

PERCEPTIONS OF THE GAP BETWEEN THEORY AND PRACTICE IN THE  
PREPARATION OF ENGLISH LANGUAGE TEACHERS AT THE LESOTHO  
COLLEGE OF EDUCATION

A thesis submitted in partial fulfilment of the requirements for the degree of

MASTERS IN EDUCATION

of

RHODES UNIVERSITY

by

BAKAE MOLETE

February 2008

## ABSTRACT

The distinction between theory and practice can be traced back to Aristotle (384-322 B.C). Theory has been seen as the preserve of the academician who, through research, produces knowledge for the practitioner to use in his/her practice. This research sets out to investigate perceptions of the respondents with regard to the extent to which theory is applicable in practice. It does this in the context of teacher training at the Lesotho College of Education, (LCE), a teacher training college in Lesotho. In this research project; a case study of 5 students from the LCE who had been on teaching practice, their mentor teachers on teaching practice, and a college lecturer who had observed said students on teaching practice was used. Data was collected by means of focus group interviews and semi-structured interviews. Relevant documents in the form of classroom observation forms were also used. The findings from the data analysis revealed that students on teaching practice had, to a great extent, had difficulties in applying what they had learned at the college when they got to teaching practice. Difficulties were mainly experienced in the areas of classroom and time management as well as in the application of the teaching methods learned at the college. This research takes a closer look at these difficulties. It investigates their probable causes and, finally, suggests ways of responding to them.

*Make your own notes.  
NEVER underline or  
write in a book.*

## ACKNOWLEDGEMENTS

For assistance in the writing up of this thesis, I wish to thank my supervisor Ms Sarah Murray, who meticulously and selflessly guided me through the process. She went the extra mile beyond the call of her duties to assist. I thank her very much.

I wish to thank also Joseph, with whom we struggled throughout the course, for his encouragement and perpetual willingness to help in any way he could.

Thanks also to Robert Kraft for running chapters of my research through the computer to check for possible plagiarism. He was always willing to help. Knowing he was there, always willing to help, was always a comforting thought.

To Judy Cornwell for facilitating my research with regard to library use. Her help in the library was invaluable. I am also indebted to her for her help in ensuring that my referencing was of the style and standard required by the Education Department of the University.

To all the principals at whose schools the data for this research was collected. The teachers at these schools who agreed to be interviewed. The DPE 3 students who formed part of the focus group interview and the lecturer who was on teaching practice and observed said students in their classrooms. I thank you all.

To Grace and to my mother, you are the best. Thanks for your financial support when times were bad and, more importantly, your words of encouragement when I felt at my lowest and felt that I could not continue on this journey. God bless.

Finally, I wish to dedicate this work to my late father. Though gone, you have not been forgotten.

## TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
CHAPTER 1 INTRODUCTION: SCOPE OF THE STUDY	
1.1 Context of the study.....	1
1.2 Overview of the research.....	8
CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction.....	9
2.2 Historical background.....	9
2.3 The distinction between theory and practice.....	14
2.4 Implications for teacher training.....	17
2.5 Conclusion.....	22
CHAPTER 3: RESEARCH METHODOLOGY	
3.1 Introduction.....	23
3.2 Goals of the research.....	23
3.3.1 Research methodology paradigm.....	24
3.3.2 Method.....	24
3.3.3 Case studies.....	25
3.3.4 Sampling.....	26
3.3.5 Techniques and methods used in data collection.....	27
3.4 Data analysis.....	33
3.4.1 Procedures in data analysis.....	33
3.5 Key issues in research.....	34
3.5.1 Validity and credibility.....	34
3.5.2 Ethical considerations.....	37
3.6 Conclusion.....	38

## CHAPTER 4: DATA ANALYSIS

4.1 Introduction.....	39
4.2 Themes emerging from the first research question.....	40
4.2.1 Discipline.....	40
4.2.2 Time management.....	43
4.2.3 Teaching methods.....	44
4.2.4 Subject content mastery.....	48
4.3 Themes emerging from the second research question.....	48
4.3.1 The training offered to students at the LCE.....	49
4.3.1.1 Teaching practice preparation.....	49
4.3.1.2 Microteaching.....	51
4.3.1.3 Differing LCE staff expectations.....	52
4.3.2 Themes emerging from the third research question.....	54

## CHAPTER 5

5.1 Introduction.....	55
5.2 Discussion.....	55
5.2.1 First research question restated.....	56
5.2.1.1 The problem of discipline.....	56
5.2.1.2 Time management.....	58
5.2.1.3 Teaching methods.....	61
5.2.1.4 Subject content mastery.....	63
5.2.2 Second research question restated.....	65
5.2.2.1 Teaching practice preparation.....	68
5.2.2.2 Microteaching.....	68
5.2.2.3 Differing LCE staff expectations.....	69
5.2.3 Third research question restated.....	70
5.2.3.1 Teaching practice preparation.....	70
5.2.3.2 Closer cooperation between the departments.....	71
5.3 Conclusion.....	71
5.4 Limitations.....	73
5.5 Potential value of the research.....	74
5.6 Recommendations.....	74

REFERENCES.....76

## CHAPTER 1

### INTRODUCTION: SCOPE OF THE STUDY

In this chapter, I outline the context of the study and explain the factors which drove me to carry out research in the particular field of theory and practice. This chapter also provides a chapter by chapter synopsis of the thesis.

#### 1.1. Context of the study

Being a lecturer at the Lesotho College of Education (LCE), I am, as are all the other lecturers, mandated with the task of training and producing 'competent teachers for the school system of Lesotho' (LCE calendar, 2006/07, p.4). I and my colleagues in the English department are specifically mandated to do this with regard to students who will become teachers of English.

Students at the LCE normally spend three years undergoing training at the college. They do courses in the Professional Studies Department and in the department of their teaching subject(s).

In the first semester of their third year at the college, from February to June, the students go on teaching practice in schools all over Lesotho. They are assessed and can either be said to have passed or failed teaching practice. If the former is the case, the student does not graduate and has to go on teaching practice again at the end of his/her final year. While on teaching practice the students are visited for observations three times by the teaching practice team from the college. It can sometimes happen that a student on teaching practice is observed by a lecturer who does not teach the particular subject the student is teaching. For example, a lecturer from the department of English observing a student teaching science. This can happen if, for whatever reason, perhaps there being too many students to be observed who are teaching science and fewer teaching English, the science teacher is unable to observe all the science students at that teaching practice site. A teaching practice site is not just one school. It is a number of schools within a district in Lesotho. Sometimes these schools

can be a significant distance away from each other and the lecturer concerned may, on that day, not be able to visit all the schools hosting students from his/her department.

Before going on teaching practice, the students will have taken, amongst others deemed irrelevant for purposes of this study, courses in the English department such as 'language and its teaching approaches' and a course in writing skills. The former, according to the LCE calendar (2006-2007), introduces students to language learning theories and comparisons of L1 and L2 acquisition and learning. It is also intended to 'address a range of techniques for teaching language in primary schools'. (LCE calendar, 2006-2007, p.46).

The language learning theories students are introduced to are the behaviourist, the innatist and the interactionist views of language learning. Students at the LCE are introduced to some of the methods of language teaching emanating from these theories. For example, they are introduced to Skinner's theory on behaviour (behaviourism), the application of this to language study by those who came to be known as structuralists, and audiolingualism, which came to be a language teaching method emanating from the theory.

It should perhaps be specified here that students do not get the opportunity to 'apply' these methods of teaching they are introduced to, or to practice these techniques in real classroom situations. The students are merely told about these methods and techniques in class. At best the teacher can demonstrate, or have only a small fraction of the students help demonstrate, the methods and the techniques. There are no video tapes from which these students can see the methods and techniques in action in actual classroom situations. This is what is meant by 'introducing' these methods and by 'addressing' these techniques. They are, for the most part, merely talked about in class. Students will ostensibly 'practice' the methods and techniques when they get to teaching practice.

The course on writing skills focuses specifically on, according to the LCE calendar (2006-2007), exposing students to different types of texts such that they will be able to distinguish, and to write in, the narrative, descriptive, persuasive and analytical styles. It is mainly aimed at exposing students to 'written texts which are shaped by

choice of purpose, form and audience'. (LCE calendar, 2006-2007, p.46). This course is intended mainly to improve students' literacy skills.

The Department of Professional Studies, on the other hand, has amongst its objectives the following:

- To instil principles and techniques of effective teaching into student-teachers.
- To conscientise the student-teachers to feel concerned about the welfare of their schools and communities.
- To equip student-teachers with managerial skills, supervisory skills and counselling skills. (LCE calendar, 2006-2007, p.62).

In pursuance of these objectives, the department offers various courses. These include courses which have to do with guidance and counselling, special education, educational research and methodology, testing and evaluation, professional ethics, teaching aids, curriculum design and lesson planning.

Most relevant for purposes of this study however, is the course 'methods and teaching skills'. This course, like the 'language and its teaching approaches' course, though the latter, as it is taught at the LCE, has a very limited practical aspect, can be considered a sub-division of pedagogics known as didactics; it deals 'with the questions *with what* and *how* a child is educated or should be educated, i.e the science of the *means* and *methods* of education' (Wageningen, 1974, p.24. translator).

It is in this course that students are introduced to the concept of microteaching. They are ostensibly given skills in 'logical organisation, introducing a lesson, using teaching aids, stimulus variation, questioning, responding to students [*sic*] questions, group discussions and closure'. (LCE calendar, 2006-2007, p.65). The subject content naturally comes from the teaching subject(s) of the students. The Department of Professional Studies is supposed to work closely with all the other departments to ensure that there is compatibility between what it does, especially in microteaching, and what is being done in other departments. For example, the methods and 'the range

of techniques for teaching language in primary schools,' taught to students in the 'language and its teaching approaches' course, have to be harmonised with what happens in the microteaching class. This, however, is usually not the case.

Given the very large numbers of students (never less than a hundred and twenty and sometimes numbering as high as two hundred) in this class, it is impossible for the lecturer, only in the second semester of the first year, to have all students practice all the skills they are supposed to practice before going on teaching practice. They therefore go to teaching practice with a very limited understanding of how these skills might be implemented in practice.

Other than microteaching and the other courses offered by the Professional Studies Department, students at the LCE also used to visit, with their respective lecturers, schools within walking distance of the college to do what was referred to as teaching practice preparation. Here the responsible lecturer would liaise with the school concerned, get topics the students would have to teach at said school, divide these topics amongst the students and help students prepare lessons under these topics. The lecturer would then arrange for visits to these schools with groups of students. Each member of a group would get a chance to teach a whole lesson. Members of a group would observe the member whose turn it was to teach. Later, back at the college, the members of the group, under the guidance of the lecturer, would then discuss and reflect on that lesson. In the case of English language, the lecturer responsible would be the 'language and its teaching approaches' course lecturer. It would be during the teaching practice preparation weeks that students would get the opportunities to practice, and to reflect on, the teaching methods and techniques they had been told about in their lectures. In my experience as a teacher at the LCE, in the seven years I had been teaching there before teaching practice preparation was scrapped, I have never known the Department of Professional Studies to be involved with teaching practice preparation. Neither have I known any teacher from the English department, nor have I personally, liaised with the Professional Studies Department during teaching practice preparation.

Teaching practice preparation was meant to expose students to real classroom situations before they could go for the actual teaching practice. It was scrapped in

2005 because some of the schools it was carried out at complained that it disrupted their day to day running and led to increased numbers of their learners not doing well in their end of year examinations. Some lecturers at the college also felt that teaching practise preparation left them with too little time to attend to their other obligations.

It is with the sort of training outlined above therefore, that students from the LCE go on teaching practice in the first semester of their third year at the college. Despite, or perhaps because of, this sort of training, students have often found teaching practice very challenging and have had difficulties coping with the demands of teaching while on teaching practice.

Various lecturers have reported, and I have observed whenever I was part of the teaching practice team of observers, panic in students whenever the teaching practice team went to their schools for observations. Indeed some students would go to pains to avoid being observed. Having heard by phone from another student in the same area that the teaching practice team was in the area on that day, some would quickly make arrangements to swap lessons with another unsuspecting teacher such that by the time the teaching practice team arrived at the school she/he had already had her/his lesson.

This reflects not only on their inability to handle nervousness but also on the fear of failing teaching practice on the part of the students; fear that they will be found wanting by the observing lecturer in their implementation of what they had learned at the college. It is on the basis of this that Loughran (1997), argues that if learning about teaching is

... simply the absorption of propositions of a teacher educator's pedagogical knowledge... it will be learnt in a manner that encourages digestion and regurgitation in practicum experiences [and] more likely than not, rejected in their [the students'] own post-university teaching practice when the pervading influence of their being assessed is removed (p.58).

Students on teaching practice therefore, it would seem, go there with the idea that they are expected to teach exactly in the ways they were *told* to teach at the college.

Perhaps in trying to implement what they had learned at the college, students found that it was not easy to do so and thought the fault lay with them, not being aware that what they had learned at the college has only limited transfer into practice.

Students also seemed to be unaware that much of what they had learned at the LCE was ‘conceptual knowledge, generalised over many situations’ (Korthagen, 2001, p.8). On the other hand, in an actual teaching situation the teacher needs to call on ‘perceptual knowledge, personally relevant and linked to concrete contexts’ (ibid) arising in class.

Perhaps students try too hard to teach as they have been taught to teach at the college and, finding that they cannot do so, panic at the prospect of being observed. They feel that they are doing something wrong when they are unable to implement what they learned at the college in the ‘language and its teaching approaches’ as well as in the ‘methods and teaching skills’ courses as is.

Students on teaching practice would also come to the college from as far as 70 kilometres away to consult with, and to seek advice from, their lecturers not only on subject matter content but also on classroom procedures and methodological issues. A clear indication that they were having difficulties implementing the classroom procedures and teaching methods they had learned at the college.

In my own observations, I have witnessed students struggling with keeping discipline in their classrooms. Indeed, a number of lecturers have observed this and there have even been instances where lecturers, while observing students, have had to intervene and call for the learners to be better behaved, the students themselves being unable to bring order to their classrooms. Unfortunately, there is no course at the LCE aimed at providing students with strategies of maintaining discipline in their classrooms, both on teaching practice and beyond.

I have also observed students not being able to plan their lessons well both in terms of the time allocated for the lesson and of methods chosen to realise the objectives of the lesson. For example, one student had learners bring toys – hand made or bought - to class to tell others about them (show and tell). She only had enough time for about a

quarter of the class to show and tell about their toys; what they were, who had made them, what had been used to make them, whether they were boys' toys or girls' toys and so on. The three quarters of the class who had not had the chance to talk about their toys were left disappointed having gone to all the trouble to get the toys and wanting some sort of recognition and approval from the teacher. I duly suggested to the student that she might want to give those learners who had not had the opportunity such opportunity in her next lesson, or, in future, given the size of the class and the time available, have, say, girls bring their toys for the day's lesson and accord boys the same chance the next lesson.

This sort of erratic teaching behaviour points to the difficulties faced by students in trying to apply what they learned at college to achieve their lesson objectives in the time available for the lesson and given the size of the class.

It is with these sorts of problems faced by LCE students on teaching practice in mind, and in an attempt to try to understand them better, that I undertook this study.

In this attempt I fashioned three research questions viz:

1. Were students able to draw on, and use what they had learnt at college on teaching practice? If not, what sort of problems did they meet in trying to do so?
2. What, in the opinion of students, their lecturer and their mentor teachers were the causes of any problems they encountered? What factors do they believe were involved?
3. What are the implications of the answers to the above questions for the design and pedagogy employed in the English programme at the LCE?

I stated the research goal as being:

To investigate perceptions of the gap between theory and practice in the preparation of English teachers at the LCE.

Specifically, this study is an investigation of perceptions of the gap between the methodologies of education (the didactics) learned at the LCE and the implementation of these on teaching practice.

Perceptions are defined as an individual's 'awareness of things through the physical senses' (Cambridge Advanced Learner's Dictionary, 2005, p.936). In the context of this study, there is also the element of the individual's interpretation of those things s/he is aware of; the interpretation of the respondent's experiences on teaching practice in the light of what s/he had learned at the LCE. Individual interpretations, or perceptions, as will be argued in chapter 3 of this study, notwithstanding weaknesses thereof, is a feature of qualitative research which this study takes the guise of.

## **1.2. Overview of the research**

In this chapter, I have so far stated some of the more important factors which motivated me to carry out the study in this field. The rest of the chapter consists of a synopsis of the other chapters in this study.

Chapter 2 is the literature review. In it I consider the distinction between theory and practice as expounded in the literature and also look at the implications of this distinction for teacher training.

In chapter 3 I outline the research methodology employed for the study and say why that particular method was the most appropriate for answering the research questions.

Chapter 4 outlines the findings of the study and groups these according to the themes arising from the data collected.

Chapter 5, the final chapter, discusses the data in the light of the literature reviewed. The discussion is again based on the themes arising from the data. In this final chapter, conclusions with regard to the goal of the study are also made and limitations of the study acknowledged.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

The purpose of this research was to investigate the perceptions of the gap between theory and practice in the preparation of English teachers at the Lesotho College of Education (LCE). The perceptions investigated were those of students of the LCE who had been on teaching practice, their school based mentors on teaching practice and the college lecturer who observed the students on teaching practice. In this chapter I provide an overview of the literature which addresses the relationship between theory and practice. First, I consider the historical background of the distinctions between theory and practice. I then examine how these distinctions relate to teaching and to teacher education. Finally, I take a very brief look at some alternative models of teacher training which have been advanced with a view to bridging the perceived gap between theory and practice.

