

Innovations

Effectiveness of Practicum Course Offering Practicum to Preservice English Language Teachers: Nekemte Teacher Education College in Oromia, Ethiopia

Ketema Jiregna Geneti

English Language and Literature Department,
Institute of Language Study and Journalism, Wollega University, Ethiopia
Corresponding author: **Ketema Jiregna Geneti**

Abstract

The provision practicum course to preservice language teachers has impacts on the knowledge and teaching skills candidates establish for their teaching. Nekemte Teacher Education College (NTEC) offers practicum to preservice English language teachers' teaching knowledge and skill development. However, graduate English language teachers have shown poor practice in English subject teaching. This study aimed to look into the effectiveness of English practicum course provision to preservice English language teachers. An evaluative qualitative case study design was employed. Document analysis and semistructured interview methods were employed. The purposive sampling technique was used to choose five English language teacher educators, and four mentor English teachers from teaching practice schools and random sampling method was used to take ten preservice teacher candidates. Thematic data analysis method was applied in relation to each research question. The finding showed that practicum courses provision to English preservice teachers was isolated from candidates' target language learning since the courses were prepared and taught in local language by non-English subject teacher educators. Furthermore, the school based teaching practice was poorly implemented because most candidates were assigned to work with non-English subject mentors and they didn't get reflective practice. Besides, there was no supervisors and mentors cooperation on guiding and mentoring candidates at teaching practice. The English language department should take responsibility to prepare and teach a practicum courses in English language and give attention to candidates' teaching practice on assigning supervisors and mentors.

Key Words: Effectiveness; Implementation; Practicum; Preservice English Teachers; Teaching practice

1. Introduction

The quality of what teachers can do in their teaching, what learners learn and the education system in general depends on their preservice preparation (Roberts-Hull, Jensen & Cooper, 2015). The Ethiopian teacher education policy also focuses on the importance of preservice teachers' preparation in subject knowledge, teaching skills and behaviors that enable to perform tasks effectively (MoE, 2013). The education policy considers practicum course teaching to preservice teacher preparation as an essential element of all field teachers including English language teacher preparation. In line with this, Nekemte Teacher Education College in Oromia of Ethiopia offers practicum to preservice primary school English teachers for four semesters with diverse focus areas to ensure candidates' fitness in teaching English (Practicum IV, 2019). The course has theoretical aspects which develop candidates' knowledge in how to teach and the practical parts which engage

in experiential learning. The theory part is offered in class session while practical aspects expose candidates to real teaching under the guidance of mentors and supervisors. To realize this, the candidates require course prepared in the target language. Byrnes (2009) asserts that teacher preparation practicum and other supportive courses are designed not only to prepare the language teachers' teaching but also to raise their target language proficiency. This indicates that practicum course needs to prepare and offer in candidates' target language. The practicum course also gives chance to preservice English teacher candidates to read updated sources in target language and improve their teaching experiences (Ramanayake & Williams, 2017). Kourieos and Diakou (2019) explain that practicum course provided both at college and school setting to preservice teachers should enhance the language proficiency and knowledge of language teaching in target language.

Moreover, Ethiopian education system in general and teacher preparation rely on social constructivist principles implementation (MoE, 2013). Constructivists state that knowledge is constructed personally and socially by learners' active engagements in the education process (Biswas, 2018). The teacher preparation in study area college also recognizes the theory-practice link in teacher preparation in which candidates implement school-based teaching practice (Beck & Kosnik, 2006). Teague (2010) describes the constructivist view of teacher preparation values social interaction of candidates with teacher educators, peers, and mentors at teaching practice. This study aimed to look into the effectiveness of the practices of practicum course provision to preservice English teacher candidates' preparation Nekemte Teacher Education College in Oromia, Ethiopia conducts. This study is important because research on assessing the effective implementation of practicum course provision to preservice English language teachers' research is limited in our context.

Preservice English language teachers require theoretical and practical knowledge to be English language teachers (Chan, 2013). One of teacher preparation curriculum components that enhance preservice English language teachers' teaching skills development is practicum course (Muzaffar, Rahim & Jessee, 2011). Benedict et al (2016) describe that practicum course contents (on campus and field experiences) provide the knowledge and skills teacher candidates need to apply in a professional career. Besides, Sari (2021) asserts that effective practicum course provision involves giving both theory and practice parts to ensure candidates' knowledge and teaching skills improvement. This means the course provision involves teaching theory and engaging candidates in practice teachings. Abdel Razeq (2022) describes that the theoretical knowledge of the course increases candidates' understanding on how to teach major areas in an authentic setting while the practice part enhances candidates' teaching skills.

