teacher is expected to concentrate on that skill.
2. **The length of the lesson:** since the teacher is concerned with only one skill, there is no need for her to teach a full 40 or 45 minute lesson. In most programmes, the shortened lesson (micro lesson) lasts only five to ten minutes.
3. **The size of the class:** In a similar way, the size of the class may be reduced. Usually, a microteaching class is fewer than ten students, sometimes only four or five. The 'students' may be real students or fellow trainees.

The basic assumption underlying the microteaching is that before attempting to understand, learn and perform effectively the complicated task of teaching, one should master the components of the task (Dunkin, 1987). He also added that by focusing the training on a specific task and reducing the complexities of the situation, it is possible to concentrate the training process and assure greater effectiveness in the learning process. Moreover, effective learning is achieved in general, when the learner moves from the simple task to the more complex one.

Further, Perrot (1982) elaborated that microteaching allows the student teachers to practice specific teaching skills under controlled conditions. It also enables tutors to give immediate feedback for student teachers about their teaching performance (Wallace, 1991). To enable student teachers get the above advantages, MOE (2003) argues that they should conduct a series of microteaching lesson before they go to school for actual teaching practice.

2.7.2.4. Actual Teaching Experience

After student teachers have practiced teaching through peer teaching and microteaching lessons, they will have one extended period of actual teaching experience. The purpose of this teaching experience is to provide student teachers with an opportunity to have a supervised teaching practice (MOE,

2003). During this time, student teachers will take the responsibilities of assessing student's performance, giving feedback, planning lesson, producing teaching material using local resources.

According Wallace (1991), while practicing actual teaching the teacher operates as fully-fledge professional in her/his own classroom. The teacher is to some degree independent or autonomous, in the sense that she/he is now longer a trainee, and therefore has to take personal responsibility for his/her professional action.

2.7.2.5. Reflection

Reflection is a systematic, critical and creative means of thinking about action or practice with the intention of understanding its root and process and thus being in a position to refine, improve or change the action (Fish, 1995). Similarly, Ghaye and Ghaye (1988) state that reflection is looking back and making sense of your practice, learning from it and using this learning to improve your future action.

In line with this, MOE (2003) argue that student teachers should be taught how to assess their experience and evaluate their own practice. They should reflect on the experiences they obtained from various activities that they perform in their college and cooperating school.

2.8. The Duties and Responsibilities of Different Parties in the new Practicum

A paradigm shift as well as a development of an effective program by itself does mean nothing unless its participants and other concerned bodies are aware of their duties and responsibilities and perform it as intended for the betterment of the new program (Scheetz and Benson, 1994). With this regard, for the new practicum to be effective, practicum participants (i.e. student teachers, college

tutors and cooperating teachers) and other concerned bodies (i.e. TEIs and cooperating schools) are expected to perform the following duties and responsibilities (MOE, 2003: 46-47).

2.8.1. The Duties and Responsibilities of the Tutors

Before people can effectively integrate new information, they need to be aware of what they already know and how that knowledge is organized. A tutor role is therefore, to help student teachers become aware of existing knowledge, to organize and to reshape it in light of new information (Williams, 2001). Teacher preparation in the reflective approach requires that the tutor intentionally engage the student teachers in reflective dialogue, modeling the process and there by making reflective practice accessible to learner to become more conscious of their own approach to their learning and promote critically reflective learning (McIntyre., et .al., 1994).

In the new practicum, college tutors or teacher educators are expected to perform the following duties and responsibilities (MOE, 2003: 45):

- *Prepare student teacher for actual teaching experience;*
- *Monitor, evaluate and practically assist student teacher through out the course;*
- *Assess student performance according to each phase;*
- *Give oral and written feedback with in a day of observation.*

2.8.2. The Duties and Responsibilities of Student Teachers

In the new practicum, student teacher occupies the center stage and has very active roles to perform in TEI and cooperating school. Among the roles that the student teachers are expected to play in the new practicum program, the major ones are to (MOE, 2003: 46):

- *Become actively involved in the lesson (working with small groups, helping to plan lessons, taking sections of the lesson, etc);*
- *Attend all actual school experience lesson;*
- *Participate fully in the school activities;*

- *Reflect on her/his experience;*
- *Internalize constructive criticism and feedback and use this to develop their teaching.*

2.8.3. The Duties and Responsibilities of Cooperating Teachers

Learning is a process which requires support. Hence, a cooperating teacher has to support the learning of the student teacher in variety ways until the student teacher is able to work with out support by being an example of good teacher, coach, supervisor and assessor for the student teachers (Field and Lock, 1994: 14). They further elaborate that cooperating teacher should help student teachers to reflect on their own practice and form their own mental frameworks and show them the efficient ways of resource utilization.

According to Cohen, et.al., (2002), the role of the cooperating teacher is to advise student teachers how to teach their particular subject matter, developing student teachers understanding and appreciation of how students learn and how learning can be planned and advising student teachers on classroom management. In addition, Field (1994) added that cooperating teachers help the development of student teachers' competencies in teaching skill, subject knowledge and application, classroom performance, assessment and record keeping and professional development.

In line with this, Ministry of Education (2003: 47) specifies the following duties and responsibilities to be performed by cooperating teachers:

- *Monitor, evaluate and practically support student teachers through out the year;*
- *Assess students' performances according to the practicum phase;*
- *Give oral and written feed back with in a day observation;*
- *Encourage student teachers to become actively involved in the lesson.*

2.8.4. The Duties and Responsibilities of Practicum Coordinators

As specified in TESO draft of MOE (2003: 47), the Teacher Education Practicum coordinators need to play roles such as:

- *Organizing a reasonable time table with partner school; creating assessment criteria for observation and assessment of student teachers;*
- *Ensuring enough resource material, textbook, etc are available for the practicum and the student teachers have access to them;*
- *Monitoring and evaluating the commitment of tutors;*
- *Setting up links with partner schools, and support them throughout the course.*

2.8.5. The Duties and Responsibilities of TEs

In the new practicum, the duties and responsibilities of TEs are to (MOE, 2003: 46):

- *Set up links with as many partner schools as possible;*
- *Organise a timetable with partner schools that ensures every student has the correct amount of actual school experience and has experience of all grade levels and subjects;*
- *Create assessment criteria for observation and assessment of student teachers;*
- *Monitor and evaluate the commitment of partner schools;*
- *Support partner schools throughout the course;*
- *Ensure that every student is assigned to a Teacher Educator who will give support and guidance throughout the course;*
- *Monitor and evaluate the commitment of Teacher Educators.*

2.9. Assessment and Feedback in the new Practicum

Assessment of learning is a process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and demonstrate as a result of learning processes. Stressing the importance of assessment for learning, Jarolimek and Foster (1997) viewed assessment as an inseparable part of teaching and learning process. According to McCormic and Pressley (1997), assessment plays an important role in the learning process by providing feedback to students on their progress, giving

students an opportunity to demonstrate what they have learned and helping students to improve their weak sides.

In this regard, MOE (2003) argues that assessment should be taken as on going processes whereby student teachers receive feedback on their strong sides and the area which they need to improve. According to MOE (2003: 51), in the process of assessing the new practicum, two main areas of competencies are given emphasis. These are:-

- *Academic and professional skills e.g. subject knowledge, methodology, classroom behavior etc.*
- *Good citizenship and Ethical values. e.g. diligence, respect for the teaching profession, the role of teacher within the community etc.*

More specifically, according to the TESO guideline of MOE (2003) assessment areas include: knowledge and understanding of planning and preparation of learning experiences, teaching strategies, skill of classroom management and organization, ability of monitoring the progress of learners, and skill of assessing, recording and reporting, the performance of learners. With regard to assessor, student teachers will be assessed by the college tutors and cooperating teachers.

In light of recommendations made in the framework of TESO guideline, priority must be given to continuous assessment. The major purpose of using continuous assessment is to follow up students' learning progress continuously so as to identify those students who have and who have not mastered a particular knowledge and skills and respond quickly and effectively to students' real or perceived learning problems.

According to MOE (2003), feedback is an essential part of assessment. For student teachers to learn from what they did, they must be told what they have done well and in what ways they could improve their work. The Ministry also added that helping student teachers to improve their learning is a very important part of the learning process.

2.10. Survey of Local Research Work

Although some studies have been locally made with a focus on practicum, they did not address the extent to which college tutors and cooperating teachers are involved in the implementation practicum at school level.

When we see researches conducted locally on practicum, we get findings that support the above argument. For example, Hailu (2006) has conducted a research on “Factors Affecting the Implementation of School-based Mentoring in Pre-service Teacher Education” and he concludes that most of the school-based mentors under study are not well experienced in the teaching profession in general and in language teaching in particular. In addition, he pointed out that the subjects did not get training, workshop, seminar, etc on mentoring skill and they have no access to reading materials on mentoring.

A study by Almaz (2006) about the professional relationship in the practicum also shows that there is little or no professional relationship among practicum participants. The study also suggests that tutors and cooperating teachers do not experience what is expected of them. As a result, the students complain cooperating teachers and tutors for not offering them the support they need.

Kindalem (2005) argues that the practicum being practiced in the Education Faculty of AAU is entangled with lack of awareness, loose relationship and coordination, and low level of commitment. He points out that the confusion, lack of comprehensive definition, orientation, and guidelines prevailed.

These studies, therefore, did not show the extent to which college tutors and cooperating teachers are involved in the implementation of practicum. The current study will try to address the extent to which college tutors and cooperating teachers are involved in the implementation of practicum at school level.

CHAPTER THREE

3. METHODS OF THE STUDY

This chapter describes the research setting, the subjects of the study, the sources and types of data, the instruments of data collection and the methods of data analysis.