#### 2.2. Historical Background

The distinction between theory and practice can be traced back to Aristotle (384-322 BC.) Aristotle classified disciplines, or areas of knowledge, as theoretical, productive or practical. These distinctions were based primarily on the purpose each discipline served. The theoretical discipline has as its purpose:

The attainment of knowledge for its own sake... the purpose of the productive sciences is the ... production of some artifact [*sic*]. The practical disciplines are those sciences that deal with ethical and political life; their telos [i.e. purpose] is practical wisdom and knowledge (Carr & Kemmis, 1986, p. 32).

For the purposes of this study, emphasis shall be placed more on the disciplines of theoretical knowledge and of practical knowledge to the exclusion of productive knowledge. The exclusion of productive knowledge is necessitated by the nature of this research which, to a large extent, seeks to examine the nature of the relationship

between theoretical knowledge and practical knowledge (equated to theory and practice respectively).

According to Carr and Kemmis (1986), practical knowledge is what Aristotle referred to as praxis. Praxis is characterised by its dialectical nature. In praxis, action is informed by continuous reference to the stock of knowledge one possesses for carrying out an action. The stock of knowledge one possesses is constantly revised, refined, and adapted to inform the action. The action itself necessitates the revision, the refining and the adaptation of that stock of knowledge. Bernstein (1983), puts it this way:

In praxis, there can be no prior knowledge of the right means by which we realize the end in a particular situation. For the end itself is only specified in deliberating about the means appropriate to a particular situation. (as cited in praxis, n.d., p. 2).

This suggests a dialectical relationship between practice and theory whereby theory is continuously informed by practice and practice is continuously informed by theory.

Praxis is what Kessels and Korthagen (1996) have also, after Aristotle, referred to as 'phronesis'. 'Phronesis' being praxis guided by 'man's disposition to act truly and justly' (Carr & Kemmis, 1986, p. 33).

In defining phronesis/praxis in this way, the central theme of Aristotle's *Nicomachean ethics*, that 'all human activities aim at some good' (Ross, 1925, p.1 translator) is reiterated. Aristotle's stand was that virtue 'has a practical as opposed to a theoretical aim' (Collins, 1999, p. 131). Virtue is studied not with the intention of knowing what 'it is in a theoretical sense but in order to become good' (*ibid*). This is the guiding principle of phronesis, an aspect of praxis in which practical action is aimed at doing what is virtuous.

Kessels and Korthagen (1996) have also drawn a distinction between Aristotle's phronesis and Plato's view of knowledge as episteme. The conception of knowledge as episteme calls for a 'scientific understanding of the problem' (Kessels &

Korthagen, 1996, p.18). In this view, scientific knowledge can be applied 'to many different situations and problems' (ibid). What this means is that for any problem, there is a body of knowledge from which can be drawn strategies to solve that problem. This knowledge can ostensibly be drawn upon to solve any problem anywhere.

According to Kroll (2007), phronesis is also 'related to what one might call one's own personal theories, developed through experience' (p.102). This means that there is a relationship between phronesis and what one has come to know as a result of one's own lived experiences. Episteme, on the other hand, involves learning theoretical perspectives researched and touted by others. In this view phronesis/praxis is action based on one's own personal theories while episteme is a 'scientific understanding of the problem' as defined by others deemed experts in the field. This scientific understanding of the problem ostensibly arms one with the correct means of solving a given problem.

Phronesis as knowledge is 'not concerned with scientific theories but the understanding of specific concrete cases and complex or ambiguous situations' (Kessels & Korthagen, 1996, p.19). While not excluding knowledge of general rules and the application thereof to situations, Kessels and Korthagen (1996) point out that these general rules are of secondary importance. What is of primary importance is an understanding of the problem as one perceives it and not as it is defined by science. Thus, in phronesis, knowledge is perceptual while in episteme it is conceptual.

Praxis/phronesis, is the forerunner of what today has come to be known as practice while episteme is the forerunner of what has come to be known as theory.

Adler (2002), sees theory as a 'distancing process' (p.5), which needs to be combined 'with learning through immersion in experience ("practice")' (ibid).

Bullough, jr. (1997), writes that after reading Karl Marx's *critical theory* he came to the conclusion that 'theory could not be separated from practice' (p.18).

Carr and Kemmis (1986), write on the positivist approach as well as the interpretive approach to the problem of theory and practice. They point out that the positivist approach which assumed that 'only a scientific approach to education can ensure a rational solution to educational questions, and that only instrumental questions about educational means are amenable to scientific solution' (p.83), has come under a barrage of criticisms. They point out that the interpretive view of educational theory and practice has come to be the more widely embraced, thus, in some ways, replacing the positivist view.

Carr and Kemmis (1986), also see theory and practice as inseparable. They argue that 'just as all theories are the product of some practical activity, so all theories are guided by some theory' (p.113). They give an example of teaching which is not necessarily concerned with the production of theories but

...is a consciously performed social practice that can only be understood by reference to the framework of thought in terms of which its practitioners make sense of what they are doing. ...in this sense, those engaged in the 'practice' of education must already possess some 'theory' of education which structures their activities and guides their decisions (p.113).

In the context of teacher education, this means that students in teacher education programs enter these programs with some idea of what is entailed in teaching. This idea is a result of their experiences. They have their own personal theories about teaching. On entering teacher education programs, they, usually for the first time, become exposed to the theories of others with regards to teaching. They become exposed for the first time to current research in education through reading journals and other literature on the subject.

Korthagen (2001), identifies two 'types' of theories; one he spells with a small 't' and the other he spells with the upper case 'T'. The former he sees as 'perceptual knowledge, personally relevant and linked to concrete contexts' (p.8). The latter he sees as 'formal academic theory which aims at *understanding* the situation'. (ibid). It is to the latter type' of theory that students come into contact with on first entering teacher education programs.

Both these 'types' of theory are related to practice. What one knows, perceptually or conceptually, is applied to real life situations. The application may lead to a rethinking of the knowledge base one operates from.

One of the challenges of teacher education programs is, therefore, to help the students in these programs to reconcile their personal theories about teaching with research based theories and, ultimately, to reconcile both theories with their classroom experiences and practices. Research based theories students need to reconcile with their own theories are those which have to do with the pedagogy of education. Pedagogy here broadly being defined as the scientific study of educational practice, what should be taught to learners and how it should be taught. (Wageningen, 1974, translator). One way of reconciling these would be through reflection on their and their colleagues' encounters with real classroom experiences.

Zeichner and Liston (1996), put it this way:

All teachers come to their teacher education programs and schools with beliefs, assumptions, values, knowledge, and experience that are relevant to their teaching practice. ...it is also clear that teachers' practical theories, their assumptions and beliefs about students, learning, schools and the communities that schools serve, are continuously formulated and re-examined when teachers engage in a process of action and reflection in and on that action (p.24).

Moreover, Kroll (2007), argues that:

Making sense of others' theoretical ideas requires that one inquire into one's own practice to see if what one understands about that practice reflects what the theoreticians are identifying. (p.102).

Based on these arguments therefore, in the context of education, theory could broadly be defined as beliefs one holds or has learned as a result of being exposed to research in the field of education. These beliefs are continuously refined as a result of exposure to real classroom situations and reflection on experiences gained from that exposure.

## **2.2. The distinction between theory and practice.**

While acknowledging the important role played by personal theories in teacher education, this study is more concerned with the extent to which what students learn at the LCE, and how they learn it, benefits them when they go on teaching practice. The study shall therefore concern itself more with the theory students come across for the first time when they enter teacher education programs rather than with their personal theories.

Writing on theory and practice in professions such as law, architecture, education and medicine, Schon (1987) made an analogy of a high ground overlooking a swamp. 'On the high ground, manageable problems lend themselves to solutions through the application of research-based theory and technique' (p. 3). On the other hand is the swamp, which consists of 'messy confusing problems [which] defy technical solution' (ibid). In this analogy, the high ground is the academic realm which formulates or generates theory. The theory thus generated can then ostensibly be applied to solve problems encountered in real life practice – the swamp. However, the problems in the swamp 'defy technical solution' (Schon, 1987, p. 3).

Clarke (1982) makes a similar analogy. The analogy he makes is of a pendulum swinging over, specifically, the heads of teachers who are working in the trenches. The swinging pendulum represents the ever changing theories formulated for the teaching profession by those not directly involved in classroom teaching. The trenches represent the classrooms where the teachers meet head-on, the everyday problems of teaching.

Wallace (1991) following Schon (1987) and Clarke (1982) elaborates on this separation of theory and practice and the perception created that the field of theory generation is more prestigious than the field of practice. He writes that there 'is the almost complete separation between research on the one hand and practice on the other' (p.10). He supports his contention by quoting Schon (1983), who had argued that it was:

... the business of the university-based scientists and scholars to create the fundamental theory which professionals and technicians would apply to practice ... But this division of labour reflected a hierarchy of kinds of knowledge which was also a ladder of status (as quoted in Wallace,1991, p.10).

Wallace (1991) gives examples of instances in the field of education where theory handed down to teachers has not been applicable in the classroom; where the problems in the swamp have 'defied technical solution'.

The first of these examples is that of discipline in the classroom. Theorists claimed in the 1970s that they were carrying out studies and would come up with the knowledge - a theory - that would enable teachers to maintain discipline in their classrooms. Up to today, there is no established effective theory on how to deal with discipline in a classroom situation.

The second example is that of teaching methods such as the structural drill method based on Skinner's behaviourism. This method was found to be ineffective in the classroom. It was later replaced by other methods based on Chomsky's Transformational Grammar.

To further illustrate this separation between theory and practice, Elbaz (1983) undertook a study to determine the extent to which teachers were involved in curriculum development. He found that:

The teacher's contribution was...viewed as dependent on the intentions of the curriculum developer. The teacher could at best be a facilitator, someone who had taken the trouble to understand the approach of the developer, to adapt it minimally to her own situation and to convey it to her students (p. 3).

Cochran-Smith and Lytle (1999) have also expanded on this distinction between theory and practice. They cite the model of 'knowledge-*for*-practice' as a manifestation of this distinction. Under this model:

Knowledge is produced primarily by university-based researchers and scholars in various disciplines. This includes subject matter knowledge, educational theories, and conceptual frameworks, as well as state-of-the-art strategies and effective practices for teaching a variety of content areas. (p. 255).

In this view, the field of education takes on the guise of 'technical rationality' whereby to improve teaching, 'teachers need to implement, translate, or otherwise put into practice the knowledge they acquire from experts outside the classroom'. (ibid).

Cochran-Smith and Lytle (1999) go on to cite other models which fundamentally differ from the knowledge-*for*-practice model. These are the knowledge-*in*-practice and the knowledge-*of*-practice models.

The knowledge-*in*-practice model holds that the best way to learn teaching is to be in class teaching under the guidance of an experienced teacher and later reflecting on one's teaching. Under this model, teacher education is seen as

A process of acting and thinking wisely in the immediacy of classroom life; making split second decisions, choosing among alternative ways to convey subject matter, interacting appropriately with an array of students and focusing on particular dimensions of classroom problems. To do this, outstanding teachers draw on the expertise of practice or, more precisely, on their previous experiences and actions as well as their reflections on these experiences. (p.266).

The knowledge-*of*-practice model on the other hand holds that knowledge making is 'a pedagogic act constructed in the context of use, ultimately connected to the knower, and, although relevant to immediate situations, also invariably a process of theorizing' (p.272-273).

This conception of teacher education does not differentiate between the teacher's personal knowledge and research generated knowledge. The teacher is both a consumer and a producer of knowledge whose work impacts on, and is impacted upon by, the knowledge and practices of the larger society to which he/she belongs.

### 2.3 Implications for teacher training

The distinction between theory and practice as outlined above has implications for teachers and for teacher education. It has been argued that this distinction ignores the 'complexity of decisions made in the classroom' (Clarke, 1994, p. 16). For beginning teachers, doubts have been cast on their abilities to manage 'over 3000 nontrivial decisions daily' (Danielson, as quoted in Kervin & Turbill, 2003, p. 22). Atkinson, (2000), has argued that 'student teachers always complain that they find it hard to apply the theory that they have learned at the training institute' (p. 80). Moore (2003) carried out a study which resulted in her concluding that 'more effective ways of integrating educational learning theory with teaching practice and vice versa' (p. 41) were needed. Kervin and Turbill (2003) also carried out research in which they studied the effectiveness of a beginning teacher. At the beginning of the study, the beginning teacher had declared, in an interview prior to the study: *'I have not used anything I have learnt at uni... how horrible is that!'* (p. 25). Goodland (1990) has argued that 'teacher education programs are said to fail in preparing prospective teachers for the realities of the classroom' (as cited in Korthagen, 2001, p. 2). Indeed, Korthagen (2001) goes on to cite a number of other studies which 'have shown that the transfer of theory into practice is meagre or even non-existent... [in teacher education] conceived as the translation of theory on good teaching into practice'. (Korthagen, 2001, p. 2).

It is in the light of these assertions/findings and from my own experiences as a teacher educator, that the research described in this thesis is based. From the foregoing, it is clear that there is a gap between theory and practice. Beginning teachers are not always able to implement what they have studied in the teacher education programs when they enter the teaching profession. There is a gap between the theory they are taught in these programs and the challenges they meet on first entering the teaching profession. Atkinson (2000) has argued that beginning teachers encounter the problem of applicability of the theory they have learned at university/teacher training college because 'teaching a good lesson is not just a question of remembering the good ideas that were conveyed in the classroom' (p.71). This points to the inadequacy and the ineffectiveness of knowledge based models in the preparation of prospective teachers.

It points to the need to make teacher education more than just acquainting students with the theories of education and what methods are available for them to use in class.

Following this disconnection between theory and practice, a number of educationists have come up with alternative models for teacher education. I shall briefly discuss these models of teacher education in the next few paragraphs, following which I will consider microteaching as a strategy to prepare students at college for classroom practice.

One teacher education model Atkinson (2000) makes mention of is that which consists entirely of prospective teachers learning to teach by actually teaching. This is a model he refers to as 'learning by doing'. Though this model had some success, Atkinson points out that the beginning teachers 'had to sink or swim and many drowned'. (p.70).

Wallace (1991) outlines the craft model. Under this model 'the young trainee learns by imitating the expert's techniques and by following the expert's instructions and advice'. (p. 6). There would be a sort of apprenticeship of the trainee to an expert teacher. One of the criticisms of this model according to Wallace (1991) is that it is difficult to sustain in the face of 'new methodologies and new syllabuses, where the recruit from a college of education may, *in some ways*, be better informed than the practicing teacher'. (pp. 6-7)

One of the more paraded models of teacher education, however, is that propounded by Schon (1987). At the heart of this model is reflection on, and in, action. Underlying this model is the contention that teaching can only be learnt through actually teaching and, under the guidance of a mentor, and with the support of other teacher trainees, looking back on one's teaching with a view to improving on it in future. This is reflection on action. One can also refine, revise, or adapt one's teaching as one is actually in the process of teaching. This is reflection in action.

Robinson (as cited in Parker & Deacon, occasional paper no.6), has called for a situation whereby there is 'dialogue between schools and the university on the meaning and purpose of education' (p. 12). In this scenario, it is envisaged that

experienced teachers based at schools could work with, and give advice to, students who would go to their schools for teaching practice. In this way, schools can 'become the kind of environment which can support...critical inquiry and reflective practice' (ibid).

While Robinson emphasises that students work with experienced teachers on teaching practice, Kervin and Turbill (2003) argue for a situation whereby teacher training does not end with studies at university. They see the pre-service teacher continuing his or her training in a teaching environment after graduating from university or a teacher training college. Newly graduated teachers would work with experienced teachers who would help them to assess their own teaching practices and to reflect on them to see why they acted in ways they did and where they might improve.

Cochran-Smith and Lytle (1999) write of other teacher education initiatives based on knowledge-in-action which also have a strong grounding in reflection in, and on action. They write:

These initiatives focus on helping practitioners develop their artistry by exploring problems of practice that cannot be solved by the straightforward application of established theories ... the role of the facilitator who coaches or guides a group in the process of learning how to reflect and/or to conduct enquiry on practice is central (p.270).

Korthagen (2001) proposes taking reflection on action a step further. He suggests that while at university or college, pre-service teachers could give 10 minute lessons to their fellow students. These lessons could then be followed by reflection on the lesson by the students under the guidance of the lecturer. This would be over and above reflection that would take place on teaching practice under the guidance of the school based mentors.

The process of reflection on action could perhaps be briefly explained here. To do this, I shall use Korthagen's (2001) ALACT model.

This model begins with an action. In the context of teacher education, the action would involve teaching. The action is followed by looking back. What is looked back at is the teaching so that the beginning teacher becomes aware of its essential aspects. Being aware of these essential aspects of the action, the beginning teacher then 'creates alternative methods of action' (p. 7) which will later be put on trial to determine their effectiveness. One is therefore continuously looking back at one's teaching with a view to improving on it in future - Aristotle's praxis.

It is perhaps worth pointing out here that Korthagen proposes this model in the context of what he calls 'realistic teacher education'. This is teacher education which 'starts from student teachers' experiences and their gestalts rather than from the objective theories on learning and teaching' (p. 8) What this means is that the experiences, attitudes, feelings, knowledge, etc. that the beginning teacher brings with her/him to the classroom are all taken into account in one's training as a teacher.

It is very important that the beginning teacher works with, and shares reflections with, a peer group or a mentor in order for his/her reflections on his/her practice to be of benefit (Atkinson 2001). This is so that the beginning teacher has the support (of peers or the mentor), to deal with the challenges posed by the reflection.