Furthermore, effective teaching the practicum course requires harmonizing medium of instruction used to prepare and teach the course in line with candidates' field. Nguyen (2017) asserts that the medium of instruction used to offer (prepare and teach) practicum course to English language teacher preparation is expected to support professional career of the candidates. Her comparative study on practicum course sessions to English language teacher preparation where the instructor used more Arabic language in one class and more English medium of instruction in other class shows that the class where intensive Arabic language is used fails to enhance candidates' fluency in speaking English while the candidates where only English is used showed better English proficiency. Absolor (2021) describes that the provision of practicum to preservice English language teacher candidates exposes candidates to target language in authentic use. Dereje explains that English practicum courses construct candidates' teaching skills and English language proficiency (Dereje, 2009). Similarly, Darwish (2017) describes that the target language use helps candidates to put into practice the theories and principles they studied in the classroom. The use of target language during the course sessions ensures candidates' teaching knowledge and expertise established during preservice preparation (Eğinli & Solhi, 2021).

The practice component of practicum course empowers preservice English language teachers to put in practice educational activities like interacting with peers, mentors, supervisors, and students (Igawa, 2011;

Kazaz & Alagozlu, 2020). It also enhances candidates' basic experiences, skills, strategies and knowledge used in teaching careers as teachers (Abdel Razeq, 2022). The teaching practice also helps candidates to get experience from mentors, supervisors and peers through target language use so that they become capable to reflect their ideas and show their efficacy (Chiang, 2008).

Moreover, the practicum course provision effectiveness can be seen via the following points. First, the selections of teaching practice schools' effectiveness determine its implementation quality. Scholars assert that suitable practice schools have to be chosen carefully (Muzaffar, Rahim & Jessee, 2011). The schools have to be identified by teacher education providers (Nel, n.d.) because they are responsible to decide the qualification to be given. The schools are selected if they have well-trained and experienced mentors in the field of teacher candidates (Aglazor, 2017; Nguyen, 2017). The closer schools to college provide candidates access to observe best practices and link their research to teaching (Nel, n.d.). Nel also presses that the schools have to be functional constantly attempting to achieve their full potential, understand their roles in developing candidates' skill.

Besides, the ways mentors are selected and assigned determine the effectiveness candidates' teaching practice. Literature indicates that teacher preparation institutions should assign mentors who can define their role to give quality experience that leads to better preparation (Korth, Erickson, & Hall, 2009). The criteria need to focus on mentors' field deep expertise, experience, and ability of planning that matches with candidates' subject teaching, grade level and similar ideology of teaching (Hobson, Harris, Buckner-Manley, & Smith, 2012). English language mentors have to have knowledge of the current education system, EFL curricula, how to teach in school and expertise in subject area in teaching (Hudson, 2004). Hudson reminds mentors with poor subject area and current trend knowledge in foreign language teaching can create a conflict between candidates and themselves let alone supporting candidates. Mentors should have interpersonal relationships capacity to mediate the emotional, social, and professional aspects of candidates (Delaney, 2012; Ambrosetti, 2010). Delaney presses that mentors require understanding of their roles in the new language teacher education paradigm. The mentors' selection needs to consider candidates' needs, personal and work relationships in planning, coaching and evaluating, managing and ensuring the candidates will get same experiences (Trskan, 2017). Mentors must have teaching experience accredited from public schools, an approved teaching license in a discipline area and recommendation of principals in all domains of teaching roles (Lawrence & Johnson, 2022).

However, despite mentoring is important element in teacher preparation, there are some challenges on mentors' selection and assignment. First, the selection criteria do not rely on professional aspects (Genc, 2016). The principals make favor for some mentors in selecting mentors (Bulunuz, Gürsoy, Kesner, Baltacı Göktaşay & Salihoğlu, 2014). The view of any practitioner can be mentor to preservice teacher candidates in transmitting skills and knowledge is one challenge to choose mentors (Genc, 2016). Mentors are selected because they have professional knowledge in candidates' discipline area. The mismatches of candidates' knowledge and mentors' comments is the other major challenge (Hudson, Nguyen & Hudson, 2008). Moreover, disparity of supervisors' field and teaching experience from candidates' field hinder candidates not to get relevant feedback and communication skills. Merc (2010) states that poor way of identifying and assigning supervisors who wouldn't have target language skills, experience and recent language teaching methodology knowledge is another challenge. Nguyen (2017) also describes that supervisors should know the field, aware of current theory, and have teaching experience in candidates' field.