3.1. Research Setting

This research was conducted at Nekemte College of Teacher Education (NCTE) which is located in Oromiya Region, at 331 kms away from Addis Ababa. It started functioning as a Teacher Training Institution (TTI) in 1972 (E.C) with an objective of training teachers for primary schools.

In 1995 (E.C) the status of NTTI was upgraded to college level and named Nekemte College of Teacher Education (NCTE). In the same (i.e. 1995) year, NCTE started to train teachers in diploma program under six major departments: Afan Oromo, Chemistry, English, History, Mathematics and Physics.

In line with the current education policy, NCTE receives students who have completed grade 10 and started to train them under five main streams: Aesthetics, language, Mathematics, Social Science and Natural Science. However, the college took students under Aesthetics Stream only in 1996 (E.C) academic year. It closed the Stream in 1996 because it lacks trained teachers and adequate facilities. Thus, until 1998 (E.C) there were five streams in NCTE but now there are only four streams.

Currently the College runs three main programs: namely regular program, evening program and summer program. All of these programs are intended to train teachers who can teach in the second cycle primary schools (i.e. 5-8

grades). With regard to the qualification of its academic staff, the college has 52 teachers- of whom 49 are males and 3 are females. Among these, 17 are M.A. holders, 32 are first degree holders and the remaining, 3 are diploma holders.

In the current academic year, i.e. 1999 E.C., there were 719 student teachers who were in their final year of training. These student teachers undertake practice teaching (practicum IV) by being assigned in nine second cycle primary schools in Nekemte town. Out of these, seven schools were taken as sample school for this study. These were: *Abdi Boru, Bake Jama, Bikiltu Leka, Burka Bekumsa, Chalalaki, Dire Jato* and *Kibba Wacha*. Two schools, namely *Burka Jato* and *Dallo*, were not included in this study because they are located relatively far away from the town as compared to the other schools. Thus, they were not easily accessible for data collection and were excluded from this study.

3.2. Subjects of the Study

The subjects of this study were student teachers, college tutors, cooperating teachers and the practicum program coordinator of NCTE. They were selected as the subjects of this study because they are the major participants in the implementation of practicum program. For this reason, it is believed that they can provide necessary information to this study. Below the background information of the subjects is presented.

Table 1: Background Information of the Subjects

No	Items	Respondents					
		Student teachers		Cooperating teachers		College tutors	
		No	%	No	%	No	%
1	Sex						
	Male	30	71.43	19	76	6	100
	Female	12	28.57	6	24	-	-
	Total	42	100	25	100	6	100
2	Age						
	15-20	20	47.62	-	-	-	-
	21-25	18	42.86	3	12	-	-
	26-30	3	7.14	2	8	1	16.67
	31-35	1	2.38	6	24	-	-
	36-40	-	-	3	12	2	33.33
	Above 41	-	-	11	44	3	50
	Total	42	100	25	100	6	100
3	Educational qualification						
	Certificate	-	-	4	16	-	-
	Diploma	-	-	18	72	-	-
	Degree	-	-	-	-	5	83.33
	M.A	-	-	-	-	1	16.67
	Others	-	-	3	12	-	-
	Total	-	-	25	100	6	100

Table 1 shows the subjects' sex, age and educational qualification. As it can be seen from the Table (see item 1), 30 (71.43%) student teachers, 19 (76%) cooperating teachers and all college tutors 6 (100%) are males, whereas 12 (28.57 %) student teachers and 6 (24%) cooperating teachers are females. This reveals that the participation of females in Nekemte College of Teacher Education and Cooperating Schools is very low.

With regard to the age of the respondents(see item 2, in Table 1), 20 (47.62%) student teachers are between the age group of 15-20, 18 (42.86%) student teachers and 3 (12%) cooperating teachers are between the age group of 21-25. In addition, 3(7.14%) student teachers, 2(8%) cooperating teachers and 1(16.67%) college tutor are between the age group of 26-30, whereas 1 (2.38%) student teacher and 6 (24%) cooperating teachers are between age group of 31-35. Three (12%) cooperating teachers, 2(33.33%) college tutors are between the age group of 36-40 and 11 (44%) cooperating teachers and 3 (50%) college tutors are above 41 years.

Concerning the educational qualification of the respondents (see item 3, in Table above), the majority of the cooperating teachers, 18 (72%) and the majority of the college tutors, 5 (83.33%) are diploma and degree holders respectively. Four (16%) cooperating teachers are TTI (certificate) graduates, 3 (12%) cooperating teachers are attending their degree education in summer program and one (16.67%) college tutor is M.A. holder.

3.2.1. Student Teachers

In 2006/7 (G.C.) academic year, there were 162 student teachers who were in their final year of training at NCTE in the Language Stream. Among these, 42 student teachers who taught English during practicum IV in the sample schools were selected as the subjects of this study. Out of these 30 were males and 12 were females.

3.2.2. Cooperating Teachers

Cooperating teachers who teach English language in the sample schools and who were replaced by the student teachers during the actual teaching practice (practicum IV) were also taken as the subjects of this study. Accordingly, from each sample school four English language were randomly taken. Thus, a total of 28 cooperating teachers were selected as the subjects of this study.

Table 2: Cooperating Teachers' Teaching Experience and Experience as Cooperating Teacher

Experience in Years	Responses			
	Teaching Experience		Experience as Cooperating Teacher	
	No	%	No	%
5 and below	5	20	19	76
6-10	2	8	5	20
11-15	6	24	1	4
16-20	4	16	-	-
21 and above	8	32	-	-
Total	25	100	25	100

The data on teaching experience of cooperating teachers, in Table 2, appears to show that 5(20%) of cooperating teachers had English teaching experience of 5 and below years, 2(8%) of them had English teaching experience of 6 to 10 years, and 6 (24%) of cooperating teachers had English teaching experience of 11 to 15 years. Four (16%) and 8(32%) of cooperating teachers had English teaching experience of 16 to 20 years and above 21 years respectively.

On the other hand, as can be seen in Table 2, the majorities of the cooperating teachers, 19 (76%) had served as cooperating teacher only for 5 years or below. Five (20%) and 1(4%) of the respondents had served as cooperating teacher for 6 to 10 and 11 to 15 years respectively. This indicates that the majority of the respondents have limited experiences of serving as cooperating teacher. This may, in turn, limit the competence of teachers to serve as cooperating teacher.

3.2.3. College Tutors

Six college tutors who were assigned to follow up the progress, give feedback and evaluate the performance of the 42 student teachers during practicum IV (actual teaching practice) were also taken as the subjects of this study.

3.2.4. Practicum Program Coordinator

In addition to the aforementioned subjects, one instructor of the college who is coordinating the practicum program at NCTE in 2006/7 (G.C) academic year was included in this study as a subject.

3.3. Types and Sources of Data

For this study, both primary and secondary data were used. The primary data was collected from student teachers, cooperating teachers, college tutors and practicum program coordinator using two data gathering instruments (i.e. questionnaire and interview). The secondary data was collected from published and unpublished materials such as books, journals, articles, documents, the Internet, government reports and records etc.

3.4. Instruments of Data Collection

Two main instruments of data collection were used to gather necessary information for this study. These were interview and questionnaire.

3.4.1. Interview

An interview was conducted with the practicum coordinator of the college and six college tutors. The main aim of conducting the interview with the coordinator and college tutors was to understand their perception and understanding of practicum program and their participation in implementation of the program. Furthermore, it was intended to elicit data from the coordinator and tutors regarding the condition or problems that they said facilitate or hinder the implementation of practicum and ways they proposed for improvement of the program.

3.4.2. Questionnaire

Two different sets of questionnaires were designed and used to collect data from two subjects of the study. One questionnaire was used for student teachers and

the other for cooperating teachers. Forty two questionnaires were administered to student teachers and all them were filled in and returned .However, out of twenty eight questionnaires which were administered to cooperating teachers, only twenty five questionnaires were filled in and returned ,whereas three questionnaires remained unreturned. Thus, data analysis was made on returned data.

Both sets of questionnaires were designed in English. But student teachers were allowed to fill the questionnaire using Afan Oromo. This was done to enable them fill the questionnaire appropriately. The respondents were given adequate orientation in two sections i.e. before and during the completion of the questionnaires. The main purpose of administering the two categories of questionnaires was to collect data from cooperating teachers and student teachers about their perceptions and understanding of practicum and other issues related to it.

3.5. Methods of Data Analysis

To analyze data collected through the above instruments, both qualitative and quantitative methods were employed. That is, for the analysis of the data collected through interview and open ended questionnaire qualitative (descriptive) method was used, whereas data collected through close ended questionnaire was analyzed by quantitative (percentage) method. In other words, data collected through close ended items of questionnaires were interpreted using number and percentage, while the responses obtained from open ended items of the questionnaires and the interview were described and discussed.

CHAPTER FOUR

4. ANALYSIS AND DISCUSSION OF DATA

As stated in the preceding chapter, the main objective of the present study was to investigate the extent to which cooperating teachers and college tutors are involved in the implementation of practicum at school level. In order to achieve this objective, the following questions were designed.

- 1. Do college tutors and cooperating teachers continuously support, guide, give feedback, follow up the progress and assess the effectiveness of trainees in practicum?*
- 2. What factors facilitate or hinder the involvement of college tutors and cooperating teachers in the implementation of practicum?*
- 3. What should be done to improve the implementation of practicum?*

In order to answer these questions and collect the necessary data, questionnaire and interview were used. In addition, forty two student teachers, twenty five cooperating teachers, six college tutors and one practicum program coordinator were involved in the study.

In this chapter, data collected through close ended items of the questionnaires are presented using number and percentage, while responses obtained from open ended items of the questionnaires and the interview are described and discussed. The above research questions are addressed in three main sections as follows.