Langford (1989) whilst also believing in teacher education that embraces the ideals of reflection on, and in, action, argues also that theory is important in teacher training. He writes:

Teachers need to know how to help others to become educated; and what they need to know in order to do so is called theory of education. In their day to day practice teachers rely on tradition to provide them with necessary knowledge and skills. Traditions, however, were divided earlier into those which, in being critical or open, make provision for reflecting on existing practice, and those which, in being conservative do not. (p. 32).

In addition to the models described above, microteaching is a strategy which is employed to give student teachers opportunities to practice teaching before they enter

the classroom. Microteaching first came into existence in the USA in the 1960's. It was a result of research which sought to, amongst other things:

- Bridge the gap between theory and practice.
- Provide constructive illustrations of how the job of teaching ought to be done.
- Provide more accurate feedback of the trainee's performance, with the opportunity for self appraisal.
- Provide systematic training in specified basic skills of teaching so that the trainee can develop competence in small graduated steps with a view to eventually combining all his efforts into one total activity. (Yule et al., 1991,p.3).

According to Allen and Eve, (1980), microteaching can be defined as:

A system of controlled practice that makes it possible to focus on specific teaching behaviours and to practice teaching under controlled conditions. Competence in one skill is developed before proceeding to another skill. (as quoted in Yule et al., 1991, p.9).

According to Brown (1975), some of the skills which could be developed through microteaching include questioning skills, giving non-verbal cues such as eye movement, facial expressions, gestures and head and body movements; extra verbal cues such as intonation and stress, involving learners in the lesson, reinforcement of positive behaviour and so on.

Microteaching therefore consists of the teacher trainee teaching short lessons with a view to developing a predetermined skill. It is usually the tutor who determines which skill is to be practiced.

## **2.4. Conclusion**

In this chapter I have tried to look at the origins of the distinction between theory and practice. I have tried also to look at the gap created between theory and practice as a result of this distinction. I specifically looked at this gap as it relates to education and indicated possible ways of bridging this gap as espoused by various scholars and educationists. The next chapter is an outline of the research methodology employed in carrying out this study.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1. Introduction

This chapter outlines the research goals and the methodology selected for use in this study. It also alludes to the reasons why the selected method was deemed the most appropriate for the study. It explains the goals of the research and examines in some detail the meaning and relevance of the qualitative research methodology to the study. The research is a qualitative case study within the interpretive paradigm.

The chapter also looks at what constitutes a case study and at how the sample for the case study was chosen. It explains the techniques and the methods used to collect the data. Factors which might have affected the validity of the study are also outlined and ways of promoting validity discussed. Data analysis procedures are explained and, finally, a look is taken at how ethical considerations in research were accommodated.

#### 3.2. Goals of the research

This research is an investigation into the perceptions of the gap between theory and practice in the preparation of English language teachers at the LCE, a teacher training college in Maseru, Lesotho. In this investigation three questions are posed. These are:

- Were the LCE students able to draw on, and effectively use, what they had learned at the college on teaching practice? If not, what sort of problems did they meet in trying to do so?
- What, in the opinion of the students, their mentor teachers and their lecturer, were the causes of problems they may have encountered? What factors do they believe were involved?
- What are the implications of the answers to the above questions for the design and pedagogy employed in the English programme at the LCE?

Answers to these questions would have considerable value to the LCE because they would enable us to improve on the way in which we prepare our students for teaching practice and, ultimately, for the teaching profession itself.

### **3.3.1. Research paradigm**

The approach employed is that of the interpretive paradigm, using a qualitative research methodology. The research aims at exploring perceptions and experiences with regard to the preparation of English students at the LCE for teaching practice. Qualitative research 'stresses the need to see through the eyes of one's subjects and to understand social behaviour in its social context.' (Strelitz, 2005, p. 62). Through taking a qualitative approach therefore, I will be attempting to understand the experiences of students on teaching practice and the perceptions of their mentor teachers and the college based lecturer.

According to Conole (1998) the interpretive paradigm is a breakaway from the positivist paradigm. The positivist paradigm was 'dominated by reasoning, rationality and scientific thinking'. (p. 13). All behaviour was assumed to be objectively quantifiable. It could be studied scientifically. 'Human behaviour is seen as the outcome of external influences'. (Conole, 1998, p. 13) On the other hand, the interpretive paradigm stresses that:

The task of the researcher becomes that of understanding what is going on, the *definition of the situation*. ... to do this involves not detachment but involvement in the process of negotiated meaning, ... action takes place in a context and is often ambiguous (Conole, 1998, p. 14). (Emphasis in original).

The interpretive view thus takes into account the different contexts, life experiences, expectations, hopes, etc. of the informants in the research. The interpretive view acknowledges that unlike non-living things, plants and animals, human behaviour is not simply influenced by external factors. Humans act on their environment as much as the environment may influence their behaviour. Placing my research in this paradigm accommodates this dynamism in human behaviour.

### 3.3.2. Method

To investigate the perceptions of the gap between theory and practice in the preparation of teachers at the LCE, for teaching practice, I used a qualitative case study. Qualitative methods and the qualitative researcher are 'not concerned with objective truth but rather with the truth as the informant perceives it'. (Burns, 2000, p.388). 'Qualitative methods attempt to capture and understand individual definitions, descriptions and meanings of events' (ibid) from the view of the informant.

These features of the qualitative method are in harmony with the goals of my research as I seek to understand the gap between theory and practice *as perceived* by students of the LCE, their mentor teachers and their college based lecturer.

### 3.3.3. Case studies

According to Stake (1995) 'case studies have become one of the most common ways to do qualitative enquiry' (p. 134).

The case study is the preferred strategy when 'how', 'who', 'why' or 'what' questions are being asked, or when the investigator has little control over the events, or when the focus is on a contemporary phenomenon within a real life context. (Burns, 2000, p. 460).

Use of a qualitative approach is highly appropriate for the types of questions I am asking. I also have had little control over the events on teaching practice and I have been investigating a real life phenomenon.

The type of case study used in this research is that of situational analysis. In this type of case study, 'particular events are studied. ... the views of all the participants are sought as the event is the case'. (Burns, 2000, p. 463). In this research I am studying the 'event' of students on teaching practice and I am seeking their views as well as those of their mentor teachers and a lecturer from the LCE. The main sources of data in this type of case study, as is the case with my research, are interviews and documents relevant to the event.

### 3.3.4. Sampling

According to Cohen (2000) methodology alone does not determine the quality of the research. The sample and the sampling strategy also have to be appropriate and suitable. Data cannot always be gathered from the whole population – all students on teaching practice and all their mentors in this case - due to financial constraints, accessibility and time considerations. Data therefore has to be gathered from a smaller group. This smaller group is the sample.

My sample consisted of five students from the LCE who had been on teaching practice at three different primary schools in Lesotho. I also interviewed three school based mentors who had worked with the students on teaching practice and the college based lecturer who had visited the students for observations while they were on teaching practice.

The sample does not claim to represent the larger population. Neither does it aim at generalising about this larger population. It was chosen mainly because of the convenience in doing so.

The sampling strategy used was purposive and the sample was chosen for the sake of convenience. The sample chosen was convenient in the sense that the informants were readily accessible. Time in which to collect the data was also limited, as were the funds available for the study. The strategy was purposive in the sense that the informants typified the population and the phenomenon I wanted to research into. The sample typified the population and the phenomenon because, like the rest of the population, the informants were students at the LCE, had undergone similar teacher training programmes and had never taught before. In the case of the mentor teachers, all three were experienced teachers and all held certificates in teaching at primary school level. They had also all worked with LCE students on teaching practice before.

The schools the interviews were carried out at were of three types. One was a Government controlled school, one was a private English medium school and the last was a school run by the Roman Catholic Church. That this was the case was purely accidental. I had not planned for it. I had chosen the schools purely on the basis of

their accessibility in terms of time spent travelling to reach them and on the basis of their having hosted LCE students on teaching practice. This accidental occurrence however did not seem to have any major impact – at least not in the ways expected - on the ways the LCE students conducted themselves as was revealed by the mentors I interviewed and by the students themselves. Perhaps this was not very surprising as, for example, all three schools were reasonably well equipped in terms of furniture, teaching materials, teacher to learner ratios and so on. The English medium school was only slightly better equipped than the other two. There were also similar established routines at all the three schools. There would be prayers at assembly in the mornings, the students would then go to their classes with their respective mentors. There would then be a thirty minute mid morning break after which all would return to their classes until around lunch time when all the learners and the teachers would have lunch. And then school was out. The mentor teachers and the students would therefore be confined to their classes for most of the school day.

At all the three schools, I overheard teachers talk to the learners in English. English was the medium of instruction and learners were encouraged to use English when talking to each other and when talking to their teachers. Perhaps this was emphasised more at the English medium school than at the other schools. My relatively short visits to these schools do not allow me to reach any significant conclusion in this regard.

### **3.3.5. Techniques and methods used in data collection.**

To collect data, I used three main types of tools:

- Semi-structured interviews.
- Focus group interviews.
- Document analysis.

## Semi-structured interviews

Semi-structured interviews were used to get information from the school based mentor teachers and from the college lecturer who observed the students on teaching practice.

Semi-structured interviews have some advantages over closed-ended or structured interviews. According to Burns (2000) in a semi-structured interview, the informants give their own perspective of the phenomenon or event the researcher is interested in. The informants also use language they are familiar with and which is natural to them. They also have a voice in the interview; they are not merely used as subjects in an experiment. The rationale behind semi-structured interviews is that ‘... the only person who understands the social reality in which they live is the person themselves’ (Burns, 2000, p. 425). The interviewer therefore allows the informant to voice his or her own interpretations of the phenomenon or event.

Since this research seeks to investigate the *perceptions* of the informants, the semi-structured interview was deemed the most appropriate for the collection of its data. The students were encouraged to talk about their experiences on teaching practice from *their own point of view*. The mentor teachers and the college lecturer were also encouraged to talk about the students’ performances *as they saw them*.

In the semi-structured interview, questions are not in a fixed order and their wording is also not rigidly held to. The questions are mainly there to serve as a guide for the interviewer. They help the interviewer focus on the important aspects of the study and they are not rigid but allow for flexibility. Burns (2000) summarises the semi-structured interview as ‘the making public of private interpretation of reality’. (p. 424).

Prior to holding these interviews with the mentor teachers and the college lecturer, the interview questions were piloted. The purpose of a pilot interview is mainly to assess the suitability of the questions to the research goal. It is also to give one an idea of how long the interview will take and, in this case, it was also to find out how well the

tape recorder I intended to use in the actual interviews would capture the voices of the respondents. A transcribed copy of this pilot interview is to be found in appendix 2.

I piloted the interview with a lecturer in the Education Department at Rhodes University. The lecturer was able to give me insights into my handling of the interview and an idea of the suitability of the questions I meant to seek answers to in terms of my research goals.

At the beginning of the pilot interview I put up all the questions I intended to ask on the wall and drew the lecturer's attention to them. The lecturer later suggested that in the actual interview I not put up the questions but rather reveal them to the informants as the interview progressed. This would help the informants focus on one issue, the issue under discussion, at a time. I duly did as had been suggested in the actual interviews.

I had also not, in the pilot interview, applied the ethical tenets of assuring anonymity, informing my respondent of who I was, why I was carrying out the study, how the study would be of benefit and the fact that I would be tape recording the interview. My pilot respondent pointed out that it was very important that I do so in the actual interviews. This I duly did. I sought permission from the respondents to tape record the interviews and I guaranteed their anonymity. Research ethics observed throughout the study are elaborated upon under the 'ethical considerations' section of this chapter.

As to the quality of the questions themselves, from reading the transcribed pilot interview I would say that they served their purpose well. This is mainly because they allowed me an insight into student performances on teaching practice and related these to the training they had received at university. For example, the pilot interview revealed that the context of the school impacts on the performance of the students on teaching practice. In this instance the school was administratively poor. There was indiscipline, high levels of absenteeism by both learners and teachers, learners would visit shebeens during school hours and so on. It was not a good school. This impacts on the students' teaching and students are, unfortunately, not trained to deal with such

contexts in their teacher education programs. Thus a problematic relationship between training and field experiences was revealed.

The questions also helped reveal that the students had some shortcomings when it came to the teaching of, especially, grammar items. They revealed that students had probably not been directed to good grammar books and perhaps that the grammar content they received during training was inadequate. They also tended to teach grammar on its own rather than integrating it in the four language skills. They seemed to teach it as a way of remedying shortcomings in student written language performances in tests. One assumes that these students were taught to teach language in an integrated manner as is required by the English syllabus. That they failed to do so points to shortcomings in the extent to which they applied the theory they learned at university to the classroom situation.

The pilot interview also revealed aspects of their training that benefited the students on teaching practice. For example, students were good at planning their lessons, pacing themselves and going to the level of learners in terms of the language they used, its comprehensibility given the grades they were teaching.

These revelations from the pilot interview gave me some measure of confidence that the questions I had prepared would help me to realise the objectives of my research which was to investigate the gap between theory and practice as perceived by students on teaching practice, their mentor teachers and their lecturer. They elicited in the respondent references to both teacher education at the university and student performances on teaching practice in the light of that education.

The pilot interview lasted for about three quarters of an hour and the tape recorder worked well reproducing the voices clearly under the conditions.

### **Focus group interviews**

A focus group interview was used with five LCE students who had been on teaching practice at three primary schools in Maseru, Lesotho. The focus group interview 'is a way to generate group discussions that will give one insight into how people think

about something' (Smith, 2005, p.1). According to Smith (2005) during a focus group interview, the researcher, who poses the questions, merely acts as a facilitator in the discussions. The main advantage of focus group interviews is that they provide the researcher with an 'opportunity to observe and listen to a large amount of interaction on a topic, involving more than one person, in a limited period of time'. (ibid, p. 1). What this means is that the respondents talk mainly to each other on the topic provided by the researcher who monitors the discussions. The respondents talk on a topic they are familiar with and voice their own perceptions of the phenomenon or event under discussion.

As with semi-structured interviews, focus group interviews are appropriate for this particular study because I seek to investigate the event of teaching practice from the perspective of the students who were on teaching practice.

I had originally hoped to have eight students making up my focus group but ended up with only five. Smith (2005) recommends six to ten (or four to twelve at the extremes) informants per group. The number of informants who turned up was, though not ideal, nevertheless just on the right side of the lower extreme. This may impact somewhat on the validity of my findings.

The participants had a homogeneous background in that they were all third year diploma in education primary students at the LCE, who had all undergone similar training, had all been to, and observed at, different primary schools for teaching practice. Homogeneity in background rather than in attitude, is, according to Smith (2005) the goal in selecting a focus group for interviewing. All the participants had a contribution to make with regards to the event under investigation.

To determine participants in my focus group interview, I went to the teaching practice coordinator who made available to me the names of all students who had been on teaching practice in the Maseru district, the schools they had been at and the observation forms filled in by the lecturer who went to observe them or the mentor teachers. One other criterion was that the students should have been observed at least twice while on teaching practice. In the sample I ended up with, three were observed twice and two were observed three times. Those students who had been observed only

once I rejected. This was because I felt that from these students' observation forms completed by the college lecturer, information I would need for my document analysis section of this research, would not be fully corroborated by a second or a third observation form. They would also be insufficient corroboration for data collected in other ways from other sources.

Having picked out the names using the criterion described above, I then, through a note placed on the college students' notice board, requested a meeting with the eight selected students. At the meeting I formally introduced myself. Some already knew me as a lecturer at the college though I had not taught them before. I explained that I was presently on study leave studying for a masters degree in English language teaching at Rhodes University and that I needed their help to carry out my research. I explained what my research topic was, assured them of their anonymity should they take part in the interview and that no information they divulged would at any time be used prejudicially against them. I also informed them that it would be necessary for me to tape record the interview.

The interview was duly scheduled for the next day (Friday 19<sup>th</sup> October) and it took place in the office of the head of the Department of Languages at the LCE who was kind enough to avail it to me. The transcribed interview with the focus group is to be found in appendix 3.

### **Document analysis**

The documents used in this study are the observation forms completed by the college lecturer while observing the students on teaching practice. According to Burns (2000) it is important to remember that documents as sources of data are not necessarily accurate. They may not lack bias. He points out that the importance of documents is that they can be used to corroborate data collected in other ways from other sources. Documents 'may specify events and issues in greater detail than interviewees can' (Burns, 2000, p.467). The documents used in this research and found in appendix 3 will be used to corroborate what the informants claimed.

### **3.4. Data analysis**

According to Jansen and Vithal, (1997) data analysis involves reading the data, removing irrelevant or inaccurate data, then organising the data so as to make sense of it and, lastly, representing data in a form that will make it easier to interpret. When this has been done, one then has to engage in a process of analysing which will see one 'persistently interrogating the data and the findings that emerge from that data' (O'Leary, 2004, p.185). O'Leary also argues that though there are computer programs which might greatly help in data analysis, 'there is no substitute for the insight, acumen and common sense' (p. 184) needed to manage the analysis process. He argues in the same vein that:

It is the researcher who needs to work strategically, creatively and intuitively to get a 'feel' for the data, to cycle between that data and existing theory, and to follow the hunches that can lead to unexpected yet significant findings'.  
(ibid).

This may be interpreted as a case for the need for continuous interaction with one's data and the permissibility of the application of one's intuition in the analysis of that data. O'Leary (2004) further points out that in analysing one's data, one should keep in mind one's research questions, goals and the constraints placed on one by the choice of methodology. It is also essential to keep in mind one's goal and research questions as they determine, to a great extent, what data is to be collected and how it is to be collected.