In addition, implementing ongoing reflective practice is another indicator of effectiveness in teaching practice (Muzaffar, Rahim & Jessee, 2011). Murdoch (1994) points out that candidate should make as many as possible reflections during teaching practice through seminars, workshops, and discussions to improve their practice. Nguyen (2017) also asserts that reflection allows preservice English teachers to receive timely feedback on teaching performance and drawbacks from colleagues, supervisors and mentors. Nguyen clarifies

that the reflective practice of candidates provides them opportunities to discuss and share experiences with mentors, supervisors and peers.

Moreover, supervisors and mentors' cooperation is one factor for effective implementation of teaching practice. Hudson and Nguyen (2009) point out that cooperation of supervisors to mentors and mentors with teacher candidates is crucial element of teaching practice. Supervisors and mentors must have common understandings on how teaching practice is operated (Muzaffar, Rahim & Jessee, 2011). This involves common planning, organizing and coordinating the overall process of teaching practices (Genc, 2016). They must have close understanding with teacher candidates on observing teaching sessions, providing feedback, and engaging candidates' in reflective practice (Coggshall et al, 2012). Supervisors are expected to organize and conduct meetings and conversations with mentors and teacher candidates (Endeley, 2014).

This study is useful as study on assessing effectiveness of preservice English language teacher candidates' practicum course provision is limited. The study provides insights how the overall practicum course provision should be prepared, taught and how the practical aspect should be implemented in candidates' preparation. This study also awakes the role teacher education providers, supervisors, and mentors should play in candidates' teaching practices.

Nekemte Teacher Education College provides subject area, common, educational and practicum courses to prepare primary school English language teachers but it is observed that the graduate English language teacher candidates have shown poor performance in their teaching skills (Tesfa, 2014). As Zein states, the cause could be attributed to a poor preservice teacher education system (Zein, 2015). Temesgen's (2017) study also shows that teachers' ineffectiveness in their teaching could come from poor understanding of language teaching methods and teaching practice during teacher preparation. Dereje (2012) asserts that the inadequacy of English teachers' teaching skills emanates from the inadequacy of the curriculum offered to teacher preparation. According to Dereje, one of the causes of teachers' ineffectiveness is the poor practicum course teaching during preservice English teachers' preparation. The aforementioned studies didn't stick to assessing effectiveness of practicum courses provision practices to preservice English language teachers.

2. Research Questions

This study opted to look into the effectiveness of practicum course provision practice through answering the following questions in the study process.

- How much the practicum course preparation and teaching to English language teacher candidates is effective?
- What extent the preservice English language teachers' teaching practice implemented is effective?

3. Material and Methods

This section dealt with research design, participants of the study, data gathering methods, data gathering procedure and analysis of the study.

3.1. Research Design

The study employed qualitative evaluative case study design to get rich and in-depth information on assessing the effectiveness of practicum courses offering practices (Bassey, 1999). Evaluative case study helps to judge effectiveness of the theoretical and practical implementation of course offering practice using interview of teacher educators, mentors, and teacher trainees and observation of the practices operated (Merriam, 1998).

3.2. Participants of the Study

The case is an entity with defined boundary that the researcher studied (Merriam, 1998). The case in this study is effectiveness of practicum course provision practices in preparing preservice English teacher

candidates to the teaching profession. Participant selection in a case study involves specifying contexts and units of analysis of the case. The context is Nekemte Teachers' Education College in Oromia, Ethiopia. The entities that formed the studied case (Gerring & Cojocar, 2016) are English teacher educators, practicum course, mentors and English teacher candidates. These entities are selected with purposeful and relationship selection methods (Gentles, Charles, Ploeg & McKibbin, 2015). The researchers chose five teacher educators, and six mentors, three from two different schools purposefully and ten English teacher candidates randomly based on their willingness to interview.