4.1. Intervention in Practicum

4.1.1. Following up the Progress of Student Teachers

As it is stated by the MOE (2003) for the practicum component to be effective, it should give an opportunity for student teachers to observe, experiment, practice and reflect. While doing different activities, trainees need continuous support and guidance from experienced professionals (i.e. college tutors and cooperating teachers). In line with this, an attempt was made to find out how often college tutors and cooperating teachers follow up the progress of trainees. The responses are presented below.

Table 3: The Responses of Student Teachers on How often in a Week their Cooperating Teachers and College Tutors Followed up their Progress

No	Items	Responses											
		Once		Twice		Three times		Four times		Others		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	How often in a week did your cooperating teacher follow up your progress during the actual teaching practice?	21	50	15	35.72	4	9.25	-	-	2	4.76	42	100
2	How often in a week did your college tutor follow up your progress during the actual teaching practice?	32	76.19	3	7.14	-	-	-	-	7	16.67	42	100

Table 3 summarizes the responses of student teachers on how often in a week their cooperating teachers and college tutors followed up their progress. As can be seen in item 1 above, 21 (50%) of student teachers responded that their cooperating teachers had followed up their progress once in a week, while 15

(35.72%) replied that twice in a week. The remaining, 4 (9.25%) of the student teachers responded that their cooperating teachers had followed up their progress three times in a week.

On the other hand, as indicated in Table 3 item 2, 32 (76.19%) of student teachers replied that their college tutors followed up their progress once in a week, whereas 3 (7.14%) of them responded that twice in a week. The results of the two items (see item 1 and 2 in Table 3) indicate that the progress of the majority of the student teachers was followed up by their cooperating teachers and college tutors only three times and below in a week of actual teaching practice.

Table 4: The Responses of Cooperating Teachers on how often in a Week they Follow up the Progress of their Student Teachers

Item	Responses											
	Once		Twice		Three times		Four times		Others		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
How often in a week do you follow up the progress of your student teachers during the actual teaching practice?	8	32	13	52	4	16	-	-	-	-	25	100

As can be seen in Table 4, 8 (32%) of cooperating teachers responded that they follow up the progress of their student teachers once in a week, whereas 13 (52%) of them replied that twice in a week. Besides, 4 (16%) of cooperating teachers responded that they follow up the progress of their student teachers three times in a week.

In addition, during my interview with college tutors, four of them reported that they follow up the progress of the trainees once per week. However, two college tutors replied as they follow up the student teachers' progress when the time is convenient for them. One college tutor further explained the issue by saying "since I do have high teaching load at the college, I only follow up the progress of my student teachers once in a week".

From the above discussion, it can be inferred that the majority of the cooperating teachers and college tutors follow up the progress of their respective student teachers only once or twice in a week. In addition, the responses of cooperating teachers and the results obtained from college tutors through interview, seems to support what the student teachers responded in table 3.

Table 5: The Responses of Student Teachers on Whether or not their Cooperating Teachers and College Tutors Interrupt to Give them Correction

<u>No</u>	Items	Responses					
		Yes		No		Total	
		<u>No</u>	%	<u>No</u>	%	<u>No</u>	%
1	Did your college tutor interrupt you to give correction while you were teaching?	13	30.95	29	69.05	42	100
2	Did your cooperating teacher interrupt you to give correction while you were teaching?	9	21.43	33	78.57	42	100

Table 5 shows the responses of student teachers on whether or not their cooperating teachers and college tutors interrupted them to give correction while they were teaching. As can be seen in the table (see item 1, in table 5), 13(30.95%) of student teachers responded that their cooperating teachers interrupted them to give correction while they were teaching. The remaining, 29 (69.05%) student teachers replied that their cooperating teachers did not interrupt them to give correction.

When coming to item two in the same Table, the majority of the student teachers, 33 (78.57%) replied that their college tutors did not interrupt them to give correction while they were teaching. The remaining, 9 (21.43%) trainees reported the reverse.

Table 6: Cooperating Teachers' Responses on Whether or not they Interrupt to Give Correction for their Students Teachers

Item	Responses					
	Yes		No		Total	
	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%
Do you interrupt and give correction to student teachers while they were teaching?	6	24	19	76	25	100

As table 6 shows, the majority of the cooperating teachers, 19(76%) replied that they do not interrupt the student teachers to give correction, while 6 (24%) of them responded that they interrupt the trainees to give correction. Similarly, college tutors were interviewed whether or not they interrupt the student teachers to give correction while they are teaching. Four of them reported that they do not interrupt the trainees to give correction. On the other hand, two of college tutors replied the reverse. During my interview with one college tutor, he was asked why he interrupts and gives correction. He stated that if they are in wrong way, it is better to correct them before they proceed long journey on that wrong way.

4.1.2. Giving Feedback to Student Teachers

Giving feedback is an essential part of learning. According to MOE (2003), to make student teachers learn from what they do, they must be told what they have done well and areas they should improve. They must also be told in what ways they could improve their weakness. The Ministry also added that helping

student teachers to improve their learning is an important part of the training process. In line with this, an attempt was made to find out whether or not cooperating teachers and college tutors give feedback to student teachers .The responses are presented as follows.

Table 7: Whether or not Student Teachers Get Feedback from their Cooperating Teachers and College Tutors

No	Items	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
1	Did your cooperating teacher give you feedback?	37	88.10	5	11.90	42	100
2	Did your college tutor give you feedback?	39	92.86	3	7.14	42	100

As can be seen in Table 7 item one, the majority of the student teachers, 37 (88.10 percent) replied that they got feedback from their cooperating teachers, whereas 5 (11.90 percent) of the trainees responded that they did not get feedback. Concerning the response of student teachers to item two in the same Table, 39(92.86 percent) of student teachers responded that they got feedback from their college tutors, while 3(7.14 percent) replied the reverse. This could mean that during the actual teaching practice the majority of the student teachers got feedback from their cooperating teachers and college tutors. This may, in turn, help the trainees to improve their weakness and develop their skill of teaching. The Table below presents whether or not cooperating teachers give feedback to their student teachers.

Table 8: Whether or not Cooperating Teachers Give Feedback to their Student Teachers

Item	Responses					
	Yes		No		Total	
	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%
Do you give feedback to your student teachers on their strong side and on aspects they should improve?	23	92	2	8	25	100

In item 22 (refer Appendix II) cooperating teachers were asked whether or not they give feedback to their student teachers. In response, 23 (92%) of them replied that they give feedback to their student teachers, while 2 (8%) cooperating teachers replied that they do not give feedback to their respective trainees. In addition, college tutors were interviewed on whether or not they give feedback to their student teachers. All of the college tutors responded that they give feedback to their student teachers.

From the above discussion, it can be concluded that the majority of the respondents (i.e. student teachers, college tutors and cooperating teachers) responded that feedback was given to the majority of the trainees during the actual teaching practice. This could help the trainees to improve their weakness and consequently develop their teaching skill. The responses of student teachers on how often they got feedback from their college tutors and cooperating teachers is presented in Table below.

Table 9: Student Teachers' Responses on how often their Cooperating Teachers and College Tutors Gave them Feedback

No	Items	Responses											
		Once per week		Twice per week		Once per two weeks		Once per month		Others		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	How often did your cooperating teacher give you feedback?	13	35.14	18	48.65	5	13.51	1	2.70	-	-	37	100
2	How often did your college tutor give you feedback?	9	23.08	-	-	2	5.13	27	69.23	1	2.56	39	100

Table 9 presents the responses of student teachers on how often they were given feedback by their cooperating teachers and college tutors. As can be seen in table 9 (see item 1), 13 or 35.14 % of student teachers and 18 or 48.65 % of them responded that they were given feedback by their cooperating teachers once and twice per week respectively. Besides, 5 or 13.51 % of student teachers replied that they were given feedback once per two weeks. The remaining, 1 or 2.70 % responded that feedback was given to him once per month.

As revealed in Table 9 item two, 9 or 23.08 % of the trainees replied that their college tutors gave them feedback once per week, whereas 27 or 69.23 % responded once per month. Two or 5.13 % of student teachers replied that their college tutors gave them feedback once per two weeks. This information indicates that the majority of the student teachers got feedback from their college tutors only once per month. This may reveal that limited feedback was given to the trainees by their college tutors. When cooperating teachers give feedback to their student teachers is presented in Table 10.

Table 10: When Cooperating Teachers Give Feedback to their Student Teachers

Item	Responses									
	Soon after the period		At the end of each week		At the end of the program		Others		Total	
	No	%	No	%	No	%	No	%	No	%
When do you give feedback to your student teacher?	15	60	2	8	6	24	-	-	23	100

As can be seen in the above Table, the majority 15 (60%) of the cooperating teachers responded that they give feedback to their student teachers soon after the period, while 6 (24%) of them replied that they give feedback at the end of the program. The remaining, 2 (8%) responded that at the end of each week. From this result, it can be inferred that the majority of the respondents replied that they give feedback to their student teachers soon after the period. Giving feedback immediately after the lesson may enable the trainees to improve their weakness for the next lesson.

To this end, during my interview with college tutors, they were asked when they give feedback to their student teachers. In response, three of them reported that they give feedback to their trainees soon after the period, whereas two of them responded that at the end of the program, one tutor reported that as he gives feedback when the time is convenient for him. Table 11 shows the perceptions of student teachers about the usefulness of feedback given to them.