#### **3.4.4 Procedures in data analysis**

According to Burns, (2000) the first stage in data analysis is coding. This involves thoroughly engaging with the data with a view to 'classifying materials into themes, issues, topics and concepts' ( p. 432). Coding 'should start developing as soon as the first interview is being conducted, as coding facilitates the understanding of the information which may direct the focus of the next interview' (Burns, 2000, p. 434). Miles and Huberman (1984, p. 63) have stated that 'coding is not something one does to get data for analysis, but something that drives ongoing data collection. It is, in

short, a form of continuing analysis' (As quoted in Burns, 2000, p. 434). One continuously codes one's interviews with a view to refining one's questions for the next interview.

Burns (2000) suggests a number of code categories which are generally useful. For purposes of my research, the strategic, the subject specific and the social structure code categories were most useful for categorising my data. The strategic codes I used related to classifying data according to the ways in which students did the things they did on teaching practice. For example, how they drew up their lesson plans, how they were able to maintain classroom discipline, the teaching strategies they employed to teach given aspects of language and so on. Subject perspective codes relate to what all the informants thought about the teaching practice experiences. Social structure codes relate to the behaviour of students on teaching practice towards the learners, their mentor teachers and other teachers, their school principals and the college lecturer.

The second stage in data analysis, also according to Burns (2000) is that of content analysis. This stage involves relating, where appropriate, findings to existing research and theory on, in this case, the relationship between theory and practice in teacher education with specific references to the LCE. The compatibility or otherwise of findings with existing research and theory on the phenomenon under investigation is examined and conclusions made.

### **3.5. Key issues in research**

#### **3.5.1. Validity and credibility**

The methodology I have chosen for my research falls under the interpretive paradigm 'It focuses on the meaning which people make of their reality' (Van Rensburg, 2001, p. 8). In my study the focus is on the perceptions of five students, three mentor teachers and one college based lecturer who visited the students for observations on teaching practice.

Given such a low number of informants for this study it may be argued that my research lacks validity in terms of representativeness of the total population.

However, findings from my study do not purport to be generally applicable. The main aim of the study was to examine the experiences and the meanings attached to those experiences by the informants as *they* experienced them. I did not look for regularities in the population but rather at ‘particular individuals and specific instances’ (Van Rensburg, 2001, p. 8) and what sense my informants made of the events as *they* experienced them.

In an adaptation from Krefting (1991), Van Rensburg (2001) outlines the following strategies for establishing reliability in research:

- Credibility
- Transferability
- Dependability
- Confirmability

Only aspects of these categories which were relevant to my research will be considered in this outline.

### **Credibility**

To establish credibility of the research, Van Rensburg proposes triangulation. For my research I triangulated through collecting data from varying sources. These sources included students who had been on teaching practice, their mentors, the college based lecturer and documents in the form of teaching practice observation forms. These different sources made it possible for me to ‘converge and cross-validate findings’ (Victor, 2006, p. 180) by comparing information obtained from them. To further promote credibility, transcribed copies of the interviews were taken back to the informants to check for accuracy.

Van Rensburg also proposes reflexivity to promote credibility. Reflexivity is the researcher’s being aware that his or her own views, feelings, perspectives and biases may influence the interpretation of the data.

The interview technique is also important in promoting credibility. To promote credibility in my interviews, I asked probing questions and rephrased some questions. This was so as to get to the deeper meanings and to minimise the possibility of my informants being influenced by my position as a lecturer at the LCE and therefore telling me what they thought I wanted to hear rather than what they perceived to be true.

### **Transferability**

This refers to the transferability of findings in research to a wider population. One way of promoting transferability is to look for specific characteristics in the sample chosen. The samples I chose were homogeneous in the sense that all the students had undergone similar teacher training programmes and, prior to the teaching practice experience, none had ever taught in an actual school before. In the case of the mentor teachers, they had all been teachers for at least five years and all had some sort of certification in primary school teaching. However, it is reiterated here that conclusions reached as a result of this research do not claim to be generally applicable. The possibilities they offer for transferability to other contexts, for example, schools in the rural areas of Lesotho outside Maseru, the capital, are limited.

### **Dependability**

The dependability of the data collected was also ensured through triangulation as well as the probing questions asked of the informants. The description of the methodology used in line with the goals of the research also goes some way towards making the data dependable.

### **Confirmability**

This refers to confirmation of validity of the data. This was achieved through triangulation, probing questions and reflection on my own subjectivity in data collection and analysis. An audit trail which includes dates of interviews, names of informants and of schools at which research was carried out (which are retained

confidentially in the Case Record), letters to the schools seeking permission to carry out the research and notes taken during the interviews has also been laid to facilitate confirmation of the validity of the data.

### **3.5.2. Ethical considerations**

According to O'Leary (2004) anyone conducting research is in a position of power. This power is derived from being a researcher, a position of control and authority. Being in this position of power demands that one observes certain ethical practices in conducting research and in working with people in comparatively lesser positions of power in the carrying out of that research. Ethical practices observed in carrying out this research are outlined below.

Before I could hold the focus group interviews with the students at the LCE, I explained to them that I was studying at Rhodes University and that I had to carry out research as part of the requirements of my studies. I also explained the focus of my research. I assured the students of anonymity and that whatever information they divulged in the interview would not at any time be used against them. I also sought their permission to tape record the interview. All these I revealed to the students at a meeting I had with them prior to the interview. I was also particularly at pains to point out to the students that they were not compelled to accede to my request, that they were free not to take part in the interview if they did not wish to.

In the case of interviews with the mentor teachers, I wrote letters to the school principals informing them of the same things that I had informed the students and asking them for permission to carry out the research at their schools. The letters were all hand delivered. The principals in turn, on the same day I delivered the letters, in two of the three schools, called to their offices the mentor teachers I wished to interview. In my presence, and with my input, they explained to the mentor teachers who I was and what it was that I required. I also in all three schools reiterated to the mentor teachers that they would remain anonymous and sought permission to tape record the interviews. In this way I also obtained the consent of the mentor teachers. In two of the schools I was even able to carry out the interviews on the same day I visited them to hand in the letters to the principals. In the third school I was asked to

come for the interview the next day to give the mentor teacher time to consider. I was able to get the interview I required the next day I went to the school.

It is in keeping with my assurances of anonymity that in all instances I have used pseudonyms to refer to the names of the three schools at which I carried out my research and for all the respondents in my research.

An example of the three identical letters I sent to the schools is to be found in appendix 1.

In the case of the college based lecturer, the same procedure was followed though less rigorously. The lecturer already knew my circumstances and all I needed to do was to inform her of what I intended to research on and the need to tape record the interview. A pseudonym has also been used to refer to the lecturer.

To get the documentation related to the teaching practice, I approached the teaching practice coordinator to whom I explained why I needed the documents and she released them to me. I further had to assure her that the names of the students observed on teaching practice, the names of the mentor teachers and of the college lecturer who filled in the forms would not be revealed in the research.

Copies of letters expressing gratitude to all who assisted me in my data collection are to be found in appendices 4 and 5.

## **Conclusion**

This research is, therefore, a qualitative case study within the interpretive paradigm. It seeks to look into a phenomenon as experienced and interpreted by the respondents. One semi-structured focus group interview and four semi-structured individual interviews were used to collect the data. Documents in the form of teaching practice observation forms also form part of the data. The research method chosen was deemed the most suitable since I had very little control over the phenomenon I was investigating and I sought to understand the phenomenon as perceived by the respondents.

## CHAPTER 4

### DATA ANALYSIS

#### 4.1. Introduction

This chapter is an analysis of the data collected in my quest to realise my research goal, which was:

... to investigate perceptions of the gap between theory and practice in the preparation of English language teachers at the Lesotho College of Education.

In attempting to realise this goal, the following research questions were posed:

- Were students able to draw on, and use what they had learnt at the college while on teaching practice? If not, what sort of problems did they meet in trying to do so?
- What, in the opinion of the students, their lecturer and their mentor teachers, were the causes of any problems they encountered? What factors do they believe were involved?
- What are the implications of the answers to the above questions for the curriculum design and pedagogies employed in the English language programme at the Lesotho College of Education?

As has been described in the previous chapter, data was collected in different ways. Data was collected from students who had been on teaching practice by means of a focus group interview. Semi-structured interviews were used to collect data from the mentor teachers and the college lecturer who observed the students on teaching practice.

The focus group interview was carried out with five third year Diploma in Primary Education students. These were students who were in their final year of study and who had, between February and June 2007, been on teaching practice at three different primary schools.

Semi-structured interviews were carried out with three mentor teachers at the three primary schools and with one college lecturer who had observed said students on teaching practice.

Lesson observation forms filled in by mentor teachers and the college lecturer have also been included as part of the collected data and have similarly been analysed.

According to O'Leary (2004) data analysis at its core consists of a move:

... from raw data to meaningful understanding... In qualitative analysis, understandings are built by a process of uncovering and discovering themes that run through the raw data, and by interpreting the implication of those themes for the research questions. (p. 195).

It is on the basis of this contention therefore that, in this chapter, major themes running throughout the data collected shall each be dealt with in turn.

## **4.2. Themes emerging from the first research question**

The main themes emerging from the responses to the first question were those of classroom discipline, time management, effective use of learned teaching methods and, to a lesser extent, mastery of subject content. Students seemed not to be able to draw upon, and use, what they had learned at college in relation to these areas and thus, had problems in them on teaching practice.

### **4.2.1. Discipline**

In the English Department at the LCE, there is no course designed to help students to deal specifically with the problem of discipline in class. Neither is there such a course in the professional studies department. Most probably individual lecturers in these departments do give advice on how students may maintain discipline in their classrooms, but this is done in a 'by the way' manner as opportunities arise. Advice given usually emanates largely from the lecturers' past experiences in keeping discipline in their own classrooms. Students may also draw from strategies they might

have observed some of their past teachers use to maintain discipline in their classrooms. There is no specific course aimed at equipping students at the LCE with skills necessary for them to effectively maintain discipline in their classrooms when they go on teaching practice and beyond.

During the focus group interview, when asked what it was that they wished they had learned at the LCE before going on teaching practice that would have helped them cope better, the first thing one of the respondents – Bertha – mentioned had to do with the keeping of discipline in class. In her own words:

The disciplining of children in class... because we are not allowed to beat the children. That means that corporal punishment is not allowed in schools. All the teachers did not use it, so, if you come as a student teacher, you don't feel comfortable to, um, use that corporal punishment and your class becomes so much disorganised and it's like we are lacking skills other than...other skills on how we should manage the class instead of using corporal punishment.

Another respondent in the same group, Anne, added that they needed to be equipped with some classroom management skills. She went on to explain how during a lesson, which was observed by a college lecturer, she had had her learners working in groups and the learners were very noisy. She said only after the lesson did she learn from the lecturer that one way of restoring order under such circumstances would have been to dismantle the groups and find an alternative method of teaching the same topic.

The mentor teachers also alluded to the inability of students on teaching practice to keep discipline. Daphne, the mentor teacher at Do It primary school, said that though the student she was mentoring tried her best to keep discipline, the learners were still giving her problems. She informed me that sometimes the student would be teaching and there would be some noise in the classroom, but, according to Daphne, the student tried her best. The implication here, of course, is that the student could not keep discipline; she had no skills to enable her to do so. She tried her best, but the learners were still giving her problems.

Felicia, the mentor teacher at Fix it primary school, mentioned that the students she was mentoring had the same problem. However, Felicia's attitude seemed to be that 'children will be children' and that they were naturally more inclined to play with each other rather than sit quietly and listen to the teacher. In this same vein she argued that the teacher at that level (grade 3) had to have a 'fun side' to his/her personality that would accommodate the playfulness of children. The teacher, she felt, had to be able to engage with learners at their level and have a similar sense of 'fun'. Perhaps this was a strategy she herself used to control her learners: indulging them whenever necessary and perhaps even taking opportunities to teach while at the same time indulging the learners' interests. She however also said that she thought that at the end of their teaching practice the students she was mentoring were better able to control the class.

The college lecturer interviewed also pointed out that most students she observed also had problems keeping discipline in their classrooms. She informed me that during her observations:

Some of the pupils were laughing at their classmates who made some mistakes during role-play activity and the student teacher in charge of the class ignored them. At times some pupils were playing with their classmates during discussion and were not reprimanded because the teacher was focussing on one side of the class.

The lesson observation forms collected as part of the data, however, seem to tell a different story.

Of the 14 lesson observation forms collected, 10 show scores of 100%, 3 scores of 80% and only 1 an average score of 65% under the category of 'classroom management' which includes pupil control by the teacher. Comments also range from 'very good' to 'good' with no comment indicating that there could be room for improvement in this category. The figures as they stand seem to somewhat contradict what was said by the respondents in the interviews.

This anomaly could perhaps be best explained by the fact that under the category of 'classroom management' in the lesson observation form is included the cleanliness of the classroom and the seating arrangement of the pupils. The observers may therefore not have awarded the scores purely on the basis of what they observed happening with regard to classroom discipline in isolation from the other factors under 'classroom management'.

#### **4.2.2. Time management**

This was the first problem Felicia, the mentor teacher at Fix it primary school, pointed to. In her opinion, the cause of students' inability to manage their time emanated from their taking part in micro teaching. She maintained that because students taught for such a short time during micro teaching - 7 minutes according to the respondents in the focus group interview - they failed to adapt to teaching for longer periods of time on teaching practice. She maintained that they usually finished their lessons long before the time allocated for said lessons.

Another respondent, Betty the mentor teacher from Build it primary school, pointed out that one of the students, Ezra, never managed to achieve her stated lesson objectives because she always ran out of time. She was of the opinion that Ezra was naturally slow. The Sesotho word she used to refer to this 'slowness' is perhaps best translated into English as 'sluggish'.

Perhaps a case can be built around this that sluggish teachers - or sluggish persons in any profession - should not aim at achieving too much in a short period of time. That is, they should set achievable goals given their tendency to 'sluggishness'. On the other hand, there is always the possibility that some learners may get bored by a sluggish teacher.

What is important with regard to Betty's contentions about Ezra is that it raises the question of how well students know what they are capable of, and to, therefore, be able to set achievable lesson objectives given their understanding of what they are capable of achieving in the time allocated for the lesson.

Daphne, the mentor teacher at Do it primary school, informed me that the student she was mentoring did not always finish her lesson in the time allocated her. At this school a lesson was 30 minutes long. While agreeing with Daphne's contention that if a lesson is allocated 30 minutes, one is not, strictly speaking, going to teach for exactly 30 minutes, it seemed to me that there was a problem when she informed me that the student would sometimes take approximately 40 minutes. This has some implications for the time left to teach other subjects as stipulated in the timetable. Once again, one may argue that it comes down to knowing what one is capable of achieving in the allocated time and setting one's objectives accordingly.

The college based lecturer agreed that, yes, time management was a problem. She reasoned that time management was not just a matter of finishing the lesson in forty minutes. It was also a matter of spending enough time on each aspect of a planned lesson. For example, she said, some students would spend too much time introducing the lesson, and then be forced to rush through the activities meant to achieve their lesson objectives and have even less time for evaluation and the conclusion at the end of the lesson.

Of the 14 lesson observation forms collected, 10 again show scores of 100%, 1 a score of 80%, 2 an average score of 65% and 1 a poor score of only 40% under the category of 'time management'.

From these figures, one could conclude that whilst the majority of the observed students were able to manage their time well, there is room for improvement for others; hence we may conclude that yes, students on teaching practice generally did have problems managing their classroom time.

#### **4.2.3. Teaching methodologies**

The teaching methods and techniques students were taught at the LCE were mainly in the communicative language teaching paradigm. The respondents in the focus group interview informed me that one of the courses offered at the LCE was meant mainly to equip them with effective teaching methods, especially for the lower grades. One of the students, Cathy, put it this way:

We are doing this thing which is very effective, which enables learners to be very involved in the learning process. They participate a lot. Either they play or sing. It is they who do most of the things.

What she has described is learner centred classroom instruction, which is a feature of communicative language teaching.

The respondents also pointed to learning about teaching language using role-play, debates, games, singing, acting and discussions. All these are strategies used in communicative language teaching.

In teaching writing also, learners are made to write on situations they are likely to meet outside class or have observed in their environment. 'The compositions are based on what learners know', said Cathy. An example of a composition topic given by one of the respondents was 'What I would like to be when I grow up?'. Given such a topic, learners can write about policemen, nurses, doctors, teachers and so on. They will be familiar with, and know, people in some of these professions. The teacher can even go further and have learners playing the roles of the people in the different professions, thus creating a situation they are likely to meet in real life and teaching appropriate language use in such a situation. This is another strategy used in communicative language teaching.

The students seem to also have been taught to teach grammar without losing sight of the communicative function of language. For example, Anne pointed out that in teaching prepositions, she would draw, perhaps a table with an object on, under or beside it. Learners would then have to make up sentences with prepositions describing the location of the object. This example serves to illustrate the fact that grammar is not taught in isolation but as part of teaching language communicatively.

To support the contention that the students at the LCE who were respondents in this interview, and their peers, were taught communicative language teaching strategies perhaps the last word can be given to Cathy who informed me that:

In that method, children are engaged in a play, rather than the teacher standing there and teaching and teaching. They learn by listening [to] and observing...the other children. Their colleagues are acting on stage and they are listening as well as observing and in that way they are learning better than when they are listening to the teacher alone. Because we know these children learn better when they are discussing themselves.... (i.e. when they are actually using the language amongst themselves for communicative purposes under the guidance of the teacher).

It is interesting to note that at no time do any of the informants refer to the teaching method they are grounded in as communicative language teaching. Instead they refer to role playing, acting, debates, dialogues, group work, and discussions - teaching strategies within the communicative language teaching method - as methods in themselves. The question however is: were these students able to apply these 'methods' on teaching practice?

The respondents seem to have had some successes in applying the methods they had learned at the LCE when they were on teaching practice.