3.3. Instruments

This study used document analysis, interview and observation methods to collect data. The document review involves analyzing practicum course offering in terms of the relevance of course preparation and medium used to teach the candidates. Semi structured interview guide questions were prepared based on a review of the literature (Busetto, Wick & Gumbinger, 2020) to get insights of teacher educators, mentors and teacher trainees' on the course provision practices' effectiveness. Observation was used to watch the cooperation and coordination of mentors, supervisors and teacher candidates during the teaching practice program.

3.4. Procedure

The researcher collected the practicum course module and reviewed it thoroughly to see the relevance of the course preparation. Then, the researcher observed two schools where English language teacher candidates were conducting their teaching practice. The observation involved looking mentors' supervision during classroom teaching practices and mentors and supervisors' cooperation in supporting candidates. Furthermore, an interview was conducted with English mentor teachers, supervisors and teacher candidates consecutively on their free time. The data co-collector recorded the interview on a mobile phone while the researcher took a field notes simultaneously during each interview context.

3.5. Data Analysis

The researcher listened repeatedly the recorded interviews and transcribed using an intelligent transcription method (Rincon, 2018). The transcription helped the researcher to familiarize with overviews of the data. Then, the researcher reread the transcribed interview along with field notes. The researchers grouped similar segments from the transcribed data and formed themes from similar segments. Then, the researchers used the (Braun & Clarke, 2006) thematic data analysis method for analyzing the interview data. Next, the researcher reviewed the themes and grouped common themes in line with the research questions. Finally, the researcher transcribed the observation data using the narrative method to report the study in support of interview data on candidates' practice teaching. Narrative method in a qualitative study is used to explain human experiences, actions, happenings, events and other data elements that occur in a particular setting independently or complement with other data themes (Kim, 2016).

4. Result

4.1. Effectiveness of Practicum Course Provision

Practicum course has been offered in the study area college to help preservice English language teachers get a real experience of teaching English primary school students and knowledge about the complexity of classroom practices to enhance preservice teachers' motivations, attitudes, and engagement in teaching profession. This course has theoretical part taught in class sessions and field practice which candidates exercise at the school context. The current study assessed course provision effectiveness in terms of its relevance of course

preparation and teaching and teaching practice implementation to ensure candidates' deep learning in the preparation programs.

4.1.1. Practicum Course Preparation

Practicum course is one of the courses prepared to teach preservice English language teachers' preparation. It is offered theoretically to develop candidates' knowledge and skills of teaching.

Review of Practicum IV (2019) course module demonstrates that all practicum courses are prepared to preservice English language teacher preparation in a local language. The review also shows that the module states in local language the course guidance on how the candidates do activities of the course: how to write school observation report, develop their portfolio, do action research and make reflections though the candidates are majoring English.

Furthermore, English language teacher educators interview on how the practicum course was prepared shows that the course was prepared and taught preservice English language teachers candidates in local language by non-English subject college instructors. For instance, College Teacher educator one (CT1) displays that practicum courses were prepared in a local language with non-English language teacher educators whereby the English teacher candidates get little support to their subject knowledge and English language improvement. College teacher educator two (CT2) also describes that practicum course preparation lacks relevance to English language teacher candidates' skills development because all activities are designed in a local language. Similarly, CT4 and CT5 explain that practicum course preparation didn't help English language teacher candidates' professional preparation as the courses' activities are designed in local language by non-English subject teachers in which candidates miss supports to their language proficiency and teaching skills development.

4.1.2. Practicum Course Teaching Sessions

This point focuses on how the practicum course is taught to English language teacher candidates. A review of Practicum IV course module (2019) shows that the practicum course is prepared by non-English subject teachers and taught in local language. For instance, the review of the course module depicts the course module suggests a framework of activities to English teacher candidates' work in local language what they would follow to do with mentor teachers at schools. Besides, the entire English language teacher educators' interviews show that the practicum course was taught in the local language by non-English subject teachers. This implied that the teaching of English language have separated from teacher candidates' learning to teach in practicum course learning and doing activities. The role English language should have played in candidates professional development was overlooked.

4.2. Teaching Practice Implementation

Teaching practice is the practical aspect of the practicum course which engages teacher candidates in performing real teaching. It is parcel of practicum course content in teacher preparation. Effective teaching practice refers to the extent practices make candidates equip with the desired teaching skills. The extent the program functions properly to bring the desired development in candidates' teaching skills. The data on assessing the effectiveness of candidates' teaching practice implementation include how the practices schools are identified scientifically, mentors are assigned to candidates, reflective practices are applied and supervisors and mentors' cooperate to guide and support candidates' teaching practice.