Table 11: The Perceptions of Student Teachers about the Usefulness of Feedback they Received from their Cooperating Teachers and College Tutors

No	Items	Responses									
		Very useful		Useful		Useful to some extent		Not useful at all		Total	
		No	%	No	%	No	%	No	%	No	%
1	How useful did you find the feedback you were given by your cooperating teacher?	11	29.73	17	45.95	8	21.62	1	2.70	37	100
2	How useful did you find the feedback you were given by your college tutor?	20	51.28	16	41.03	3	7.69	-	-	39	100

As revealed in item one (see Table 11), among the trainees who responded that they were given feedback by their cooperating teachers, 11(29.73%) of them responded that the feedback was very useful, while 17 (45.95%) of student teachers replied that the feedback given to them by their cooperating teachers was useful. Besides, 8 (21.62%) of them responded that the feedback was useful to some extent.

While coming to item two in the same Table, among the student teachers who said that they were given feedback by their college tutors, 20 (51.28%) of them replied that the feedback was very useful, whereas 16 (41.03%) of the student teachers responded that the feedback was useful. The remaining, 3 (7.69%) student teachers responded that the feedback given to them by their college tutors was useful to some extent. From the results of item one and two (see table 11) it can be concluded that the majority of the student teachers perceived that the feedback given to them by their college tutors and cooperating teachers was helpful.

4.1.3. Evaluating the Performance of Student Teachers

Evaluation of learning is a process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and demonstrate as a result of learning process. Similarly, to understand the effectiveness of student teachers in the actual teaching practice, it is important to evaluate their performance through all period of the practice. According to MOE (2003), cooperating teachers and college tutors are responsible for assessing the performance of student teachers. Table 12 shows the time when cooperating teachers evaluate the performance of trainees.

Table 12: When Cooperating Teachers Evaluate the Performance of their Student Teachers

Item	Responses									
	In the middle		At the end		From the beginning till the end		Others		Total	
	No	%	No	%	No	%	No	%	No	%
When do you evaluate the performance of your student teachers during teaching practice?	4	16	11	44	9	36	1	4	25	100

As shown in Table 12, 4 (16%) of cooperating teachers responded that they evaluate the performance of their student teachers in the middle of the program, while 11 (44%) of them replied at the end of the program. Besides, 9 (36%) of cooperating teachers responded that they evaluate starting from the beginning till the end of the program. In addition, six college tutors were interviewed on this issue and four of them reported that they evaluate the performance of their trainees at the end of the program, while two of them responded as they evaluate when the time is convenient for them.

With this regard, TESO guideline of MOE (2003) recommends assessment should be taken as on going process (i.e. assessing students' learning

performance continuously). However, the above result seems to indicate that cooperating teachers and college tutors failed to do what is expected of them.

In the open ended question (see Appendix II, item 25) cooperating teachers were asked to list areas of student teachers' performance they evaluate. In addition, in my interview with college tutors, they were also asked the same question. Most of the areas they listed were almost similar to each other. Thus, their responses can be summarized as follows. Both college tutors and cooperating teachers evaluate student teachers':

- *skill of lesson planning*
- *ability to state objective of a lesson*
- *ability to clearly introduce the lesson of a day*
- *ability to organize and present a lesson*
- *skill of using clear and concrete example*
- *skill of preparing and using teaching support*
- *ability to use black board*
- *language command*
- *skill of classroom management*
- *ability of asking and answering question*
- *ability of preparing and using various activities*
- *skill of achieving the stated objectives*
- *ability of using time effectively*
- *skill of summarizing the main points of the lesson*
- *ability of relating the lesson to the real life situation*

4.2. Factors that Facilitate or Impede the Implementation

Practicum and the involvement of cooperating teachers and college tutors in it

4.2.1. Respondents' Understanding of Practicum

Table 13: Respondents' Awareness of Practicum Objectives

Item	Respondents	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
Are you clear with the objectives of practicum?	Student teachers	39	92.86	3	7.14	42	100
	Cooperating teachers	14	56	11	44	25	100

As can be seen in Table 13, 39 (92.86%) of student teachers and 14 (56%) of cooperating teachers are clear with the objectives of practicum program, whereas 3 (7.14%) of student teachers and 11 (44%) of cooperating teachers are not clear with the objectives of practicum program. On top of this, six college tutors were asked whether or not they are clear with the objectives of practicum and all of them responded that they are clear with the objectives of the program. From the responses, it can be argued that the majority of the respondents have clear understanding about the objectives of the program.

In item 5 of the questionnaire (see Appendix I, item 5) student teachers were asked to indicate the objectives of practicum from the alternatives given below:

- A. Gain practical experiences about teaching skills
- B. Learn about school administration, facilities
- C. Work with others such as college tutors, cooperating teachers and peers in school environment
- D. Get real experience of classroom and learners
- E. Learn how to teach effectively in respective field of study

Most of them chose more than one option. Accordingly, 39(100percent) of them chose option “E”, 37 (94.87 percent) of them chose option “A”, 36 (92.30 percent) of them chose option “D”, 31 (79.48 percent) and 29 (74.35 percent) of them chose option “C” and “B” respectively. From the responses, it can be concluded that the majority of the student teachers chose all of the five alternatives as objectives of practicum.

In the open ended question (see Appendix II, item 12) cooperating teachers were asked to list the objectives of the practicum. Most of them listed what was already chosen by the student teachers. But, there were certain objectives which were not emphasized by student teachers. These were:

- *To enable the trainees have good base for their next teaching profession*
- *To train student teachers based on experience*
- *To train the student teachers how to manage the classroom, time and prepare lesson plan*
- *To complement their theoretical training with practical experience*
- *To help them know how to over come some difficulty they may encounter in classroom and in school*

In my interview with one college tutor, he described his understanding of the objectives of the program as follows:

Definitely, since we get information on training and workshop as well as through pamphlets, we are clear with the objectives of the program. But there is a problem of implementation. There is information gap between cooperating teachers and college tutors. When we go there most of the teachers are indifferent. They do not understand the objectives of practicum or why we are there and most of them are not cooperative.

Similar to the response of the above college tutor, during my interview with practicum coordinator of the college about whether or not the participants have clear idea regarding practicum program, he further stated that:

I don't think because we are still lagging behind in giving orientation for primary school teachers. Still they do not have clear idea about the program and don't identified their roles in the program. Other wise, instructors, students and school directors have clear understanding about their roles and the program, because we give them orientation various times.

The idea of practicum coordinator and college tutor clearly indicates that cooperating teachers have less understanding about the objectives of practicum. In the next section, respondents' awareness of their roles in practicum is shown.

4.2.2. Respondents' Awareness of their Roles in Practicum

As indicated in the literature review part, paradigm shift as well as development of an effective program by itself does mean nothing unless its participants and other concerned bodies are aware of their duties and responsibilities and perform it as intended for the betterment of the program. With this regard, for the new practicum to be effective, its participants are expected to know their roles and act accordingly. Table 14 shows respondents' awareness of their roles in practicum program.

Table 14: Respondents' Awareness of their Roles in Practicum Program

Item	Respondents	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
Are you aware of your roles in practicum program?	Student teachers	37	88.10	5	11.90	42	100
	Cooperating teachers	16	64	9	36	25	100

As shown in Table 14, the great majority of the student teachers (88.10 percent) and the majority of the cooperating teachers (64% percent) replied that as they are aware of their roles in practicum, whereas 9 (36 percent) of cooperating teachers and 5 (11.90 percent) of student teachers responded that they are not aware of their roles in the program. In addition, six college tutors were interviewed and all of them reported that they are clear with their roles in practicum.

In item 7 of the questionnaire (see Appendix I, item 7) student teachers were asked to indicate their roles from the alternatives given below:

- A. *Participate fully in the school activities*
- B. *Share experiences with others in school*
- C. *Attend all actual school experience lessons*
- D. *Take the feedback given to you and develop your teaching*

Most of them chose more than one option. Accordingly, all (37) of student teachers chose option “C”, 36 (97.29 percent) of them chose option “A”, 32 (86.48 percent) of student teachers chose option “D” and 27 (72.97 percent) of them chose option “B”. From the responses, it can be inferred that the majority of the respondents chose all of the four alternatives as their roles.

Similarly, in open ended question (see Appendix II, item 14) cooperating teachers and during interview, college tutors were asked to list some of their roles in practicum program. Their responses are almost similar. Thus it can be summarized and presented as follows. Their roles are:

- *To tell trainees how lesson plan is prepared*
- *To make the students aware about instructional process*
- *To follow up the progress of student teachers*
- *To evaluate the performance of the trainees*
- *To advice how to hold student behavior of school*
- *To give them how to prepare and use teaching support*
- *To give feedback for the trainees*
- *To make aware the students about the importance of the program*
- *To guide trainees during observation at school*

The above lists are almost similar to what is specified by Ministry of Education (2003) as the roles of cooperating teachers and college tutors. From the above discussion, it can be deduced that the majority of the respondents are aware of their roles in practicum program. The effectiveness of respondents in carrying out their roles is shown in table below.

Table 15: Effectiveness of the Respondents in Carrying out their Roles

Item	Respondents	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
Do you think that you effectively carry out your roles?	Student teachers	28	66.67	14	33.33	42	100
	Cooperating teachers	15	60	10	40	25	100

As indicated in Table 15, 28 (66.67 percent) of student teachers and 15 (60 percent) of cooperating teachers replied that they effectively carry out their roles in practicum program. The remaining, 10 (40 percent) of cooperating teachers and 14 (33.33 percent) of student teachers responded that they do not effectively carry out their roles. However, during an interview with them, all college tutors reported that they do not effectively carry out their roles in practicum. The fact that all college tutors do not effectively carry out their roles in the program may indicate the existence of factors that hinder them in carrying out their roles.