One of the more popular 'methods' seems to have been that which involved singing. Bertha used singing to teach tenses and she claimed to have used this 'method' successfully. Cathy used it to teach about parts of the body. She also claimed to have had success in using this 'method'. In her case, she said, she would have children sing about parts of the body after which the learners would apparently talk about the different parts of the body they had been singing about.

Anne claimed to have successfully used the dialogue 'method'. She said she would have learners talk about, for example 'things we should do in class and things we should not do in class' or, 'things we should do at home and things we should do at school'. She would use dialogue to teach use of 'should' and 'shouldn't' in everyday conversation.

However, not everything went well for the students on teaching practice. There were some problems they encountered when trying to apply the teaching methods they had

been taught at the LCE. Bertha wished that at the college they could learn ‘more ways of imparting knowledge...concentrate more on how to teach the children rather than on content’. This would seem to indicate that she felt that the ‘methods’ she had learned did not adequately meet her requirements on teaching practice. Or she had difficulties in trying to apply the ‘methods’. However, perhaps the most telling observation indicating the problems faced by the students trying to apply what they had learned at the college on teaching practice came from Dolores who said:

Another thing is, we are given excellent skills and we never practice them when we are here, so that we can see them in action. They are just framed and thrown at us. We are told: ‘there are the skills’. There is no time to practice them. When you get there [on teaching practice], you have a problem that: ‘this is a good thing, how do I use it?’ you don’t know. Sometimes you are doing your teaching practice at a school which is very far,... someone called me from far to ask: ‘can you remind me what the tutor said about using this method?’ I thought this was a good thing but now, does it mean that if one does not have a phone and is far away, one has knowledge of that skill but cannot apply it because he or she has not practiced it? That means that things which are essential in teaching... these are the things the LCE should concentrate on, because all this content is important for us but proves irrelevant when we are in class. We get to class as mere tools knowing nothing.

Dolores’ contention here reflects the fact that students at the LCE are, to a large extent merely taught about teaching and are not given adequate opportunities to see what they are taught in practice or to practice it themselves.

Though the mentor teachers generally felt that the students did well in applying the teaching ‘methods’ they had learned at the college, there were some instances where they felt that the students could have done better.

#### **4.2.4. Subject content mastery**

None of the mentor teachers who took part in this study seemed to think that the students had any problem as far as mastery of the content was concerned. One of these mentor teachers, Daphne from Do it primary school, felt that the student she was mentoring, though she might have struggled a bit with regard to keeping discipline, had very good mastery of the subject content. Betty at Build it primary school also thought the students she mentored did very well. She told me that though the students were nervous for the first two days, she thought they did well. According to her, 'they were able to stand in front of the class and teach'.

The college lecturer who observed the students also felt that mastery of the content by students was not a problem. She said that the problem of content mastery only seemed to be a problem in those departments which were understaffed. She lamented, for example, that some students in the English department had not been taught for some time as their tutor had been ill. She felt that they would have problems when they did ultimately have to go to teaching practice if nothing was done about it. She also gave an example of a student who she observed teaching science, one of the understaffed departments at the college. She said she felt that the student was unable to adequately explain to the students the concept of rust as a colour and as what happened to metals as a result of exposure to rain and sun. The student seemed not to be aware that 'rust' could also be a colour, rather than just a result of metals being exposed to the elements.

#### **4.3. Themes emerging from the second research question**

The second question was aimed at finding the opinions of the respondents with regard to the causes of the problems experienced by the students on teaching practice. The main themes arising out of the data, perhaps not surprisingly, had to do with the sort of training offered to the students at the LCE. Most of the respondents regretted that what used to be referred to as teaching practice preparation had been phased out of the college calendar. There was also a general feeling that microteaching, as practiced at the LCE, did not really meet the needs of the students when they get to

teaching practice. Related to these are the differences in the sorts of behaviour expected of students on teaching practice by lecturers from different departments.

#### **4.3.1. The training offered to the students at the LCE**

##### **4.3.1.1. Teaching practice preparation**

Almost all the respondents interviewed bemoaned the fact that before going on teaching practice, the students had not been exposed to any actual classroom teaching at the college.

The students themselves bemoaned the fact that what used to be known as 'teaching practice preparation' had been phased out of the college calendar.

As outlined in Chapter 1, this is how teaching practice preparation used to work: A lecturer, in the semester before the students were to go on teaching practice, would, on a weekly or on a daily basis, take a group of students, say between 6 and 10 depending on the size of the class, to a school within walking distance of the LCE (there is a fair number of them). The lecturer would then spend the day with that group of students at the school. The students would be teaching topics agreed upon between the subject teachers at the school and the college. After each lesson the lecturer and all the students in that group, who would have all observed the lesson, would get together to discuss the lesson in the light of the theory the student was trying to apply in his/her teaching. Of course, given the constraints of the timetable, not all students in the group would be able to teach on any given single day, even where the school had provided three or four different classes for this purpose. However, before going for teaching practice, each and every student would have had the opportunity to teach at least once, would have observed other students teaching and would have had the chance to reflect on these experiences with peers and with the lecturer.

Cathy, a respondent in the focus group interview, pointed out that teaching practice preparation afforded students the opportunity to discuss their problems with the lecturer before they went for teaching practice. According to her, the lecturers who

observe them on teaching practice do not accord them enough time to discuss their problems. She puts it this way:

The lecturer would go there [to the teaching practice school] to observe maybe three students at that school on that day, so there isn't enough time for each individual student to share his or her problems with the lecturer on that day. The lecturer observes you, then you talk a bit about your lesson and all the other problems you encountered in the past when the lecturer was not there, you are unable to talk about them. So it would be better if students had the opportunity to practice these skills at the nearby schools before going on teaching practice.

She also pointed out that the lecturers, being with the students on teaching practice preparation, were better able to see how far the students were able to master the skills they had learned and which skills needed to be improved upon. Her contention was that teaching practice preparation benefited those students who experienced it.

Felicia, a mentor teacher at Fix it primary school, also thought that some sort of practical induction into teaching would be helpful for students to undergo before going for teaching practice. In her words:

If maybe students could also be sent to the surrounding schools to spend a day there, or groups of students be sent to these surrounding schools for a day to do some teaching they would gain some experience. They would see how young learners needed to be handled because what they are taught at the LCE is different from what they meet in practice at the schools.

Betty, a mentor teacher at Build it primary school, echoed these sentiments. She was of the opinion that letting students go on teaching practice preparation '...would help more than just the LCE giving them [the students] handouts outlining which skills to use under what circumstances'. In other words, being exposed to classroom practice would be of more benefit than mere readings explaining expected classroom behaviour.

Natalie, the college based lecturer, had this to say:

I think that teaching practice preparation should be brought back so that by the time they [the LCE students] go for teaching practice they will have had exposure to real classroom situations.

She also alluded to the reasons as to why it might have been stopped. Chief amongst these being the workload it placed on the shoulders of the lecturers involved. Over and above this, in my experience, there were also complaints from the schools in the neighbourhood of the LCE that there was too much disturbance in their day-to-day operations. There were also speculations that the teaching practice preparation exercise contributed to a drop in the pass rates of these schools.

#### **4.3.1.2. Microteaching**

As an alternative to teaching practice preparation, or even used alongside it, as had been the case in the past, the students found micro teaching inadequate preparation for teaching practice. This is what one student, Bertha, had to say when asked to confirm that teaching practice preparation was no longer part of their studies at the LCE:

No it no longer is. No teaching practice preparation at all. It is now only microteaching. But even the microteaching is not effective because there are too many of us and time is limited.

Her reference to limited time being to the 7 minutes they were given to teach their peers in microteaching. With regard to these 7 minutes, Ezra, another respondent said:

You understand that now you would have to rush through what you wanted to teach? You do not get a chance to really develop your lesson. You have to rush through things and you don't get enough practice.

On being asked whether she felt that micro teaching did not prepare her well for teaching practice, she answered:

Yes because you would find that the conditions under which we do it are different from the conditions which we meet on teaching practice. For example with microteaching you practice with your peers but on teaching practice you are going to be teaching young children.

These sentiments were echoed by Felicia at Fix it primary school. She felt that because of the micro teaching students did at the LCE, they then could not teach for the duration of the time allocated for the lessons on teaching practice. She also alluded to the students teaching their peers in micro teaching but then having to deal with very young learners on teaching practice. She felt that this, while allowing students knowledge of the subject matter content to improve, resulted in the neglecting of the students' ability to maintain discipline in their classes.

#### **4.3.1.3. Differing LCE staff expectations**

In my experience as a teacher at the LCE, students have always complained that different lecturers from different departments have different ideas of what should, and what should not, go into a lesson plan.

The teaching practice office's view has usually been that lecturers should be more flexible when it came to the format of the lesson plan and what details were put into it, especially in cases where the observing lecturer was from a different department, such as a lecturer from the languages department observing a student from the sciences.

However, this does not seem to have stopped lecturers from questioning lesson plans they come across during teaching practice observation. An example here may be found in Fix it primary school Felicia's assertion that:

Sometimes when it came to the awarding of marks, the tutors would not award, for example, with the lesson plans, the full marks... and I would ask myself: 'What's lacking in this lesson plan?' And one would find that there was nothing lacking in the lesson plan. The lesson plan would be very good and sufficiently detailed.

The college based lecturer felt that the problem of differing lesson plan formats and what should go into the lesson plans was largely between the Professional Studies Department and the rest of the other departments. She agreed that this could be confusing to students and saw closer cooperation between all departments as a way of solving this problem.

The students in the focus group interview also agreed that different lecturers had different expectations when it came to the way lesson plans should be drawn up.

Closely related to this is the issue of students' feeling that lecturers from appropriate departments should observe them. This is how Bertha put it:

I think it would be best if maths lessons were observed by maths lecturers and English lessons by an English lecturer. The maths lecturer can then be able to see whether or not one is applying the skills one was taught to apply, and the English lecturer should observe English students to see whether or not the puppets they were told to use for those students who are shy, are they being used effectively or what? Because a maths lecturer observing an English lesson will not be able to guide me.

Though one would agree that this would be the ideal situation, it is not always possible to have someone from the English department observing all students who are teaching English on all the teaching practice sites. As mentioned in chapter 1, the teaching practice team selected each year visits each teaching practice site three times for the duration of the teaching practice period. Each visit lasts for only a day. If on that day the English lecturer finds that she/he has a number of students who are teaching English at the same site and, because of time constraints, cannot observe all, then it is normal practice in the teaching practice team for any lecturer, who does not at that time have students to observe, to help out by observing any student from any other department.

### **4.3.2. Themes emerging from the third research question**

The final question asked of the respondents was aimed at finding out their views on what the LCE could do to better prepare the students for teaching practice. All the respondents replied that the best way would be to bring back teaching practice preparation. The students felt that it would give them opportunity to practice some of what they were learning in class - and two of the three mentor teachers also felt the same way.

The college based lecturer, whilst also agreeing that the return of the teaching practice preparation would benefit the LCE students, thought that over and above this there should be greater cooperation between the Professional studies department and all the other content and methodology courses. Perhaps the last word should be given her:

I think teaching practice preparation should be brought back, so that by the time they go for teaching practice they will have had exposure to classroom situations. ...I think also the Professional Studies department should work in closer cooperation with all departments.... I think the Professional Studies Department must also ensure that all professional skills it imparts to the students are also taught and practiced in all the content and methodology courses in the other departments.

### **Conclusion**

In this chapter, an attempt has been made to outline the findings of the study and to group them according to the themes arising from the data collected. The data collected showed students experienced problems especially in the fields of keeping discipline in class, managing the time allowed for the lesson and implementing the teaching methodologies learned at the college. Causes identified for these problems had to do with the sort of training offered to students at the LCE. Possible ways of resolving these causes were suggested. The next chapter discusses these findings in greater detail in the light of the literature reviewed

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

In this chapter, the themes, which arose out of the data collected and analysed in chapter 4, will be discussed. O'Leary, (2004) advises that discussions and conclusions focus on how the themes relate to each other and to the relevant literature. She advises also that the research goal and the research questions be kept in mind and be linked to the findings.

The goal of this research having been 'to investigate perceptions of the gap between theory and practice in the preparation of English language teachers at the Lesotho College of Education', this chapter focuses on discussions of said perceptions by the respondents as revealed in the data collected. Limitations of the study that could have impacted on its findings will also be noted and, finally, recommendations based on the study made.

#### 5.2. Discussion

The structure of the discussion shall be as follows:

Firstly, as a heading, the relevant research question shall be stated. And then, as sub-headings, themes arising out of that research question will be individually discussed in the context of the relevant literature.

## **5.2.1. Were students able to draw on, and use what they had learned at the college while on teaching practice? If not, what problems did they meet?**

### **5.2.1.1. The problem of discipline**

As pointed out in the previous chapter, students at the LCE are not taught disciplining strategies. There is no course, even in the Professional Studies Department aimed at assisting them in this respect. They had a problem keeping discipline in class, especially since corporal punishment is no longer allowed in all schools in Lesotho as one respondent, Bertha, pointed out. This is all the more surprising as on teaching practice students are assessed on classroom management, which includes not only discipline or pupil control by the teacher, but also the seating arrangement and the cleanliness of the classroom. Maybe the LCE should offer such a course. Teaching arrangement does not only refer to the way the furniture in the classroom is arranged. It also refers to how the learners are seated. For example, are there learners seated together who are generally disruptive to the class? Is there a need to allocate them different desks? Should the teacher pair learners according to gender in the seating arrangement or not? Who should be allowed/made to sit at the back of the class? Who should be allowed to sit at desks next to the windows and who shouldn't and so on. All these relate to discipline in some ways.

The inability of the students to keep discipline in their classrooms impacts on their teaching.

Borg (2003) cites an example from Spada and Massey (1992). Spada and Massey carried out a study in which they compared two novice teachers at two different schools. The first school was a private school and the students there were generally well behaved. The second school was 'a public school known to have serious discipline problems' (p. 94). At the second school the novice teacher 'was rarely able to follow through with his lesson plans and spent most of his time managing student behaviour' (ibid).

Though Spada and Massey were writing on how the school context could impact on the teacher's work, their findings also illustrate how, in the face of ill discipline, the teacher cannot concentrate on his/her teaching.

This problem is exacerbated in instances where the novice teacher does not even have a theoretical framework from which to attempt to manage the class.

Stones and Morris (1972) have argued that the keeping of discipline in the classroom

...has received detailed empirical study, and a body of theoretical and practical knowledge has been amassed which begins to put the problems of discipline on a scientific footing... (as cited in Wallace, 1991, p. 8).

Wallace, however, argues that 'many of today's teachers will wonder when the expected improvements [in classroom discipline theory translated into practice] will take place, and some would argue that the problems of discipline have in fact got worse...' (p. 11).

On the other hand, Langford (1989) has argued that theory too, is important. He writes:

...teachers need to know how to help others to become educated; and what they need to know in order to do that is called theory of education. ...teachers rely on tradition to provide them with necessary knowledge and skills (p. 32).

Though writing specifically in the context of the theory of education, the same sentiments can be expressed with regard to classroom discipline. Theory of discipline could at least offer a framework from which novice teachers can begin to operate. Unfortunately, as mentioned in the literature review, researchers have not yet come up with an effective conceptual framework from which beginning teachers can operate to address the problem of discipline in their classes (Wallace, 1990). These beginning teachers largely operate from a perceptual framework.

The absence of this conceptual framework, especially in the context of the LCE, makes it even more difficult for LCE students to cope when they get to teaching practice. Of course, as also argued in the literature review, teacher education should go beyond merely giving students a perceptual framework from which to operate on teaching practice. It should seek to integrate and to reconcile research generated theory with student's personal theories and some exposure to actual or simulated classroom conditions.

Similarly, Zeichner and Liston, (1996) suggest that the external knowledge which teachers receive in their training can

...be used by teachers to test their beliefs. Here the external knowledge is used as evidence to help teachers accept, reject, and/or modify their existing beliefs based on their assessment of the external knowledge in light of their own experience and values. (p. 29).

Zeichner and Liston, (1996, p. 29), define external knowledge as 'prescriptions or rules for practice.'

External knowledge with regard to discipline would therefore provide students with a framework from which to operate. The students would be able consider for themselves the merits and/or the demerits of the theories (on discipline) taking into consideration that 'the contingent features of the case at hand [have] to be, ultimately, authoritative over principle'. (Nussbaum as quoted in Kessels & Korthagen, 1996, p.19).

#### **5.2.1.2. Time management**

Time management refers to the ability of the teacher to set and achieve lesson objectives in the time allocated for the lesson. In Lesotho schools, time allocated for a lesson is generally 40 minutes.

Students on teaching practice were generally not able to manage whatever time was allocated for the lesson. All the mentor teachers and the college lecturer informed me

that this was the case. In some instances, the student set too many activities for her and the class to complete in the given time. In others, students set too few activities and ended the lesson well before time. Sometimes the students would spend too much time on some activities leaving too little time to spend on others.

At the LCE students are generally advised to spend about 5 minutes on the introduction, 20 - 25 minutes on the lesson development (which would include a number of activities for both the teacher and the learners) and 10 – 15 minutes on the evaluation and the conclusion, the time allocated for the lesson being 40 minutes.

Anderson (1993) makes a distinction between allocated time and instructional time. According to him, allocated time is time set aside for the lesson, instructional time is the actual time spent by the teacher giving instruction.

The discrepancy between allocated time and instructional time tells us about the quality of classroom management, the greater the discrepancy, the poorer the classroom management. It is not unusual for 20 percent of the time allocated to subject area study to be lost on noninstructional activities. (p. 18).

Students on teaching practice probably lose far more than the 20 percent of the allocated time referred to by Anderson.