4.2.1. The Practice School Selection

The data under this topic presented the requirements used to choose practice schools for the wellbeing of candidates' teaching practice. The interview of English language teacher educators on what criteria the college used to sort suitable schools showed that there were no reasonable criteria used to identify schools for

candidates' practicing. For instance, three out of five study English language teacher educators mentioned: the willingness of school directors determined to choose internship schools and assign candidates for teaching practice. They also reported that the college randomly assigns and send candidates to the teaching practice schools.

Similarly, the college vice dean reflects that there are no criteria of choosing practice schools where candidates make practices. He also adds that the college requests school directors' willingness whether they are volunteer or not to admit candidates for practice. Further, he describes that the college randomly assigns the candidates to schools found in the countryside or near to the town areas. Moreover, the college's practicum coordinator displays saying that the internship schools are selected based on the proximity of schools from college. He explains that supervisors get time to supervise candidates for near schools as they run normal classes. The afore mentioned explanation shows that the practice schools were identified for candidates based on school directors' willingness and proximity to the supervisors' college teaching areas.

4.2.2. Mentors' Selection and Assignment

This section presents the requirements employed to identify and assign mentor teachers to English language teacher candidates' support at teaching practice. English language teacher educators' interviews show that there are no criteria for identifying and assigning mentors to teacher candidates' support. For example, the first interviewed college teacher educator (CT1) describes that the school directors are authorized to sort and assign mentors who provide professional support. He also mentions that mentors' follow-up of during teaching practice is weak. College teacher educator two (CT2) mentions that the school's director or school's practicum coordinator determines mentors' assignment to teacher candidates' teaching practice. He also describes that most English language teacher candidates are frequently assigned with non-subject area mentors. In addition, the CT3 explains that there are no specific criteria of identifying mentors who give support at teaching practice. Although directors assign mentors, many mentors are reluctant to follow and support candidates and cooperate with supervisors at teaching practice schools. Besides, subject area mentors are rarely assigned to English language teacher candidates' support.

Furthermore, CT4 explains that there are no specific criteria of selecting mentors to candidates' support. He further discusses that many of the mentors are assigned randomly, and they are non-subject area teachers. The mentors' follow-up to candidates' teaching practice is very poor. Besides, the college assigns non-subject area supervisors to work, follow and assess English major candidates' teaching practice. CT5 asserts that most candidates are assigned with non-subject area supervisors at teaching practice. Since various department candidates are assigned in the same school, supervisors are told to supervise all candidates' practices regardless of their discipline areas.

On top of that, the vice dean explains that the college has no mandate to select and assign mentors. He mentions saying that the school directors have authority to do this. Besides, the college practicum coordinator describes that the college has no criteria to identify and assign mentors to teacher candidates' support. He also mentions that the schools assign any subject teacher as a mentor of teacher candidates.

Furthermore, an interview of English subject mentor teachers on how they are selected to guide and supervise demonstrate that there are gaps on selecting mentor teachers to English language teacher candidates' support lacks relevance. Gute's School mentor one displays that many of mentors are other subject area teachers though the candidates are English majoring students. Gute's School mentor two and three mention that the way mentors are selected and assigned to candidates' professional support was not appropriate in general. Diga Kolobo's School mentor two and three (D2 and D3) react that most mentors are non-English subject teachers who are assigned with no relevant criteria to give professional support to candidates.

4.2.3. Candidates' Reflective Practice

Reflection is one element of teacher candidates' teaching practice in the study area college. However, teacher candidates' reflection practice during teaching practice has gaps. English language teacher educators' interview indicate that there were no candidates' reflection practices in which candidates take ongoing feedback to improve their teaching experience. For instance, CT1 reacts that there was no candidates' reflection practice in the middle of candidates' teaching practice at the department level. However, individual candidates' could reflect after completing teaching practice only once to their individual supervisor and small group candidates for the sake of evaluating candidates.

Besides, CT2 reflects that candidates have no reflection practices during the teaching practice time. But, candidates reflect in local language to their college supervisors after completing teaching practice time. He emphasizes that if candidates have serious problems in their teaching practice, they may not get immediate feedback and support to improve them. Moreover, CT3 reveals that candidates conduct teaching practice in English language but they do one round reflection practice in local language in the form of report. CT4 describes saying that despite the candidates are English major teachers, they report in the local language about their teaching practice at the end. CT5 also explains that candidates have no reflection practice in the meantime of teaching practice.