In the interview, college tutors were asked to explain the reason “Why they do not effectively carry out their roles?” Accordingly, the tutors forwarded various factors that make them not to effectively carry out their roles. However, the major problems identified by most college tutors are:

- *The existence of too much teaching load at the college during the program*
- *Large number of trainees assigned to tutors*
- *Program clash or overlap with other programs of the school*
- *Lack of incentives*
- *Lack of cooperation from target primary teachers and schools*

4.2.3. Training and Reference Materials on Practicum Program

Table 16: The Responses of Cooperating Teachers on Whether or not they have Attended any Training on Practicum Program

Item	Responses					
	Yes		No		Total	
	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%
Have you ever attended any training on practicum program?	5	20	20	80	25	100

As can be seen in the above Table, 20 (80%) of cooperating teachers have not attended any training on practicum program. However, the remaining 5 (20%) of the cooperating teachers responded that they have attended training on practicum program. This indicates that the majority (80 percent) of the cooperating teachers have not participated in any training on practicum.

In addition, college tutors were interviewed on whether or not they have attended any training on practicum program. Accordingly, four of them reported that they have attended training on practicum, whereas the remaining, two college tutors replied that they have not attended any training on the program.

The response of cooperating teachers and college tutors was also supported by the practicum coordinator. In my interview with practicum coordinator of the college he was asked whether or not the college had ever prepared any training on practicum for cooperating teachers and college tutors and he replied that:

For college tutors' training was given on practicum before two or three years ago, but not yet for cooperating teachers.... However, in the future we plan to prepare trainings and arrange certain workshops at school level for the primary teachers (See Appendix III for the transcript of practicum coordinators' interview).

The idea of practicum program coordinator clearly shows that training is only given for college tutors. The table below indicates whether or not cooperating teachers get reference materials on practicum.

Table 17: Whether or not Cooperating Teachers get any Reference Materials on Practicum

Item	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
Do you get any reference materials on practicum?	2	8	23	92	25	100

Table 17 reveals that 2 (8 percent) of cooperating teachers get an access to reference materials on practicum, whereas 23 (92 percent) of them responded that they do not get an access to reference materials on practicum. This could indicate that the majority of the cooperating teachers (92 percent) have no an access to reference materials on practicum. This may also limit their understanding of the program, which may in turn influence them not to accomplish what is expected of them as a cooperating teacher.

Similarly, six college tutors were also interviewed whether or not they get any reference materials on practicum. 5 (83.33 percent) of the college tutors reported that they get an access to reference materials on practicum, whereas one (16.67percent) of the college tutor responded that he do not get an access to reference materials on the program. This may implies that the majority of the college tutors (83.33 percent) have an access to reference materials on practicum. This could also increase their understanding of the program, which may in turn enable them to accomplish what is expected of them as a college tutor. The following table reveals the responses of cooperating teachers on whether or not they get additional payment for serving as cooperating teacher.

Table 18: Whether or not Cooperating Teachers get any Additional Payment for Serving as Cooperating Teacher

Item	Responses	No of Respondents	%
Do you get any additional payment for serving as cooperating teacher?	Yes	-	-
	No	25	100
	Total	25	100

In item 9, (see Appendix II) the respondents were asked whether or not they get additional payments for serving as cooperating teacher. All of them, i.e. 25 (100%), replied that they do not get additional payment for serving as cooperating teacher. This information shows that all cooperating teachers involved in implementation of the program without getting any additional payment. This may, in turn affect their motivation and interest in carrying out their role and consequently limit their involvement in practicum implementation.

Similar to the response of cooperating teachers, during my interview with practicum coordinator of the college about the issue of payment in the program, he stated that:

We give them no payment, because our basic problem is financial problem. I don't know what amount of budget is our fund or assigned for this program. Thus, cooperating teachers, trainees and tutors are blaming the college for not giving them any payment (See Appendix III).

4.2.4. Whether Orientation is given to Student Teachers

Table 19: Student Teaches' Responses on Whether or not Practicum

Coordinator, Cooperating Teachers and College Tutors give them Orientation

No	Items	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
1	Do the practicum coordinators of NCTE give you orientation on how you should go about the actual teaching practice?	40	95.24	2	4.76	42	100
2	Do your cooperating teachers give you orientation on how you should go about the actual teaching practice?	38	90.48	4	9.52	42	100
3	Do your college tutors give you orientation on how you should go about the actual teaching practice?	35	83.33	7	16.67	42	100

Table 19 summarizes the responses of student teachers on whether or not orientation is given to them by the concerned bodies. As depicted in item one (see table 19), most of the student teachers, 40 (95.24%) responded that the practicum coordinator of NCTE give them orientation on how they should go about the actual teaching practice, while the remaining, 2 (4.76%) student teachers replied that no orientation is given to them by the practicum coordinator.

The response of student teachers was also supported by the practicum coordinator. Regarding orientation, the practicum coordinator was interviewed and had to say the following:

We give orientation two times for the trainees: We give them the first phase of the orientation when they join the college at first year and we give them the second orientation at second semester of the third year because they actually enter to the true teaching activity and thus, we orient them what they are going to do during the block teaching (Refer Appendix III).

In their response to item two (see Table 19) the majority of the student teachers, 38(90.48%) replied that their cooperating teachers give them orientation, while 4(9.52%) of student teachers responded that no orientation is given to them by their cooperating teachers.

With regard to college tutors (see item 3 in Table 19), the majority of the student teachers, 35(83.33%) responded that orientation is given to them by their college tutors, while 7(16.67%) of them said no orientation is given to them by their tutors. From the above discussions, it can be concluded that the great majority of the student teachers are given orientation by cooperating teachers, college tutors and practicum coordinator.

Table 20: The Responses of Cooperating Teachers on Whether or not they Give Orientation to their Student Teachers

Item	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
Do you give orientation to your student teachers on how they should go about the actual teaching practice?	18	72	7	28	25	100

In item 17, (refer Appendix II) respondents were asked whether or not they give orientation to their student teachers. Accordingly, 18 (72%) of cooperating teachers responded that they give orientation, while the remaining, 7 (28%) cooperating teachers replied that they do not give orientation to their student teachers.

In similar manner, college tutors were interviewed on whether or not they give orientation to their student teachers. In response, two of them reported that they do not give orientation, while four of the college tutors responded that they give orientation to their trainees.

Those respondents who responded that they do not give orientation were further asked to explain the reason. In their response, the respondents said that orientation is given by directors, practicum coordinator of the college and schools and thus, giving orientation is not their responsibility. The usefulness of the orientation given as perceived by the trainees is presented in Table 21 below.

Table 21: The Perceptions of the Student Teachers about the Usefulness of Orientation Given to them by their Cooperating Teachers and College Tutors

No	Items	Responses									
		Very useful		Useful		Useful to some extent		Not useful at all		Total	
		No	%	No	%	No	%	No	%	No	%
1	How useful did you find the orientation you were given by your cooperating teacher?	13	34.21	18	47.37	5	13.16	2	5.26	39	100
2	How useful did you find the orientation you were given by your college tutor?	16	45.71	15	42.86	3	8.57	1	2.86	35	100

Table 21 presents the perceptions of student teachers about the usefulness of orientation given to them. As indicated in item 1 (see Table 21), among the student teachers who responded that they were given orientation by their cooperating teacher, 13 (34.21%) of them replied that the orientation given to them was very useful, whereas 18 (47.37%) of them responded that the

orientation was useful. The remaining, 5 (13.16%) and 2 (5.26%) of student teachers responded that the orientation was useful to some extent and not useful at all respectively.

In response to item 2 in the above Table, among the student teachers who said that orientation was given to them by their college tutors, 16 (45.71%) of them replied that the orientation was very useful, while 15(42.86%) of them responded that the orientation was useful. The remaining, 3(8.57%) and 1(2.86%) student teachers replied that the orientation was useful to some extent and not useful at all respectively. From the above results, it can be concluded that the majority of the respondents perceived that the orientation given by their college tutors and cooperating teachers was important.

Table 22: The View of Respondents on the Existence of Factors that Could Facilitate or Hinder the Implementation of Practicum Program

No	Items	Respondents	Responses					
			Yes		No		Total	
			No	%	No	%	No	%
1	Did you find any supporting condition that you think facilitate the actual implementation of practicum?	Student teachers	9	21.43	33	78.57	42	100
		Cooperating teachers	4	16	21	84	25	100
2	Did you encounter any problem while implementing practicum?	Student teachers	38	90.48	4	9.52	42	100
		Cooperating teachers	18	72	7	28	25	100

As can be understood from item one in the above Table, 9 (21.43%) of student teachers and 4 (16%) of cooperating teachers responded that they find condition that facilitate the actual implementation of practicum. However, the majority of the student teachers, 33 (78.57%) and 21 (84%) cooperating teachers replied that they do not find any condition that could facilitate the

implementation of the program. Similarly, college tutors were interviewed about the condition that could facilitate the implementation of practicum. However, all of them reported that they do not find any supporting condition.

In the open ended questions (see Appendix I, item 25 and see Appendix II, item 27 respectively) both student teachers and cooperating teachers were asked to list the condition they think facilitate the implementation of practicum program. Accordingly, most of the student teachers listed the orientation of the practicum coordinator, the support of the college by providing certain instructional materials and cooperation and agreement between student teachers. On their part, cooperating teachers listed motivation of trainees, discipline of student teachers and their respect of school regulations as condition that facilitate the implementation of practicum.

On the other hand, during my interview with the practicum coordinator of the college about the conditions that could facilitate the implementation of practicum, he explained that:

Of course, I have seen positive cooperation from zonal educational office and woreda educational office and some other offices including zone administrative. They facilitated pre condition for the implementation of this program (see Appendix III).