The college based lecturer gave an example where a student she was observing wasted a lot of time getting learners in a very large class of between 80 and 100 learners, to get seated in groups. In her words:

The classroom seating arrangement also made it difficult for the student to rearrange the desks for group discussions and was time consuming.

Trying to keep discipline at the same time, as discussed above, can also encroach into the time available for instruction.

A mentor teacher at Build it primary school, Betty, informed me that a student under her mentorship was usually very slow and, while this suited the slow learners, the

faster learners became bored and would start playing as soon as they had completed the tasks that were set.

Students at the LCE are encouraged to set more challenging tasks for the faster learners. Alternatively, they are encouraged to give, as homework, tasks not finished in the classroom by the slower learners.

Gultig, (2002) offers options whereby the faster learners may be put in a group with the slower learners and help these when they are struggling or, alternatively, group the slow learners together so that they can learn at their own pace.

However, it would seem that the student in the example cited above could not do any of these, resulting in the amount of content covered being lessened as the teacher moves at the rate of the slow learners.

Gultig (2002) goes on to point out that the ability to manage one's classroom time is gained through experience and sensitivity to one's learners. It may be argued that students on teaching practice are still in the process of developing sensitivity to their learners and that, lacking experience, cannot yet effectively apply those strategies they are introduced to at the college and those to which Gultig (2002) alludes. This situation, it can be argued, lends credence to calls for teacher education to become more practically inclined.

The advice given students on how to manage their classroom time by the lecturers is all very well. However, when they get to teaching practice, students find that the problems of 'the swamp defy technical solution'. As Gultig (2002), has argued, one develops one's ability to manage one's classroom time through experience and sensitivity to one's learners. Research generated theory on how best to manage one's classroom time is therefore inadequate on its own and has to be put into practice, reflected upon and refined to suit each beginning teacher's personal theories.

According to the college based lecturer who was one of my respondents, time management does not only refer to whether one is able to realise the lesson objectives in the allocated time or not. It also refers to time spent on the different activities set

out in the lesson plan. Richards and Lockhart (1994), refer to this as ‘pacing’ and define it as:

...the extent to which a lesson maintains its momentum and communicates a sense of development. How much time to allocate to each part of the lesson is thus an important decision which teachers must make while planning or teaching a lesson. ... teaching involves monitoring students’ engagement in learning tasks and deciding when it is time to bring a task to completion and move on to another task before students’ attention begins to fade. (p123).

According to the lecturer, students were not able to pace their lessons. As argued above, maybe a more practically inclined model of teacher training would accord them the opportunity to practice this.

#### **5.2.1.3. Teaching methods**

As mentioned in chapter 4, students at the LCE are taught the communicative language teaching method, a view of language as being primarily for communication purposes.

Communicative language teaching is learner centred. According to Murray (2007) ‘the role of the teacher is that of facilitator, who sets up activities and tests, monitors and gives feedback’. (p. 6). Communicative language teaching also aims at training learners ‘to use language forms appropriately in a variety of contexts and for a variety of purposes’ (Harmer, 2001, p. 84).

The respondents in the focus group interview informed me that they used learner-centred teaching ‘methods’ such as role-play, acting, debates, discussion, dialogues and group work in their teaching. They acted as facilitators in the use of these ‘methods’. In the words of one of the respondents:

In that method, children are engaged in a play, rather than the teacher standing there and teaching and teaching. They learn by listening [to] and observing...

the other children.... in that way they are learning better than when they are listening to the teacher alone.

Though the students referred to role-play, acting, debates, discussion, dialogues and group work as methods, these are actually strategies used in the communicative language teaching method and are not really 'methods' in themselves. These strategies promote learner centeredness and within them can be created a variety of contexts within which forms of language can be used appropriately for a variety of purposes.

The students seem to have had some successes and some failures in attempting to use these 'methods'. One claimed to have used singing successfully. Another claimed to have used dialogue successfully and still another to have used show and tell, also successfully. In the latter case, the student showed pictures to the learners and asked them to name the things that appeared in the pictures. Learners would then go ahead and talk more about the pictures.

One problem, which a mentor teacher said the student had, was that of integrating a number of methods. The mentor teacher pointed out that the student would use, for example, demonstration alone rather than using it alongside another 'method' such as group work.

The college lecturer pointed to use of certain 'methods' under inappropriate conditions. She gave an example of a student who used discussion with a very large class of learners, with the result that most learners did not get involved in the discussion.

Bertha, a respondent in the focus group interview wished the college could teach them more with regard to teaching methods and less with regard to content.

However, the most telling observation with regard to the students' inability to apply these 'methods' came from Dolores, another respondent in the focus group interview, who asserted that:

We are given excellent skills and we never practice them when we are here, [at the LCE before teaching practice] so that we can see them in action.... We get to class as mere tools knowing nothing.

Dolores's assertion, and the concerns raised by the mentor teacher, the college lecturer and Bertha, another student, points to a disjuncture between the tutoring at the LCE and the application of that tutoring on teaching practice with regard to teaching methods.

The assertions reveal a weakness in the microteaching component of the student's education at the LCE. They reveal that whilst the students are taught about these methods in some of their courses, they hardly ever get the opportunities to see them in action and to practice the skills they should be practicing in the microteaching component of the course; these skills would stand them in good stead when they go on teaching practice. The original idea behind microteaching was aimed at bridging the gap between theory and practice.

The discussion of the problems faced by students with regard to teaching methods and how these can best be addressed is, perhaps, best carried on alongside discussions involving subject matter content and teaching practice preparation. They will, therefore, be deferred to discussions on subject content mastery and, especially, teaching practice preparation, which are discussed next.

#### **5.2.1.4. Subject content mastery**

Stotsky (2006) maintains that 'the first and most important component of what beginning teachers need to know is the academic content that supports the teaching'. (p. 257).

Fortunately, though subject matter content mastery often came up in the interviews, it does not seem to have been much of a problem for the students on teaching practice. All the mentor teachers felt that the students had adequate mastery of the subject content.

The college lecturer felt the same way. She explained that subject content mastery was not a problem except in isolated cases – she gave an example of a science student she happened to observe - where the concerned department was understaffed. She pointed this out, I believe, because of her concern for some students in the English department who had not been taught for some time as their lecturer had been hospitalised, and they were to go on teaching practice in the next semester.

That no problems were reported with regard to mastery of content could be attributed to the fact that, at primary school level, the content is very basic and not as detailed as, say, that at high school. The students, having been to high school and having received some content tuition at the college, would be more than able to handle the subject content at primary level.

One problem the students did seem to have however, was that they found that they did not have the necessary skills to teach pronunciation. The learners had difficulties pronouncing some words and the students did not know how to assist them.

Anne, a mentor teacher, informed me that: ‘even the simple words they [the learners] can’t pronounce them’.

This problem was a direct result of there being no phonology course offered at the LCE in the English department. Because they had not studied phonology, students could not teach pronunciation.

Hubicka, (1980), suggests that teachers of English should be taught phonology so that they can use this in teaching pronunciation. She argues that:

It is impossible for the teacher to diagnose the student error and take appropriate corrective steps unless he or she has a working knowledge of how the various sounds are produced. (p. 24).

She goes on to suggest various procedures that can be used to teach pronunciation. Suffice it, however, to say here that without this knowledge, students from the LCE

will always encounter problems when they have to teach pronunciation, as they do not have 'a working knowledge of how the various sounds are produced'.

Yule et.al., (1990) have argued that some college courses such as English:

...are entirely *academic* in nature. They are included in the curriculum for the personal growth of the students as well as to provide background knowledge to school teaching subjects. ...They need to be treated at tertiary level and therefore should not be criticized for their supposed lack of relevance to the school situation. (p. 157).

They go on to argue that teacher education has a didactical component. This is a component of education which deals with the theory of teaching. It should serve as a framework for the methodology courses and be followed by practical teaching.

It was in their attempts to use the theory of teaching as their framework while on teaching practice that students from the LCE had problems. They could not relate their teaching to the theory they had received at the college. This has been a dilemma faced by teacher training institutions all over the world. It is as a result of this dilemma that a number of alternative teacher training models, as discussed in chapter 2, and are briefly alluded to under 'teaching practice preparation', have been proposed.

**5.2.2. What, in the opinion of students, their lecturer and their mentor teachers, were the causes of any problems they encountered? What factors do they believe were involved?**

#### **5.2.2.1. Teaching practice preparation**

As explained in chapter 4, teaching practice preparation entailed students of the LCE going into the schools surrounding the LCE to do some teaching and to reflect, with their peers and their lecturer, on that teaching. This would normally be in the semester prior to teaching practice. For reasons that shall not be dwelt upon here, teaching practice preparation was phased out of the LCE teacher training programme. This was

bemoaned by all the respondents in the focus group interview, as well as a mentor teacher who had apparently experienced it as a student and the college based lecturer.

Teaching practice preparation as practiced at the LCE was in line with attempts to close the gap between the theory the students at the LCE were inducted in and the realities of the classroom. As an example, students at the LCE may have been introduced to Chomsky's transformational grammar, Hymes' communicative competence and the communicative language teaching methods which have their roots in this view of language as being for communication. They might not be able to implement these methods in their classrooms on teaching practice. Teaching practice preparation might give them that opportunity as, during teaching practice preparation they would have had the chance to teach and to reflect on their teaching with their lecturers and other students. Students' theories and Theories (Korthagen, 2001), would have interacted and students would have had the chance to reflect on these.

Danielson (1996) has argued that:

The move to a classroom teaching position for a beginning teacher is a jump into the unknown, a matter of survival amid the myriad of questions and concerns it represents. (as quoted in Kervin and Turbill, 2003, p.22).

Given that the students from the LCE move straight from college into teaching practice, it is not surprising that they felt that they had been thrown into the deep end by not having had the teaching practice preparation experience.

In the words of Dolores, 'we are told, "there are the skills". There is no time to practice them' [prior to teaching practice]. And, another respondent, Cathy, said that '...it would be better if students had the opportunity to practice these skills at the nearby schools before going on teaching practice'.

The skills the respondents seem to have been referring to are especially those which have to do with the teaching methodology. They see the fact that they were not accorded the chance to practice these prior to teaching practice as a disadvantage. This is especially because teaching practice is assessed at the LCE. This means that

students on teaching practice can be deemed either to have failed or passed teaching practice. If the former is the case, the student does not graduate and will have to go on teaching practice again after his/her final year at the college.

The question of 'conscious reflection upon practice' is one on which much has been said in the literature with regard to bridging the gap between theory and practice in teacher education.

The gap between theory and practice exists as a result of it being the academic realm which, according to Wallace (1991), is seen as being more prestigious than the field of practice that generates the knowledge to be applied by practitioners in the field. Practitioners in the field, on the other hand, often find knowledge generated by the academic realm problematic when they have to apply it to concrete situations in their profession.

The reflective models in teacher education hold that the prospective teacher should be accorded the opportunity to work with an experienced teacher, peers, a mentor teacher or a lecturer. The role of these would be to give support and advice to the beginning teacher who would conduct a lesson, look back at that lesson, and discuss the merits and the demerits of what he/she did or did not do with a view to improving on the lesson in future. This is what Schon (1987), has called reflection on action. This is in contrast to the prospective teacher relying only on the knowledge generated in the academic realm. As has been discussed in the literature review, reflection on action and in action assist the beginning teacher come to his or her own understanding of what is involved in teaching, how best challenges one comes across can be handled in the 'immediacy of the classroom situation'.

For the LCE students therefore, teaching practice preparation would mean that they went to the schools in the neighbourhood of the LCE, did some teaching and had opportunity to discuss their teaching with their lecturer and with their peers. On this teaching practice preparation they would be putting into practice the theory they would have learned at the LCE, seeing how well it works and how they could improve on it so that they could go on teaching practice better prepared. They would have,

through teaching practice preparation, had the opportunity to relate what they had learned in the lecture room to actual classroom situations.

#### **5.2.2.2. Microteaching**

At the LCE, microteaching consists of a student being given a topic to prepare and to teach to his/her peers. Students would take turns teaching lessons they had prepared and discussions would follow each presentation. The presentation is usually to the whole class of one's peers, classes can sometimes number up to 80 students. Sometimes the students are asked to prepare a presentation as a group and then each group member presents some aspect of what the group has prepared.

It would appear from the interviews that students were not normally apprised of the specific skill they were to practice in microteaching, or that the lecturer himself/herself expected the students to practice too many unspecified skills in too short a time.

These speculations arise specifically from the words of one student respondent, Ezra, who said that microteaching lasted for only 7 minutes, and that given the 7 minutes:

You have to rush through what you wanted to teach.... You do not get the chance to really develop your lesson. You have to rush through things and do not get enough practice.

This sounds very much as if students were expected to actually teach what they had prepared, rather than practice a specific skill, in their microteaching.

These speculations are further fuelled by the view - probably formed as a result of her conversations with the student she was mentoring - of Felicia at Fix it primary school, who, trying to explain why the student often finished her lessons well before time, said:

When they do their microteaching, you will find that they teach for a very short time and when they were on teaching practice they also tended to teach for a short time.

Again there is reference to teaching rather than to developing a specific skill.

The respondents felt that microteaching did not prepare them for teaching practice. Instead they preferred to have had some real teaching and reflection on that teaching in a real school before actually going on teaching practice.

The students also felt that microteaching did not prepare them well because with micro teaching, they were teaching their peers while on teaching practice they were teaching young learners.

In this regard, Yule, et. al. argue:

The act of teaching children is so complex and involves so many facets that there is no acceptable substitute for it. The artificiality of the microteaching situation (especially when peer groups are taught) makes it a very unlikely substitute for actual practice teaching. [Teaching practice preparation in the case of LCE students]. (1991, p. 59)

#### **5.2.2.3. Differing LCE staff expectations**

Another problem that students on teaching practice faced was that teachers who visited them on teaching practice seemed to have different ideas as to what should and what should not go into the lesson plans. Teachers from the Professional Studies Department and subject content matter lecturers specifically differed. The Teaching Practice Office's position has always been that lecturers be as accommodating as possible when it came to judging students' lesson plans. However, this does not seem to have stopped some lecturers from demanding that lesson plans be as detailed as possible.

Nowlan, (1990) makes the point that:

Colleges and universities often require far more detailed preparation than is demanded of qualified teachers. This is necessary to ensure that the student is adequately prepared, and also to enable the lecturer to evaluate whether the preparation has been done adequately (p.14).

Seen in the light of Nowlan's statement, the differing positions on lesson plans by lecturers in the Professional Studies Department and subject content lecturers are explainable. The professional studies lecturers will be concerned mainly with the classroom procedures – lesson introduction, development with teacher and learner activities mentioned, evaluation and conclusion - as outlined in the lesson plan while the subject content lecturers will also want to see that the student is also well prepared in terms of the content he/she is going to be teaching.

Perhaps the subject content lecturers are, to some extent justified in their demands. The student has to show that he/she is well prepared and conversant with the topic so that he/she does not struggle with both procedural concerns and mastery of content. For a beginning teacher, having to struggle with both can be highly unnerving.

### **5.2.3. What are the implications of the answers to the above questions for the design and pedagogy employed in the English programme at the LCE?**

#### **5.2.3.1. Teaching practice preparation**

It was the feeling of all the respondents that teaching practice preparation be brought back into the teaching programmes of the LCE. The respondents felt that it would better help them face the challenges they met on teaching practice. Perhaps ways could be found to conduct it in such a way that it has minimum impact on the day to day running of the schools at which it is carried out and does not overburden the lecturers overseeing it.

It was also felt that microteaching was a poor substitute for teaching practice preparation. Apparently, the lecturers involved have not used it effectively and students felt that, because they were teaching their peers, it was not the same as when they went on teaching practice and had to teach young learners.

An alternative model whereby, for example, young learners got bussed into the college occasionally for students to teach could help. Perhaps there could also be a meeting between the Professional Studies Department and other departments to reach a consensus as to what microteaching should entail.

An alternative model of microteaching, more rigorously employed than is the case at present, could go some way towards meeting more of the needs of the students.

#### **5.2.3.2. Closer cooperation between the departments**

The college based lecturer called for closer cooperation between the Professional Studies Department and all the other departments. This would mean that whatever the students are taught in the Professional Studies Department connects with what they are taught in the other departments and vice versa.

### **5.3. Conclusion**

The purpose of this research was to investigate perceptions of the gap between theory and practice in the preparation of English language teachers at the LCE. The perceptions to be investigated were those of students of the LCE who had been on teaching practice; those of their mentor teachers on teaching practice and those of the lecturer who had observed said students on teaching practice.

The findings of this research are that, while there are areas in which the gap is perceived to be minimal, – such as in the mastery of subject content matter - some areas were problematic.

As a result of not having had any real classroom experience prior to going on teaching practice, students at the LCE had problems in implementing what they had learned regarding the theory dealing with, especially with regard to time management and teaching methods.

As indicated, with regard to disciplining strategies, students are pretty much left to alone to cope as best as they can. Indeed, they expressed the wish that they could have

been taught some disciplining strategies before going on teaching practice. As it is, lecturers only mention some of these possible strategies in passing in their classes. Students also have to try to implement whatever strategies they may have observed their previous teachers using. This has a serious impact on their performance on teaching practice. For example, they might waste a lot of time meant for instruction on trying to bring order to an unruly class.

Though they are instructed on time management at the LCE, students on teaching practice were unable to manage their time well. They also had problems with applying the teaching 'methods' they had learned at the college when they were on teaching practice.

Often, the students finished their lessons too soon or went over the time allocated for the lesson. This seems to imply that students had either too few, or too many, activities planned for the lessons. This points to inability to plan within the confines of time allocated for the lesson.