In addition, the college vice dean and practicum coordinator reflect saying that there was no candidates' reflection in the meantime of teaching practice. Both assert that candidates reflect only their practice to their individual supervisors when they completed the teaching practice. Furthermore, teacher candidates react that they made a reflection individually in the local language on their teaching practice at the end of the program to their college supervisors.

The above participant reflections showed that there is ineffective reflective practice of teacher candidates though they need ongoing and timely feedback as part of the teaching practice.

4.2.4. Supervisors' and Mentors' Cooperation with Mentoring

Mentoring is part of teacher candidates' teaching practice whereby candidates get guidance, supervision and support by supervisors and mentors during teaching practice. The two experts' guidance engages candidates in school work so that candidates improve their practices. The effective mentoring is conducted by cooperation of supervisors with mentors and teacher candidates at candidates' teaching practices. The data show there is a gap in joint mentoring of the two experts.

The interviews of teacher educators demonstrate that there is no cooperation between the two experts while giving feedback and assessing candidates' teaching practices. For instance, CT3 asserts that supervisors do not work jointly with mentors. He claims that mentors are not willing to cooperate with supervisors at work. CT2 explains that supervisors don't join and discuss with school mentors on how to support and give feedback during teaching practice because they have very little time to stay in the school but mentors are not usually around the class. Moreover, the college dean also reacts that supervisors and school mentors didn't work together to guide and give feedback during candidates' teaching practice. They usually blame each other. The college practicum coordinator explains saying that "The practicum rule says supervisors and mentors should work collaboratively with the teacher candidates but they evaluate and give feedback individually". Besides, teacher candidates also explain that they didn't see when supervisors and mentors work together on supporting them.

Furthermore, Gute school mentor two (G2) asserts that supervisors explain they don't have time to stay in the school so that they couldn't take time to discuss with school mentors. Kolobo school mentor three (G3) describes that supervisors don't have interest to contact and discuss with mentors. Besides, teacher candidates (T6, T5, and T2) react that supervisors and mentors did not come and contact each other during the teaching practice. T2 stresses saying that "I see my supervisor only one day when he evaluates me during my teaching practice".

The researcher's observation at two schools indicates that the supervisors and mentors are not seen when they work cooperatively on giving support to teacher candidates' teaching practice. For example, observation of schools in four days shows that there are no supervisors along with mentors' supervision in candidates' teaching because the researcher observed only one supervisor who came to evaluate candidates' teaching practice in one school. The supervisor didn't consult and discuss with mentors. He entered two candidates' teaching room and talked individually to the candidates at the end. This implies that the cooperation of mentors and college supervisors on working with teacher candidates during teaching practice is very poor so that candidates get different feedbacks from the experts. Besides, the emphasis given to the teaching practices of the candidate from supervisors and mentors is weak.

5. Discussion

This part presents the findings obtained from the study. The study focused on assessing the effectiveness of a practicum course offering practices to develop preservice English teacher candidates' professional knowledge and skills. The assessment involved the effectiveness of course preparation, course teaching and teaching practice implementation.

The data on the practicum course preparation and teaching effectiveness showed that practicum courses are prepared and taught in the local language by non-English subject teachers. This isolates preservice English language teacher candidates' language learning to teach from their teaching English. This indicated the role English language should have played in English language learning is replaced by local language use. This contradicts with what Byrnes (2009) asserts saying that the program courses are designed not only to prepare the preservice language teacher candidates' teaching but also to raise their language proficiency of candidates' target language. Absolor (2021) also describes that the practicum courses offered to preservice English language teacher candidates should expose candidates to target language in authentic use. The preservice English language teacher candidates should study their courses prepared in target language and the teacher educators should teach in target language (Merc, 2010). This indicates that using local language in practicum course preparation and teaching preservice English language teachers' preparation could be one of the causes of teacher candidates' ineffectiveness in teaching English.