As can be seen in item two in Table 22, the majority of the student teachers 38(90.48%) and 18 (72%) of cooperating teachers responded that they encountered problems while implementing practicum, whereas the remaining, 4 (9.52%) student teachers and 7 (28%) cooperating teachers replied that they do not face any problem during implementation of the program. In addition, six tutors were interviewed on this issue and five of them responded that they faced problems while implementing the program. Below problems encountered by practicum participants are described.

4.2.5. Problems Identified by the Respondents

A. Problems Identified by Student Teachers

In the open ended question (see Appendix I, item 28) student teachers were asked to list out problems they encountered while implementing practicum. In response, numbers of problems were listed. However, the major problems identified by student teachers were:

- *Lack of transportation service*
- *Absence of strong relation between the school and college*
- *Lack of adequate text and reference book.*
- *Lack of appropriate program arrangement (sometimes program overlap)*
- *Absence of continuous support, follow up and assessment by college tutors and cooperating teachers*
- *Disturbance of school students (school students are not disciplined and they did not respect student teachers)*
- *Absence of continuous feedback from both college tutors and cooperating teaching*
- *Long distance of the schools from the college*

B. Problems Identified by College Tutors

During my interview with the college tutors, they were asked to point out problems they encountered while implementing practicum program. Most of the problems they listed were almost similar with that of the problems identified by the student teachers. But, here I tried to list some of the problems which were not given emphasis by student teachers. These were:

- *Absence of incentives for all participants*
- *Uncooperativeness of primary school teachers*
- *Existence of information gap between tutors and school teachers*
- *Large number of student teachers assigned for one tutor*
- *Shortage of time to follow up, give feedback and evaluate trainees*
- *Existence of much teaching load at the college during the program*
- *Over crowdness of trainees in one school*
- *Lack of clear understanding of the program by school teachers*

C. Problems Identified by Cooperating Teachers

In item 29 of the questionnaire (see Appendix II, item 29) cooperating teachers were asked to identify the problems they encountered while implementing practicum. The major problems identified by cooperating teachers were:

- *Lack of clear orientation about the program*
- *Practicum of different colleges overlap*
- *Student teachers are not punctual*
- *Lack of reference materials (guide) on how to implement the program*
- *Absence of training on the program.*
- *Absence of incentives for cooperating teachers*

D. Problems Identified by Practicum Coordinator

During my interview with him, practicum coordinator of the college identified the following as major problems (refer Appendix III):

- *Shortage of sufficient vehicles to travel trainees to the respective school*
- *Presence of financial problem*
- *Lack of sufficient writing and duplicating machinery such as photocopy and computer*
- *Lack of commitment on the side of school teachers*
- *Unwillingness of primary schools to accept the student teachers*

4.3. Solution Suggested by Respondents

4.3.1. Solution Suggested by Student Teachers

In the last question (see Appendix I, item 29) student teachers were asked to recommend on how to facilitate and improve the implementation of practicum. They suggested the following solution:

- *The college should provide transportation service for student teachers*
- *Strong relationship should be established between the college and primary schools*
- *Adequate text and reference books should be provided for student teachers*
- *Appropriate program should be arranged to avoid program overlap*
- *College tutors and cooperating teachers should support, follow up and assess student teachers continuously*
- *School students should be oriented to reshape their behavior*
- *Continuous feedback should be given by college tutors and cooperating teachers*

4.3.2. Solution Suggested by College Tutors

The following were suggested as a solution for the improvement of practicum implementation by college tutors:

- *Teaching load of college tutors should be reduced*
- *Incentives should be given for all participant of the program*
- *Primary school teachers should be cooperative during the implementation of the program.*
- *Number of student teachers assigned to one tutor should be reduced*
- *The time when the college tutors teach at the college and when they go to follow and assess trainees has to be different.*
- *Regular school teachers should be oriented about the program*

4.3.3. Solution Suggested by Cooperating Teachers

In the last question (see Appendix I, item 30) cooperating teachers were asked to recommend on how to facilitate and improve the implementation of practicum. They suggested the following solution:

- *Clear orientation about the program should be given to school teachers*
- *Practicum of different colleges should be made in different time*
- *Student teachers should arrive at school on time*

- *Guide materials that show how to implement the program should be given for school teachers*
- *Training should be given for cooperating teachers on the program.*
- *Incentive should be given for cooperating teachers*

4.3.4. Solution Suggested by Practicum Coordinator

On his part, practicum coordinator has suggested the following as solution for the improvement of practicum program (see Appendix III):

- *The college should provide sufficient vehicles and financial support to practicum office*
- *The office should be given attention by concerned bodies*
- *Awareness of the school teachers and director should be increased concerning practicum activities*
- *More orientation and training should be also given to the participants*
- *School teachers should be committed for the realization of practicum objectives*
- *Primary schools should accept and support student teachers*

In the coming section, major findings of the study are summarized, conclusions are made and recommendations are given.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

This study was intended to investigate the extent to which cooperating teachers and college tutors are involved in the implementation of practicum at school level. To this end, on the basis of the analysis made on the data collected through the instruments mentioned above, the following major findings were obtained:

1. The study reveals that the majority of the respondents are clear with the objectives of practicum program. Similarly, the majority of the respondents are aware of their roles in practicum program. However, as it is identified by this study, the majority of the respondents do not effectively carry out their roles. Thus, they do not actively involve in practicum as they are expected.
2. The findings of the study indicates that the majority of the cooperating teachers and college tutors follow up the progress of the student teachers only once or twice in a week of actual teaching practice. Thus, they do not continuously follow up the progress and effectiveness of the trainees during the actual teaching practice.
3. The study reveals that feedback is given to most student teachers during the actual teaching practice by college tutors and cooperating teachers. But, as the majority of the student teachers reported, feedback is given only once per week or once per month.
4. It is pointed out by the result of the study that the majority of the college tutors and cooperating teachers evaluate the performance of student teachers at the end of the teaching practice. The findings of the study

also reveal that both college tutors and cooperating teachers failed to evaluate the performance of student teachers from the beginning until the end of the program and consequently they do not involve in practicum as they are expected.

5. The study reveals that the majority of the cooperating teachers and college tutors have limited experience of working in practicum. In addition, the majority of the cooperating teachers have never attended any training on practicum program. On the other hand, the findings of the study indicate that the majority of the college tutors have attended training on practicum.
6. As the findings of the study show, the majority of the cooperating teachers do not get an access to reference materials on practicum program. However, as it is indicated by this study, the majority of the college tutors have an access to reference materials on the program.
7. The result of the study indicates that all cooperating teachers and college tutors involved in the implementation of practicum without getting any payment (incentive) from the college.
8. The study shows that the majority of the respondents do not find any supporting condition that facilitate the implementation of practicum, rather majority of them face different problems while implementing practicum. Different problems are identified by the respondents. The major problems are:
 - A. *Major problems identified by student teachers were:* Lack of transportation service, absence of strong link between the school and college, lack of adequate text and reference books and absence of continuous support, assessment and feedback.

- B. *Major problems pointed out by college tutors were:* Absence of incentives for participants, uncooperativeness of school teachers, large number of trainees assigned for one tutor, shortage of time to follow up, give feedback and evaluate trainees and existence of much teaching load at the college during practicum program.
- C. *Major problems identified by cooperating teachers were:* Lack of clear orientation about the program, unpunctuality of trainees, lack of guide materials regarding practicum, overlap of different colleges' practicum program, absence of training on the program and absence of incentives for school teachers.
- D. *Major problems identified by practicum coordinator were:* Shortage of sufficient vehicles, financial problem, lack of sufficient writing and duplicating machine, lack of commitment on the side of school teachers and unwillingness of primary school to accept trainees.
9. Finally, the respondents forwarded different suggestion for the improvement of practicum program. The suggestions are:
- A. *Solution suggested by student teachers includes:* Transportation service should be provided, there should be strong link between the schools and college, adequate text and reference books should be provided for trainees, college tutors and cooperating teachers should continuously follow up, assess and give feedback for trainees.
- B. *Solution forwarded by college tutors were:* Incentives should be given for the participants of the program, primary teachers should be cooperative enough during practicum implementation, number of trainees assigned to college tutors should be minimized, the time when the tutors teaches at the college and when they go to follow and assess trainees has to be different and teaching load of college tutors should be reduced.
- C. *Solution suggested by cooperating teachers were:* Training and clear orientation about the program should be given for school teachers,

practicum of different college should be conducted at different time, student teachers should be punctual, guide materials that show how to implement the program should be given for cooperating teachers and incentives should be given for school teachers.

- D. *Solution suggested by practicum coordinator were:* The college should provide sufficient vehicles and financial support to practicum office, awareness of the school teachers and directors should be increased concerning practicum, school teachers should be committed for the realization of practicum objectives and primary schools should accept and support student teachers.

5.2. Conclusions

Based on the analysis of data and the findings of the study, the following conclusions are derived. For the effectiveness of practicum implementation, its participants are expected to know their roles in the program and perform it accordingly. With this regard, most participants of the study (i.e. student teachers, cooperating teachers and college tutors) have clear understanding of their roles in practicum. However, they are not effective in carrying out their roles. For example, during teaching practice student teachers needs continuous support, guidance, follow up, assessment and feedback from their cooperating teachers and college tutors. But because of various reasons, cooperating teachers and college tutors do not continuously support, follow up, guide, assess and give feedback to their student teachers. Thus, cooperating teachers and college tutors do not actively involved in practicum implementation and failed to do what is expected of them.

In addition, the effective implementation of practicum in general and block teaching in particular needs strong cooperation between the stakeholders (i.e. teacher training institutions and cooperating schools). However, the study shows that lack of strong cooperation between the target College and primary schools. As a result, the schools are not willing to accept and provide necessary

support for student teachers. The schools also consider practicum as the only duty of the college. This could limit the involvement of cooperating teachers and college tutors in practicum and affect the implementation of practicum.