They were also unable to plan their time to accommodate learners of different abilities, something Nowlan (1990) calls 'one of the most difficult situations that a beginning teacher faces'. (p. 15). Because of this inability, the lessons moved at the pace of the slower learners, resulting in a lot of time being wasted for those learners who would finish given tasks in a short space of time.

Teaching 'methods' were sometimes applied inappropriately. For example, discussion was used with classes of between 80 and 100 students. Only a few of the learners would have opportunity to contribute significantly to the discussion. The rest of the learners would have been only passengers in the lesson. Sometimes the student would use only one 'method' throughout the lesson; she would not integrate or vary the 'methods'. This implies that the teacher also did not vary her activities in class. Not varying learner and teacher activities leads to boredom amongst the learners.

The inability of the students to manage their time well and to apply the teaching 'methods' they had learned was blamed on the fact that teaching practice preparation had been phased out at the LCE.

Teaching practice preparation, it was felt, would have accorded the students opportunities to put into practice and see in practice the theory they had been inducted into at the LCE. It would have accorded them the opportunity to teach in an actual school and to reflect on their teaching with their lecturer and their peers.

Respondents in the focus group interview as well as one mentor teacher felt that microteaching was an inadequate substitute for teaching practice preparation. It was felt that because it was done with peers, it did not really prepare them for the realities of the classroom where they would be teaching young learners. It also looks like the way microteaching was conducted by the concerned lecturer or lecturers failed to address the development of specific skills students would need on teaching practice.

#### **5.4. Limitations of the research**

One of the main limitations of this study can be found in the fact that the interviewer lacked experience in interviewing and might therefore have left some relevant questions unasked and unanswered. That a pilot interview was carried out with regards to the semi-structured interviews helped in the actual interviews. That no such pilot interview was carried out with regard to the focus group interview may impact on the validity of the findings.

Related to the first limitation concerning the quality of the interviews and, by implication, data emerging from these, is the fact that the interviews were, to a large extent, carried out in Sesotho and translated into English during transcription. Some meanings and nuances may have been lost in the translation.

Another limitation is the fact that the focus group respondents were not observed on teaching practice. Observations would have revealed the extent to which what they said in the interview correlated, or did not correlate, with what actually happened in their classrooms.

Triangulation of the data was also limited. It was limited mainly by the circumstance of there being no first hand classroom observations of the respondents who had been on teaching practice.

Another limitation is that, the interviews having been carried out in the month of October, four months after the respondents had returned from teaching practice, memories may also have been affected by the passage of time and therefore the respondents may not have been able to recall all the relevant information. Or the information they did recall they did not recall in as much detail as one might have hoped.

### **5.5. Potential value of the research**

Limitations of this research notwithstanding, it has potential value. It could be used by the academic planning office at the LCE in the planning of its programmes such that these are more suited to meet the needs of its students. It could motivate said office to promote cooperation between the Department of Professional Studies and the other departments.

Personally, as a result of the readings I have done in the writing up of this research, I now have a better understanding of teachers' knowledge and how it is acquired, and of the theory/practice relationship. The research also helped me understand better some of the problems students encounter on teaching practice and the causes of these problems. This can only stand me in good stead when I go back to my work as a lecturer at the LCE.

### **5.6. Recommendations**

This being a small scale research project with a very small number of informants, its findings do not purport to be generally applicable. However, it is clear from the study that there were problems encountered by students on teaching practice when they attempted to implement the theory and practices they had learned at the LCE . Based on what the data revealed, the following recommendations are made:

- That teaching practice preparation be brought back into the LCE teacher training program. Reasons why this was phased out should be looked into and ways to address these be found. Teaching practice preparation would greatly benefit students when they go on teaching practice. It would help them make the

connection between the theory they receive at the LCE and the real classrooms they get into on teaching practice.

- That microteaching be looked into with a view to finding the best model for the context of the LCE and that it be used alongside, rather than as a substitute for, teaching practice preparation.
- That there be closer cooperation between the Professional Studies Department and the other departments with a view to aligning and reconciling whatever is being offered in these different departments. As it is, it looks as if what is being taught in the Professional Studies Department may be at odds with what is being taught in the rest of the departments.

These three recommendations would go a long way towards helping students face the challenges they meet on teaching practice in that they would get to teaching practice with a better understanding of the demands of the classroom and better preparation as to how to handle these demands.

## REFERENCES

- Adler, J. & Reed, Y. (Eds.). (2002). *Challenges of teacher development: an investigation of take-up in South Africa*. Pretoria: Van Schaik.
- Anderson, L. (2003). What time tells us. In L. Anderson & H. J. Walberg (Eds.), *Timepiece: Extending and enhancing learning time* (pp. 15-22). Reston, Va.: National Association of Secondary School Principals.
- Atkinson, T. (2000). Learning to teach: Intuitive skills and reasoned objectivity. In T. Atkinson & G. Claxton (Eds.), *The intuitive practitioner* (pp. 60-83). Buckingham: Open University Press.
- Aristotle. (trans. 1925). *The Nichomachean ethics*. Oxford: Oxford University Press.
- Bernstein, R. J. (1971). *Praxis and action*. Philadelphia: University of Philadelphia Press.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109.
- Brown, G. (1975). *Microteaching*. London: Methuen.
- Bullough, R. V. Jr. (1997). Practicing theory and theorizing practice. In J. Loughran & T. Russel (Eds.), *Teaching about Teaching: Purpose, passion and pedagogy in teacher education*. (pp.13-31). London: Falmer Press.
- Burns, R. (200). *Introduction to research methods*. (4<sup>th</sup> ed.). London: Sage.
- Cambridge Advanced Learner's Dictionary. (2005). (2<sup>nd</sup> ed.). Cambridge: Cambridge University press.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: Education knowledge and action research*. Geelong: Deakin University Press.
- Clarke, M. A. (1982). On bandwagons, tyranny, and common sense. *TESOL Quarterly*, 16(4), 437-449.
- Clarke, M. A. (1994). The dysfunctions of the theory/practice discourse. *TESOL Quarterly*, 28(1), 9-26.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationship of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5<sup>th</sup> ed.). London: Routledge.

- Collins, S.D. (1999). The moral values in Aristotle's Nichomachean ethics. In R.Bartlett & S.D. Collins (Eds.), *Action and contemplation* (pp. 131-158). New York: Albany State University of New York.
- Conole, H. (1998). The research enterprise. In *Research methodologies in education. Study guide*. Geelong: Deakin University.
- Elbaz, F. (1983). *Teacher thinking: A study into practical knowledge*. New York: Nichols.
- Gultig, G. (Ed.). (2002). *Working in classrooms: Teaching, time and space*. Cape Town: Oxford University Press.
- Gunter, C.F.G. (trans. 1974). *Aspects of educational theory: with special reference to the school*. Stellenbosch: University Publishers and Booksellers.
- Harmer, J. (2001). *The practice of English language teaching* (3<sup>rd</sup> ed.). Harlow, Essex: Longman.
- Hubicka, O. (1980). Phonology: Sounds- parts 1 and 2. *Practical English Teaching*, 1(2), 24-26.
- Jansen, J., & Vithal, R. (1997). *Designing your first research proposal: A manual for researchers in education and the social sciences*. Lansdowne: Juta.
- Kervin, L., Turbill, J. (2003). Teaching as a craft: Making links between pre-service training and professional practice. *English Teaching: Practice and Critique*. 2(3), 22-34.
- Kessels, P. A .M., & Korthagen, A. J. (1996). The relationship between theory and practice: Back to the classics. *Educational Researcher*, 25(3), 17-22.
- Korthagen, A. J. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
- Kroll, L. (2007). Constructing and reconstructing the concepts of development and learning. In T. Russel and J. Loughran (Eds.), *Enacting a pedagogy of teacher education: Values, relationships and practices*. (pp. 95-105). London: Routledge.
- Langford, G. (1989). Teaching and the idea of social practice. In D. Carr (Ed.), *Quality in teaching* (pp.21-34). Lewes, Sussex: Palmer Press.
- Lesotho College of Education, (2006/7). *Calendar*.
- Moore, R. (2003). Re-examining the field experiences of pre-service teachers. *Journal of Teacher Education*, 54(1), 31-42.

- Murray, S. (2007). *Approaches to language/literacy teaching*. Med. (ELT) lecture handout, Rhodes University, Education Department, Grahamstown.
- Nowlan, J. W. (1990). The beginner teacher. In R. M. Yule (Ed.), *Readings on teacher education* (pp. 11-25). Johannesburg: Lexicon.
- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage.
- Parker, B., & Deacon, R. (date?). *Theory and practice: South African teacher educators on teacher education*. Occasional paper no.6. Johannesburg: Centre for Education Policy Development.
- Praxis: An introduction to the idea plus an annotated booklist*. (n.d). Retrieved June 1, 2007, from <http://www.infed.org/biblio/b-praxis.htm>
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Schon, D. A. (1987). *Educating the reflective practitioner*: San Francisco: Jossey-Bass.
- Smith, C. (2005). *Focus group interviews*. Rhodes University, Education Department, Grahamstown.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stotsky, S. (2006). Who should be accountable for what beginning teachers know? *Journal of Teacher Education*, 57, 256-268.
- Strelitz, L. (2005). *Mixed reception: South African youth and their experience of global media*. Unisa: Pretoria.
- Van Rensburg, J. E. (2001) 'They say size doesn't matter' ... criteria for judging the validity of knowledge claims in research. Rhodes University, Environmental Education Unit, Grahamstown.
- Victor, J. (Ed.). (2006). *The SAGE dictionary of social research methods*. London: Sage.
- Wallace, M. (1991). *Training foreign language teachers: A reflexive approach*. Cambridge: Cambridge University Press.
- Yule, R. M., Steyn, P. J. N., Soobiah, C., & Davies, J. K. (1991). *Teaching and microteaching*. Johannesburg: Lexicon.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, New Jersey: Lawrence Erlbaum.

## APPENDIX 1

Lesotho College of Education  
P.O. Box 1393  
Maseru. 100  
Lesotho

23. Oct. 2007.

The principal  
Build It Primary School  
P.O. Box 123  
Maseru. 100

Dear Sir/Madam

I am employed as a lecturer in the department of English at the LCE.

I am presently on study leave studying for a masters degree in education with Rhodes University in the Republic of South Africa. As part of the requirements for this degree, I have to carry out some research.

It is in this regard that I am writing this letter to you, to ask for your permission to carry out said research at your school.

My research aims at investigating the gap between theory and practice as perceived by students who were on teaching practice at your school, their cooperating teachers while they were on teaching practice, and the college lecturer who came to observe them.

I therefore wish to ask for permission to meet, with a view of interviewing, those cooperating teachers who worked with the students on teaching practice. I would

particularly wish to meet those who worked with students who were teaching English language.

The interviews will be carried out outside the normal teaching hours to ensure that classes are not disrupted. I estimate that each interview will last for about 30 minutes.

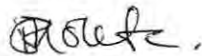
Teachers who shall agree to be interviewed are assured of anonymity. No information they shall divulge shall be directly ascribed to, or used against, them in any way. The name of your school shall also not be divulged to anyone.

The interview shall be recorded and the recordings transcribed at a later date.

To confirm the accuracy of the information collected, the transcribed interviews shall be referred back to the teachers for their consideration.

Thanking you in advance for your kind consideration, I am,

Yours truly,



(Bakae W. Molete)

## APPENDIX 2

**In this appendix is to be found the pilot interview as well as interviews held with mentor teachers and the college based lecturer.**

### **Semi-structured interview questions.**

To allow for probing questioning, questions asked in the pilot interview, of the mentor teachers and of the college based lecturer will be open ended. Below are some of the key questions.

1. What did you perceive to be the major problem(s) faced by students on teaching practice?
2. What, in your opinion were the causes of these problems faced by students on teaching practice?
3. Have you any suggestions as to how the LCE can better equip its students to more effectively face the challenges they meet on teaching practice?

### **Pilot interview transcript: Grace**

**Interviewer:** Well Grace, as you know, my research has to do with the effectiveness of the Lesotho College of Education in preparing its students for teaching practice. In this regard I have prepared three questions I would like you to answer. May I put these up?

**Grace:** Okay.

**Interviewer:** (After putting up the questions). So those are the three questions I have. The first one being, perhaps, the problems, maybe you realised, our students face when on teaching practice. They may be problems of any type. Problems they faced in the classroom, problems they had even outside class, maybe in their relations with the other teachers. And then also the second one will be your opinion on the causes of those problems. Lastly I will ask you for your suggestions as to how maybe we can equip them to more efficiently face these problems they meet on teaching practice. Now, as you can see, the last question has to do mainly with suggestions and it relates to the first one. The first one is 'what are the problems?' and the last one is 'how can

we, how do you think we can help our students overcome those problems?’ So, I don’t know, maybe I can hear from you what problems you realised our students had while they were on teaching practice.

**Grace:** Um, well, I only went to see two students on teaching practice and they were both teaching at quite a difficult school, it’s a school that had problems and there were problems in the school of discipline, there isn’t good leadership in the school. There are things like, the school sends the kids home. These were the sort of things that, you know, I first met the students at the school when I went to observe them. We discussed how it was and how they were experiencing things and I think they were sort of quite shocked by what was going on in the school. And they said one of the things was that everyday they had a different group of students, you know, there was a lot of absenteeism. The reason for this was that the children, its not a good school so, the kids who go to the school, tend to be those whose parents haven’t got money to send them anywhere else or aren’t interested to send them anywhere else, so it’s the worst kids, you know. I don’t mean the worst kids but kids from quite deprived backgrounds, and so there is a lot of absenteeism, very difficult to keep track of the kids. Another thing is the kids don’t get food at school and so at break time they go home and then they don’t come back again. And the kids would go to the shebeens and it’s not a good situation. The teachers also, there’s a lot of absenteeism, the principal often isn’t there so there is quite a bit of bad leadership at the school.

**Interviewer:** Thank you. The problem is mainly administrative. That’s for management to solve; there isn’t much our students on teaching practice can do about it.

**Grace:** There isn’t. But it impacts dramatically on their teaching because, you know, we prepare them to teach in a situation which is serious, that the children are going to be in class everyday, there is going to be the right amount of... , (sentence unfinished) for example, I had two students, one after the other, the first one was Jane the second one was Bonolo, and Jane, I could see that the lesson was going on and on, the secretary had forgotten to ring the bell, so her lesson was extended by ten or fifteen minutes; and Bonolo’s got cut short by ten or fifteen minutes. So suddenly Bonolo, what she’d planned, she couldn’t get through. Those things really impact when one’s training students to plan their lessons well and so on. It’s discouraging when they get into the school and.... (sentence not finished).

**Interviewer:** Yes thank you for that, I understand that it does impact heavily on their teaching, especially given your example, but then again, um, lets go back to their actual performance in the classroom, even within those restrictions of students being absent from class, bells ringing late. But then when it actually came to their ability, for example, to control those classes, those students who were there in class, how effective were they?

**Grace:** I thought that both of the students were actually effective in really important areas of things like classroom management, which really is a sort of thing they need to be. You know, when you have got a beginning teacher, most of their energy is focussed on learning to manage a class and learning to plan a lesson, get the timing and the pacing right in their lesson and so on. So if I were to look at the first of the students, Jane, I thought she handled that very well. Her lessons were planned, she was organised, she had a nice sort of interesting and, you know, she tried to make it fun, she made a sort of interesting introduction. It was quite a traditional lesson. I think under the circumstances, you know there were a lot of kids in the class and she was good. It was towards the end of teaching practice and she was able to handle the discipline which was good because kids got noisy and she would say things like 'I am not going on until it's quiet'. She didn't let things get out of control. Pacing of the lesson was good. It was a well constructed lesson. It was not really fair on Bonolo because she didn't have the same amount of time and it threw her because I came in late and, um, but er, she didn't have quiet such good control over her class I'll come back to that, to what I think the reasons for that were, but all in all they were competent, both of them, they actually knew how to do those basic things.

**Interviewer:** So both Bonolo and the other student on teaching practice...

**Grace:** Jane.

**Interviewer:** Jane. Both were able to control their classes?

**Grace:** Control their classes, keep discipline and manage the class well. You know, they would introduce the lesson, they kept track of time, the pace was good. You felt that the students felt some learning was going on, and also they had both got, in the lesson plan they had resources, Jane used the chalkboard very well, which I think is admirable and she said she felt it was a most valuable resource in the school and often didn't get used well. She put the notes up in advance, which I thought was really good. Bonolo had taken stuff off the internet, and she had a very nice handout for the students. But where they both experienced problems, or where they were both weak,

as I looked at their strengths first, I really think that strengths are really important because that's what you need to learn when you are on teaching practice, to get confident. And oh, also both were really confident. The problem area tended to undermine their confidence and their problem area was that they really didn't understand English grammar well enough. They were both teaching grammar lessons because the students had done extremely badly on these tests. There had been a teacher strike and the (indistinct)... and they had just written their mid year test.