In addition, the findings on the requirement to choose suitable internship schools for teacher candidates indicates that there were no scientific and justifiable criteria for selecting schools for teaching practice. The interview data showed that the teaching practice schools were identified based on the school directors' willingness and proximity of the schools to the supervisors' working place. This finding mismatches with what Nguyen (2017) states that the teaching practice schools are identified if they had well-trained and experienced mentor teachers and resources that enable candidates to get effective mentoring. Besides, Nel (n.d) describes that the proximity of teaching practice schools should enable the teacher candidates to get access to observe best practices, participate in teaching experience and link their research. Nel presses that the schools should be constantly functional that attempt to ensure their learners achieve full potential, understand the role they play in supporting teacher candidates' development, and show commitment to meet their roles. Furthermore, Aglazor (2017) asserts that teaching practice schools are expected to allow candidates to get subject area mentor teachers in teaching their field and similar grade levels.

The findings on the criteria used to select and assign mentors to English language teacher candidates' support shows that there are no relevant criteria for identifying and assigning. The interview data indicate that many mentors are assigned by school directors and these mentors are non-English subject area teachers. For instance, the six interviewed English subject mentor teachers complain against non-subject area mentors' assignment by directors to work with teacher candidates. This finding is dissimilar with what scholars say that teacher education institutions should identify mentor teachers who can define their roles as mentors since this determines the quality of experiences candidates gain to have better preparation and academic performance as teachers (Korth, Erickson, & Hall, 2009). Nel (n.d) also states that the teacher education institutions are responsible to identify and assign mentors who give support to teacher candidates because the institutions will

decide the qualifications candidates will take at the end of graduation. Besides, mentors are selected and assigned because they master candidates' subject teaching methods, can determine candidates' educational needs, establish good personal and work relationships with candidates, help candidates to plan, coach and evaluate, provide feedback, manage and teach the same grade level and ensure the candidates get preparation to do similar things (Trskan, 2017; Ngyun, 2017). Moreover, the delegated teacher education providers/supervisors are expected to carefully identify effective mentors who have experience, target language skills, and recent language teaching methodology knowledge (Merc, 2010). This could be one factor for the ineffectiveness of candidates' teaching skills.

The finding on the implementation of reflective practice during teaching practice shows that candidates didn't make reflection practice in the mean of practice teaching. The interview data indicate that candidates didn't implement reflection during teaching practice to get feedback timely and improve their practices. This finding contradicts with what (Hyatt, 2015) displays that the social practice of the teaching profession is visualized through shared reflective practice held among teacher candidates' preparation community i.e. supervisors, mentors and teacher candidates. Murdoch (1994) explains that candidates are expected to make as many as possible reflections during their teaching practice to develop candidates' preparation quality and classroom practices. Nguyen (2017) also asserts that candidates' reflection allows preservice English language teachers to gain ongoing feedback on teaching and drawbacks from colleagues, supervisors, and school mentors. This could be one problem that affects candidates' effectiveness in their teaching skills.

The findings whether there was cooperation between supervisors and mentors to guide and supervise candidates' teaching practice shows there was no joint works between the two experts during candidates' field practice time. The interview data indicated that teacher candidates get feedback from individual expert. Besides, the emphasis given to preservice English language teacher candidates' teaching practices was weak. This contradicts what Hudson and Nguyen (2009) point out that effective cooperation and collaboration of supervisors with mentors and mentors with teacher candidates are crucial elements of teaching practice. Coggshall et al (2012) also assert that candidates' effective teaching practice involves close cooperation and understanding of supervisors and mentors with teacher candidates in observing teaching sessions, coaching, providing ongoing feedback, and engaging candidates' in reflective practice. Endeley (2014) states that supervisors should conduct meetings and conversations with mentor teachers, teacher candidates, and other school teachers during practice teachings. This showed that the lack of supervisors' and mentors' cooperation during practice teaching could affect the effectiveness of candidates' teaching exercise improvement.

6. Conclusion

This study examined effectiveness of practicum course provision: course preparation and teaching and teaching practice implementation for preservice English teacher preparation. The findings showed that the local language use in preparing and teaching practicum course the preservice English language teachers' preparation isolated candidates' learning to teach from their language learning. Furthermore, the candidates' teaching practice is poorly implemented since the candidates are assigned randomly to the schools and with most mentors who have different fields to get professional support in their field during teaching practice. Besides, there was no cooperation between college supervisors and mentors on guiding and supervising candidates' teaching practices. Finally, candidates didn't exercise reflective practice on the practice teaching to get timely feedback. Thus, the practicum course preparation and teaching should be conducted in the target language by English subject teachers. Besides, there should be serious follow-up on preservice English language teacher candidates' teaching practice program.

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Corresponding Email: gadojiregna@gmail.com