Having adequate experience and training on practicum may facilitate its implementation. However, the findings of the study reveal that both college tutors and cooperating teachers have limited experience of working in practicum. On the other hand, although college tutors have attended training on practicum and have an access to reference materials on practicum, cooperating teachers have never participated in any training on practicum and do not have an access to reference materials on practicum. This could limit cooperating teachers understanding of the program. In addition, all college tutors and cooperating teachers are involved in the implementation of practicum without getting any payment (incentive) from the college. This may affect their motivation and interest in carrying out their roles in practicum and consequently it may limit their involvement in the program.

To this end, different problems can affect the proper and effective implementation of practicum. In line with this, subjects of the present study forwarded several problems that they encountered while implementing practicum. Finally, they suggested different solutions for the improvement of the program.

5.3. Recommendations

Based on the findings obtained and conclusions derived, the following recommendations are forwarded:

1. Practicum program in general and block teaching in particular should get attention from Oromia Education Office and Nekemte College of Teacher Education. Both should support practicum office by finance, materials and transport facilities. In line with this, all participants of practicum program should be given incentive and transport service.

2. As presented in the findings, the primary schools lack of willingness and commitment to receive and support trainees. Hence, an attempt should be made to aware primary schools about the importance and objectives of practicum. Awareness raising activities (i.e. workshops, seminars, training and orientation) should be carried out prior to implementation of the program.
3. Strong link and cooperation should be established between the target college and cooperating schools. To avoid a problem of program overlap with private colleges, both (i.e. NCTE and cooperating schools) should work together and set appropriate time table (program) for the block teaching.
4. The study revealed that cooperating teachers have never attended any training on practicum program. Thus, training and clear orientation should be given to cooperating teachers in particular and to all participants of the program in general. The college should make an attempt to aware all participants about the program.
5. To help student teachers improve their weakness, college tutors and cooperating teachers should support, follow up, guide, assess and give feedback to their trainees starting from the beginning until the end of the actual teaching practice.
6. To enable college tutors accomplish their roles effectively, teaching load during practicum and number of student teachers assigned for one tutor should be reduced.
7. Guide materials that show how to implement the program should be given for school teachers. In addition, adequate text and reference books should be given for student teachers.
8. Finally, since this area is a new phenomenon in the country, I would like to suggest further research to be carried on similar topic at NCTE.

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APPENDICES

APPENDIX I

ADDIS ABABA UNIVERSITY INSTITUTE OF LANGUAGE STUDIES DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Questionnaire to be filled by Student Teachers

Dear Respondents;

This questionnaire is designed to collect data from student teachers for a research project that is intended to study “*The involvement of cooperating teachers and college tutors in the Implementation of Practicum Program*” To achieve this purpose, your genuine responses are very important and essential. Therefore, I kindly request you to read all the questions in this questionnaire and give your responses clearly and genuinely. I assure you that your responses will be used for the research purpose only and will be kept confidential.

N.B.

1. You do not need to write your name.
2. You can use Afan Oromo to respond to the questions.
3. Please use back pages if you need more space to answer the open ended questions.

Thank you in advance for your cooperation.

PART I: BACKGROUND INFORMATION

INSTRUCTION: Please read the following items and respond to close ended question by putting a tick mark (✓) in the box of your choice and by writing a short answer to open ended ones.

1. Sex A. Male B. Female
2. Age (in years) A. 15-20 B. 21-25 C. 26-30
D. 31 and above
3. Name of the school where you are currently undertaking practicum Program _____

**PART II: QUESTIONS TO ASSESS THE PERCEPTIONS AND UNDERSTANDING
OF STUDENT TEACHERS ABOUT PRACTICUM**

INSTRUCTION:- Please read the following questions and indicate your responses by putting a tick mark (✓) to the close ended questions and by writing your responses precisely to the open ended ones.

4. As a student teacher, are you clear with the objectives of practicum?

A. Yes B. No

5. If your response to question '4' is 'yes', which of the following are the objectives? Please choose all that you think are the objectives from alternatives given below.

A. Gain practical experiences about teaching skills

B. Learn about school administration, facilities

C. Work with others such as tutors, cooperating teachers
and peers in school environment

D. Gets real experience of classroom and learners

E. Learn how to teach effectively in respective fields of study

F. Others (if any, specify) _____

6. As a student teacher, are you aware of your duties and responsibility in practicum program? A. Yes B. No

7. If your response to question '6' is 'yes', please choose all that you think are your roles from alternatives given below?

A. Participate fully in the school activities

B. share experiences with others in schools

C. Attend all actual school experience lessons

D. Take the feedback given to you and develop your teaching skill

E. Others (if any, specify) _____

8. Do you think you effectively carry out your roles as a student teacher?

A. Yes B. No

9. If your response to question '8' above is 'No', explain why? _____

PART III:

INSTRUCTION: - Please read the following questions and indicate your responses by putting a tick mark (✓) to the close ended questions and by writing your responses precisely to the open ended ones.

10. Do the practicum coordinator of NCTE give you orientation on how you should go about the actual teaching practice?

- A. Yes B. No

11. Do your **cooperating teacher** give you orientation on how you should go about the actual teaching practice before you started teaching?

- A. Yes B. No

12. If your response to question '11' is 'yes', how useful did you find the orientation you were given by your cooperating teacher?

- A. Very useful B. Useful
C. Useful to some extent D. Not useful at all

13. Do your **college tutor** give you orientation on how you should go about the actual teaching practice before you started teaching?

- A. Yes B. No

14. If your response to question '13' is 'yes', how useful did you find the orientation you were given by your college tutor?

- A. Very useful B. Useful
C. Useful to some extent D. Not useful at all

15. How often in a week did your **cooperating teacher** follow up your progress during the actual teaching practice?

- A. Once B. Twice
C. Three times D. Four times
E. Others (if any, specify) _____

16. How often in a week did your **college tutor** follow up your progress during the actual teaching practice?

- A. Once B. Twice
C. Three times D. Four times
E. Others (if any, specify) _____

17. Did your **cooperating teacher** interrupt you to give correction while you were teaching? A. Yes B. No
18. Did your **college tutor** interrupt you to give correction while you were teaching? A. Yes B. No
19. Did your **cooperating teacher** give you feedback? A. Yes B. No
20. If your response to question '19' above is 'yes', how often?
A. Once per week C. Once per two weeks
B. Twice per week D. Once per month
E. Others (if any, specify) _____
21. Did your **college tutor** give you feedback? A. Yes B. No
22. If your response to question '21' above is 'yes', how often?
A. Once per week C. Once per two weeks
B. Twice per week D. Once per month
E. Others (if any, specify) _____
23. How useful did you find the feedback you were given by your **cooperating teacher**?
A. Very useful B. Useful
C. Useful to some extent D. Not useful at all
24. How useful did you find the feedback you were given by your **college tutor**?
A. Very useful B. Useful
C. Useful to some extent D. Not useful at all

PART IV: QUESTIONS TO ASSESS CONDITIONS OR FACTORS THAT COULD POSSIBLY FACILITATE OR HINDER THE ACTUAL IMPLEMENTATION OF THE PRACTICUM.

INSTRUCTION:- Please read the following questions and indicate your responses by putting a tick mark (✓) to the close ended questions and by writing your responses precisely to the open ended ones.

25. Did you find any supporting condition that you think facilitate the actual implementation of practicum?

A. Yes B. No

26. If your response to question '25' is 'yes' please list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

27. Did you encounter any problem while implementing practicum?

A. Yes B. No

28. If your response to question '27' above is 'yes', list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

29. Please state what you think should be done to facilitate and improve the implementation of practicum?

APPENDIX II

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

Questionnaire to be filled by Cooperating Teachers

Dear Respondents;

This questionnaire is designed to collect data from cooperating teachers for a research project that is intended to study “*The involvement of cooperating teachers and college tutors in the Implementation of Practicum Program.*” To achieve this purpose, your genuine responses are very important and essential. Therefore, I kindly request you to read all the questions in this questionnaire and give your responses clearly and genuinely. I assure you that your responses will be used for the research purpose only and will be kept confidential.

N.B.

- 1. You do not need to write your name.*
- 2. Please use back pages if you need more space to answer the open ended questions.*

Thank you in advance for your cooperation.

PART I: BACKGROUND INFORMATION

INSTRUCTION: *Please read the following items and respond to close ended question by putting a tick mark (✓) in the box of your choice and by writing a short answer to open ended ones.*

1. Age (in years)

A. 20-25

B. 26-30

C. 31-35

D. 36-40

E. Above 41

2. Sex A. Male B. Female
3. Your educational qualification
- A. Certificate B. Diploma
- C. Degree (B.A/B.Ed) D. Others (if any, specify) _____
4. Name of the school where you are currently teaching _____
5. How long have you been teaching English?
- A. 5 years or below B. 6-10 years
- C. 11-15 years D. 16-20 years
- E. 21 and above years
6. How long have you been serving as cooperating teachers?
- A. 5 years or below B. 6-10 years
- C. 11-15 years D. 16-20 years
- E. 21 and above years
7. Have you ever attended any training on practicum program?
- A. Yes B. No
8. Do you get any reference materials on practicum?
- A. Yes B. No
9. Do you get any additional payment for serving as cooperating teacher from the college? A. Yes B. No
10. If your response to question '9' is 'yes', please explain how the payment is calculated? _____
- _____
- _____

PART II: QUESTIONS TO ASSESS THE PERCEPTIONS AND UNDERSTANDING OF COOPERATING TEACHERS ABOUT PRACTICUM PROGRAM.

INSTRUCTION: Please read the following items and respond to close ended question by putting a tick mark (✓) in the box of your choice and by writing a short answer to open ended ones.

11. Are you clear with the objectives of practicum? A. Yes B. No

12. If your response to question '11' is 'yes', please list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

13. As cooperating teacher, are you aware of your duties and responsibility in practicum program?

- A. Yes B. No

14. If your response to question '13' is 'yes', please list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

15. Do you think you effectively carry out your duties as cooperating teacher?

- A. Yes B. No

16. If your response to question '15' is 'No', please explain why? _____

PART III: QUESTIONS TO ASSESS THE PARTICIPATION OF COOPERATING TEACHERS IN PRACTICUM IMPLEMENTATION

INSTRUCTION:- Please read the following questions and indicate your responses by putting a tick mark (✓) to the close ended questions and by writing your responses precisely to the open ended ones.

17. Do you give orientation to your student teachers on how they should go about the actual teaching practice?

- A. Yes B. No

18. If your response to question '17' is 'No', please explain why? _____

19. How often in a week do you follow up the progress of student teachers during the actual teaching practice?

A. Once B. Two times

C. Three times D. Four times

E Others (if any, specify) _____

20. Do you interrupt and give correction to student teachers while they were teaching? A. Yes B. No

21. If your response to question '20' is 'yes', please explain why? _____

22. Do you give feedback to your student teachers on their strong side and on aspects they should improve? A. Yes B. No

23. If your response to question '22' is 'yes', when do you give feedback to your student teachers?

A. Soon after the period C. At the end of the program

B. At the end of each week D. Others (if any, specify) _____

24. When do you evaluate the performance of student teachers during teaching practice?

A. In the middle C. Starting from the beginning till the end

B. At the end D. Other (if any, specify) _____

25. Please explain areas of student teachers performance that you evaluate during actual teaching practice?

a. _____

b. _____

c. _____

d. _____

PART IV: QUESTIONS TO ASSESS CONDITIONS OR FACTORS THAT COULD POSSIBLY FACILITATE OR HINDER THE ACTUAL IMPLEMENTATION OF THE PRACTICUM.

INSTRUCTION:- Please read the following questions and indicate your responses by putting a tick mark (✓) to the closed ended questions and by writing your responses precisely to the open ended ones.

26. Did you find any supporting condition that you think facilitate the implementation of practicum? A. Yes B. No

27. If your response to question '26' is 'yes', please list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

28. Did you encounter any problem while implementing practicum?

A. Yes B. No

29. If your response to question '28' is 'yes', please list some of them?

- a. _____
- b. _____
- c. _____
- d. _____

30. Please state what you think should be done to facilitate and improve the implementation of practicum?

APPENDIX III

Transcript of Practicum Coordinator's Interview

Key: 1. **Wo-** Wondimu (Researcher)

2. **Pco-** practicum coordinator (Interviewee)

Wo – When did your college begin running practicum program?

Pco- Our College begins to run practicum program in 1997 E.C.

Wo – What are your roles in practicum program?

Pco – My roles as practicum coordinator is that: coordinating the program, arranging workshops and training for the participants of the program as well as giving orientation for the trainees and making strong relationship with school directors and other offices concerning practicum.

Wo – What are the objectives of the program?

Pco – Actually it has one main or major objective that is, just making the students more experienced or familiar with school environment and aware about the activities of real teacher before they are assigned as regular teacher.

Wo – Do you give orientation to student teachers in your college before they go to schools for actual teaching practice on how they should go about?

Pco – Yes, we give orientation two times for the trainees: we give them the first phase of the orientation when they join the college at first year and we give them the second orientation at second semester of the third year because they actually enter to the true teaching activity and thus, we orient them what they are going to do during the block teaching.

Wo – Do you orient all practicum participants about practicum program and how to implement it?

Pco – Yes, we gave orientation for college teachers, students and school directors because they are our active participants of the program.

Wo- But cooperating teachers were blaming the college and practicum coordinator for not giving them orientation about the program? What do you say on this?

Pco- Their blaming is completely true because they were not yet given orientation on practicum by our college.

Wo –Do you think that the practicum participants have clear idea about the new program in general and their roles in particular?

Pco – I don't think because we are still lagging behind in giving orientation for primary school teachers. Still they do not have clear idea about the program and didn't identified their roles in the program. Other wise, instructors, students and school directors have clear understanding about their roles and the program, because we give them orientation various times.

Wo – Had your college ever prepared any training or workshop on practicum for cooperating teachers and college tutors?

Pco – Yes, to some extent. Because for college tutors training was given on practicum before two or three years ago. But not yet for cooperating teachers.

Wo – Why?

Pco – Actually I do not know. Because my duration to act as practicum coordinator was very short. How ever, in the future we plan to prepare trainings and arrange certain workshops at school level for the primary teachers.

Wo – Does your college provide any payment to cooperating teachers for supporting, advising and helping student teachers during the actual teaching practice?

Pco – We give them no payment. Because, our basic problem is financial problem. I don't know what amount of budget is our fund or assigned for this program. Thus, cooperating teachers, trainees and tutors are blaming the college for not giving them any payment.

Wo – Did you inform cooperating schools to make necessary preparation before you send your student teachers for actual teaching practice?

Pco- Actually, we inform them. We send our program and we gave them necessary information and clue points for the school directors and practicum coordinators of cooperating schools. In addition to this, we gave them orientation last week.

Wo – What does the relationship between the college and the cooperating schools look like?

Pco – Of course, I saw divergence between the college and the schools. Because in terms of interest most of school directors are expecting financial support from the college, material support from the college but up to now we did not

provide them necessary materials except chalk. Second to that, most school directors and primary schools located surrounding the college, consider this practicum activity as it is the only activity of the college. The teachers and directors are still considering as it is the only duty of the college. They did not want to share their experience positively to the trainees. They do not want to answer even questions of the trainees.

Wo – Do you think your college successfully works in collaboration with cooperating schools to facilitate the implementation of the program?

Pco – Theoretically, it is possible to say yes. But practically we have been facing a lot of problems around the schools. Some of them make our students flutters with no section and some of them return back our students with no answer.

Wo – Do you go to cooperating schools to follow up whether or not cooperating teachers and college tutors are accomplishing their intended roles?

Pco – Ok, as a college teacher I was assigned for one school to evaluate and follow up our student teachers. Therefore, I was observing the activities carried out in that particular school. Other wise I don't have time and program to watch the other schools.

Wo – Don't you think that it is your role to follow up whether or cooperating teachers and college tutors are accomplishing their duties?

Pco – Again theoretically it is true, but practically due to the work load of the college, I couldn't perform all these activities. Thus, this activity is now performed by college academic dean.

Wo – Are there any supporting conditions that you think facilitate the actual implementation of practicum?

Pco – Of course, I have seen positive cooperation from zonal educational office and woreda educational office and some other offices including zone administrative. They facilitated pre condition for the implementation of this program.

Wo – What problems do you think hinder the implementation of practicum?

Pco – The first major problem is that, the present vehicles are not sufficient enough to travel all the trainees to the respective schools. Second to that there is also financial problem because still we don't have sufficient

materials such as photocopy materials and even we are using a single computer for this program.

- The other problem is the attitude of primary school. As I have said earlier most schools consider practicum as the only duty of the college. Otherwise, they need certain payment to perform the activities. But in principle it is our sharing responsibility and it is also their responsibility to share their experience to the trainees. But they simply consider it as the only duty of the college.
- Another important problem is that there is a program coin side with private college. Due to large number of students in our college as well as in private college, the surrounding schools could not accommodate all students. This is also one problem.

Wo- What do you think should be done to improve and facilitate the implementation of practicum?

Pco- Ok, first I would like to recommend that, this program have to get consideration from different corners, that is from zonal education office, Oromia Education Office and even from Ministry of Education, in terms of financial support, in terms of transportation facilities and others Second to that the basic problem is number of students increase from time to time. However, observing the accommodating capacity of the college alone is not fruitful in this program. Therefore, before just in taking the students, we have to observe the accommodating capacity of the surrounding school where practicum activities are carried out.

- The other thing is that transport facilities should increase with the number of students. Because every students have to reach on time at the target school.
- My other recommendation is that practicum is not the only effort of the college. Awareness of the school, teachers and directors should be increased concerning practicum activities. To do so, more orientation and training should be also given to the participants. So that they will have clear understanding of the program.

APPENDIX IV

INTERVIEW QUESTIONS FOR COLLEGE TUTORS

1. To begin our interview, please introduce your age and educational qualification?
2. How long have you been teaching English? How long have you been serving as college tutor?
3. Have you ever attended any training on practicum?
4. Do you get any reference material about practicum program?
5. Do you think that practicum is relevant for student teachers of English? If your response is yes, please explain its relevance?
6. Are you clear with the objectives of practicum? If yes, please list some of them?
7. As a college tutor, are you aware of your roles in practicum program? If yes, please list some of your roles?
8. Do you think you effectively carry out your roles as a tutor? If No, explain why?
9. Do you give orientation at the beginning to your student teachers on how they should go about the actual teaching practice? If no, explain why?
10. How often in a week did you follow up the progress of your student teachers during the actual teaching practice?
11. Did you interrupt and give correction to your student teachers while they were teaching? If yes, please explain why?
12. Did you give feedback to student teachers on their strong side and on aspects they should improve? If yes, when do you do it?
13. When you evaluate the performance of student teachers in teaching practice?
14. What areas of student teachers' performance do you evaluate during the actual teaching practice?
15. Did you find any supporting condition that you think facilitate the actual implementation of practicum? If yes, please list some of them?
16. Did you encounter any problem while implementing practicum? If yes, please list some of them?
17. What do you think should be done to improve the implementation of practicum?