**Interviewer:** So their problem was mainly with the content, the mastering of the content of the English grammar.

**Grace:** well I don't know because I only saw the grammar lesson. You know grammar is a really important area of language teaching and they both were struggling with the grammar. I think they were teaching grammar because the students had done so badly in the test, and they had done really badly in terms of grammar, so the students were feeling this is an area which they must teach (indistinct)...the following week at school, and so they were trying to prepare them for their test for them to do better. But it was clear to me that both of them didn't have a clear enough grasp of English grammar. They hadn't really been..., (sentence unfinished). I didn't teach that course you see, so I am looking at it as an outsider. I have taught the course in the past, it's an English methods course, and they, well, allow me to talk about one at a time. Jane, she was teaching adjectives and she had used a book, which apparently is a popular book she had bought at CNA. I don't know, I didn't think the grammar was sound in it, and she had lots of grammatical explanations, too much in my view. She handled it well but the grammar itself was not sound, and then she did all these explanations then she did the exercises. She had good exercises, which she had designed herself, when she did the exercises, she only drew on one aspect of grammar she had taught so it would have been better to have not tried to cover so much grammar, to focus on one aspect of adjectives. I didn't even know what she was talking about with some of them anyway. To focus on one aspect and then give lots of good practice on that aspect. Her activities were good. Sometimes, just through lack of experience, she gave the students all this information about adjectives and then she did engage them and got them to give examples, which was good. In the exercises, she had a nice exercise which she did orally with them, where they had to give the opposite of an adjective. She would say things like 'it isn't cold today, it's...' and the students would volunteer, you know, they did it orally. And she had given them a long

list of all sorts of things and they had to describe the school using adjectives, and she gave them lots of adjectives which they could use. The trouble was she didn't actually go through all those adjectives. I think it was the lack of experience of the language teacher. And some of the adjectives were formal language and others weren't. So she had adjectives like 'yummy' and 'cool' and, you know, slang kind of thing. Some were formal and she didn't actually go through them to help learners see that these were formal ones and...(sentence unfinished). So there was a lack of understanding of sociolinguistic content and register. The other thing was that she wasn't aware that some of these, particularly the informal ones, were not in the students' vocabulary, so she needed for the students to hear them, you know, to read them aloud for the students to hear them, make sure that the students have understood them. She can't have assumed, and this is often what inexperienced teachers do.

**Interviewer:** What grade was this?

**Grace:** Grade 10. It was grade 10. And it was like, inexperience you know, the teachers they, she can't have assumed that the students knew the adjectives, she didn't give enough time to explaining it. So, I would say it was inexperience and lack of knowledge of grammar. With Bonolo, she also tried to teach too much grammar. She got it off the internet and also, the grammar itself was (indistinct) and I could see that she lost confidence in it herself. The other real problem with Bonolo was that she was asking... (sentence unfinished). She was also trying to cover too much grammar at one go. Rather than focussing on one thing and giving lots of practice, she was trying to cover lots of complicated terminology. And the other thing was she was asking the learners to think of examples, to come up with examples without thinking that they could come up with ones which didn't fit into the syntax that she wanted. So the students were making mistakes, and she wasn't sure how to respond to those mistakes. And then I could see her confidence kind of evaporating, as she didn't quite know what to do under those circumstances.

**Interviewer:** So she sort of lost her way during the lesson?

**Grace:** She lost her way because, I think, neither of them had been well enough prepared to teach grammar. They didn't have a... (sentence unfinished). And you know when I talked to them afterwards, they hadn't had access to good grammar, and there are books in the library which are really good grammar books, but they didn't know about them.

**Interviewer:** Would you say then, okay, the reason they didn't know about these other books is because, in the case of Bonolo, you said she had got, or bought this book from CNA.

**Grace:** That was Jane...(indistinct).

**Interviewer:** Did they not have a book prescribed for them at the schools or from the college, some other book they had been using at the... (Grace interrupts).

**Grace:** Actually, I should have asked them whether the school had a text book but I didn't, an omission on my part, I didn't ask them that. Em, certainly we don't usually prescribe books in the methods course because the library is full of fantastic books. Presumably the methods lecturer just hadn't directed them to those books; so what I did was to tell them what the really good grammar books were in the library.

**Interviewer:** Well, I would think that the school also had some books which are prescribed, maybe from the ministry or from the curriculum planners. So basically the problems they had were two. I think one had to do with the management and the discipline in the school, absenteeism, students going to shebeens when they should have been in class, secretaries ringing the bell late, which all impacted on their teaching. And then, the other problem you mention is that they were not very confident, let me say, in their teaching of grammar.

**Grace:** And not very knowledgeable either.

**Interviewer:** And not very knowledgeable.

**Grace:** I think given their level of knowledge, they actually did quite a good job. They have a good sense that they must explain a thing and then they must give exercises to contextualise it and so on, but what was shaky was their own actual knowledge of grammar.

**Interviewer:** But then, the steps to follow, they knew what steps to follow in the teaching of grammar but they... (indistinct)

**Grace:** Yes. But their own knowledge base was weak. I was not too worried about it actually because I thought, they will learn you know, and I tried to encourage them and say 'look, everybody struggles with grammar'. But I did say to them this is where they needed to improve, you know.

**Interviewer:** So other than these two problems you can't think of any others?

**Grace:** Probably if I had seen them more or been in the school for longer. I just saw those two classes. I was supposed to see them three times but then I, because of the

tests being delayed, and I had to go to Namibia, and then somebody else had to do the other visits.

**Interviewer:** I think we have so far answered the first one and also... (interrupted by Grace)

**Grace:** Another thing that I was quiet impressed with, I mean on the positive side, was that although when I talked to them, before I went into the class, Jane particularly said she couldn't speak Xhosa and sometimes she didn't think the kids understood her and so on. But I thought that in terms of comprehensive input, I think that her language, I mean the kids did seem to understand her and her notes were simple and clear. So that was the positive side.

**Interviewer:** so she was able to go to the level of the students in terms of comprehensible input?

**Grace:** Bonolo sometimes had a bit more difficulty in that regard and I think that was because she had these notes from the internet and they were a bit too complex whereas Jane had written her own notes from this not very good book, but she had made them simple. What really impressed me about both of them, and I would say this was a successful thing about the, you know, the course, the Rhodes course, was that they were both very motivated, the students, Rhodes students, and enthusiastic and sort of dedicated, and apparently they came into the library the same day after I had seen them and took out grammar books (laughter) according to Judy.

**Interviewer:** To try and correct whatever you had pointed out to them.

**Grace:** I mean I could show you my notes, you know, if you want me to.

**Interviewer:** Okay, I could look at those, but after, after the interview. What is left now, because I think we have covered pretty much of what the problems they face and the causes, I think we have touched on those, but now...(Grace interrupts)

**Grace:** I don't think we really talked about the causes of the grammar problem.

**Interviewer:** I think you mentioned the fact that they used, in one case she used a wrong book, not wrong but actually... (Grace interrupts).

**Grace:** Not a good one. I would say the cause of the problem seems to me to be that they hadn't really been given good guidance, about grammar. I mean obviously another cause, I mean you can't cover every aspect of grammar, you can't expect the methods lecturer to cover every aspect of grammar, but they should have been directed to a good grammar book, and they hadn't been. So I would say part of the

problem lay with the methods lecturer. I know how difficult it is because often you just don't have time, the course is so short and... (interrupted by phone ringing)

**Grace** (returning, having spoken on the phone): Ah! Where were we?

**Interviewer:** We were just on the causes of the problems they had and you had mentioned that, probably they had not been referred to the correct authors, proper grammar books, and then, I think you were going to mention another cause. (Pause).

**Grace:** I can't remember what I was going to mention.

**Interviewer:** You also mentioned time. That maybe there hadn't been enough time for the lecturer to... (Grace interrupts).

**Grace:** I think in the PGCE course, often the lecturer doesn't have time and, and I mean even I think with the masters course I haven't done anything on grammar with you, it just, sometimes you just don't do it. I think with teachers grammar is the essential thing and maybe it is not getting enough attention in this course; and if I was going to give feedback, I would certainly say that more attention needs to be given to grammar.

**Interviewer:** I also always feel that I am not giving my students enough grammar because we tend to, I think, focus more on methodology, how to teach this how to teach that. So the causes of the other problem, okay, that, I think, I don't know if you would...(Grace interrupts).

**Grace:** Look, as far as the students are concerned, I mean it was a problem for them that the school had those disruptions and so on, but in fact they handled those well I think. So, I mean from the point of view of the University I guess they do need to think if they want to send students to schools like that. ... (gap in the tape) getting a good experience of teaching practice, are they being mentored properly? I don't think they are, but I did ask the students, I said to them, you know, would you rather have been sent somewhere else and they said 'no'. They said they felt they had learned a lot and, since they had each other, they were able to support each other, they worked together a lot. They didn't see it as a disadvantage that they had been in that school.

**Interviewer:** So they didn't think they could have, they might have, maybe preferred another school which was better managed or with less problem kids?

**Grace:** I think in some ways it is good to be in a school like that because you realise what the average school is like, on the other hand, if you are in a good school you learn a lot from your mentor because you see a good teacher teaching English and you learn a huge amount from that. So, I think they may have missed out on something.

**Interviewer:** So, especially with regard to the major problems which are of, mainly, I think here we can look at the major one of grammar. How do you think perhaps the University could have better prepared them?

**Grace:** I think there should have been more focus on grammar; I think the students should maybe have been directed to the very good books which are in the library. I think they should have been given guidance as to what were sound and good grammars and what weren't. I think they should have been given better strategies for teaching grammar. They needed help to improve their own knowledge of grammar, that means they needed access to good grammars; they needed to know what was good grammar. They needed models of good grammar material because often the text books for grammar lessons are really bad you know, so they can't just rely on, you know, the text books in the schools. There is a fantastic grammar series in the library called grammar lab which I directed them to, they can just learn so much from seeing good materials like those in the grammarlab .

**Interviewer:** Other than those other materials did they, or had they made up any of their own teaching materials?

**Grace:** They had. I don't know what they had done in the course, but in the lessons, like, Jane had designed her own lesson; she'd drawn on that grammar but she designed her own lesson. The grammar she used as a reference wasn't a good one, she'd designed her own materials but the problem was the grammar she was using wasn't good. The materials were quite good although she didn't utilise them to their full extent. But they were quite nice, accessible, at the right level, well designed. Her weakness was her own lack of grammatical knowledge and also being able to judge how much grammar to teach in a single lesson, you know the balance between information and practice. It's very difficult, you can't tell somebody that. The best way to learn it is to immerse students in good material. So they should have been exposed to, I think, they should maybe have been, each of them sent off, you know, like in the course, it would have been great to had each being asked to go to the library, and each directed to a really good grammar book and asked to report on it. Or maybe they could have been asked to teach a grammar lesson in the methods course before they went into teaching practise. As part of that they should have been directed to good material. You know when I think what I used to do, I mean, it sounds awful as if I am holding myself up as, you know, 'this is what I (stressing the 'I') used to do'. But what I did was, I would take these students to a school - and a lot of lecturers

do that- before they go on teaching practice. So I would take them, my whole class, I mean it was a small class you know.

**Interviewer:** Maybe with the aim of preparing them for teaching practice?

**Grace:** Yes. They would have to teach a lesson in a school before they went on teaching practice and I would observe them. Often they would have to do team teaching. I would put them in pairs and often I would have them teach grammar because that's what they would struggle with. (pause). And I actually think maybe with grammar, grammar is the thing students struggle most with, and so it's the thing that needs to be given priority in preparing them for teaching practice I think. Teaching reading and teaching writing is much more straightforward, you can't kind of go wrong for... (indistinct).

**Interviewer:** What percentage would you say of grammar is in the syllabus for grade 10?

**Grace:** Oh it's quite a lot.

**Interviewer:** over 50% would you say?

**Grace:** what do you mean?

**Interviewer:** I am saying other than grammar there would be other things like... (Grace interrupts).

**Interviewer:** Oh its an integrated curriculum so its one of the learning outcomes. There are six learning outcomes and I've forgotten what they have to do in grade 10 because it's an FET curriculum. No actually there are four learning outcomes for FET. So it's quite a substantial part of the curriculum, but its not supposed to be taught separately, it's supposed to be taught in an integrated way.

**Interviewer:** Like you can teach writing and at the same time integrate grammar in that.

**Grace:** That's an interesting point you raise because neither of them were teaching in an integrated way. And I think, as you are raising an interesting question, I think that they didn't know how to deal with the very serious language problems that the kids had at the school and so their resort was to teach grammar, and to go back to the basics. Maybe that wasn't the best route. So another thing they hadn't been prepared for was what to do when they got to a school where the language level was very low. Maybe they hadn't had enough preparation about how to deal with remedial teaching. I think it was a bit of desperation that 'Oh my God, these kids can't speak English, they can't read and write, I must teach grammar,' you know. Maybe it wasn't even

what they should be doing. So I would say that the course hadn't really prepared them for remedial teaching.

**Interviewer:** You also said that they hadn't, during their training here at University, they hadn't gone out to schools for practice. To do some teaching practice preparation?

**Grace:** They probably had but they didn't seem to have done anything on grammar. One of the big, big, problems is that these students are PGCE students, they have done a degree in English before, and then they just do one year (of PGCE), so they've just got two terms with us, there's no time at all before they go on teaching practice. The problem is they don't do any grammar in their undergraduate degree, it's all literature. So a serious problem is the structure of the undergraduate degree in English, which has no grammar.

**Interviewer:** I can see where the problem is if it is all literature in the undergraduate degree.

**Grace:** Yes. And they often hadn't done any grammar themselves at school because Jane is a first language speaker, there used to be very little grammar in there and it was not very sound grammar.

**Interviewer:** So it follows then that they would have problems with grammar when they are on teaching practice.

**Grace:** Yes. And maybe we need to give more attention to grammar because of this.

**Interviewer:** Other than the team teaching, before teaching practice, the team teaching they do before they go for teaching practice outside the University, do they do any teaching amongst themselves as students?

**Grace:** With Hennie they have to do micro-teaching, but it's not going to focus on language. I am not sure about what is happening in the methods course at the moment. As I said when I taught the methods course I gave a lot of attention to grammar. Students still struggled though.

**Interviewer:** so, in this one year that they are in the postgraduate programme, do they do methodology mostly?

**Grace:** They do two, sometimes three, methods and it stops, then they do a few ancillary courses like computer literacy and so on. They usually have four hours of methods a week.

**Interviewer:** do you have some courses on assessment?

**Grace:** well we have this thing called educational studies where they get all that kind of stuff.

**Interviewer:** So you mentioned that to help them cope better on teaching practice that maybe, especially with regard to grammar, that maybe the University could take them out to schools while they are here and help them practice their teaching. Any other suggestion as to how they may improve their performances on teaching practice?

**Grace:** Well as I said, their most serious weakness is their knowledge of grammar, I don't think it's something you can't actually get right. In my own experience you know, I had done English language and literature as a major in my undergraduate degree. I'd done linguistics and I still struggled with grammar. It's something which comes with practice you know, when teaching grammar, you develop your knowledge. But I do think students need to be directed to good grammars. They need to know what are the good grammars and what are not good grammars. They need reading lists. I think they need to have a list of the really good grammars and the really good Dictionaries because often the Dictionary has very good grammatical information notes as well. So you need to know what a good ELT dictionary is, a good ELT grammar, reference grammar, which the teacher uses, not the learners, and then they need access to good materials which they can evaluate. So they should, in class, they should be looking at materials and saying what the strengths and weaknesses of these materials are in preparation for teaching. And so when they come to teach, I don't know, the past perfect or something, they can rush out to the library, look up in the reference book, make sure they understand what the past perfect tense is and then go out and look at some good materials and think about how they can adapt them for their context. That would be my solution.

**Interviewer:** Er, I think that about covers it thank you very much Grace. Er, I don't know, maybe if I need any clarifications or anything I will come back to you.

Grace: Okay thanks.

**End of pilot interview.**

## SEMI-STRUCTURED INTERVIEWS.

### INTERVIEW 1:

DAPHNE – Do It Primary School

I: Interviewer

D: Daphne

I: Thank you for having agreed to have this interview with me. As I indicated in the Principal's office, I have a few questions to ask you concerning the LCE student who was on teaching practice at your school and with whom you worked from February to June this year (2007). These questions and the answers you give will greatly help me in writing my research project. I thank you again for agreeing to be interviewed.

D: Yes. Okay.

I: Now the first question I wish to ask has to do with problems the student faced while she was on teaching practice. I want to know whether or not she was able to use what she had learnt at the LCE effectively when she was on teaching practice. I want to know things like: how well she mastered the content of the subject she was teaching; was she able to finish her lessons within the allocated time? i.e. if she had a 40 minute lesson, was she able to cover what she had intended to cover in that time? What about discipline? Was she able to keep discipline in her class? I would like to hear from you about any problems she may have encountered and also where you think she performed well.

D: Okay. No, the student performed well. She performed very well, especially with regards to mastery of the language content. With regards to discipline, as she was teaching very young learners, you would find that she tried to keep discipline, but nevertheless the learners would still give her some problems. Sometimes you would find that she was teaching and there was some noise, but she tried her best.

I. Can you give an example of how she tried to keep discipline?

D: Yes. For example she would have the learners working in groups. Whilst she was helping one group with the work she would have the other groups engaged in some activities so as to keep them busy. In this way she tried to control the noise level of the class.

I: Okay, and when it came to time management was she able to manage her time well?

- D: When it came to time the lessons were allocated 30 minutes each, but one even if allocated 30 minutes does not normally take strictly those 30 minutes for the lesson. This is because learners would often have to write something and the learners usually took long to write. She did not take much more time than the allocated 30 minutes. Maybe she would take 40 minutes if she were allocated 30 minutes.
- I: And you don't think 10 minutes over is too much?
- D: No, because it is her own class and if she spends too much time teaching one subject she can make up for the time lost for other subjects if she has to.
- I: Usually at the end of the lesson there is some sort of evaluation.
- D: Yes, there is.
- I: How would she go about carrying out this evaluation? Did she always have learners do written work for evaluation?
- D: For evaluation at the end of the lesson she would .....let me think of an example. What example can I give? (pauses). Okay, she would generally ask them questions based on the lesson she had just taught. Sometimes the evaluation would be oral and sometimes it would be written. Sometimes she would give them homework.
- I: And when the evaluation was oral, or given as homework, would she end the lesson in the allocated time? Given that the learners usually took too long to write?
- D: Yes, sometimes. Sometimes she would give homework because there would be very little time left for the learners to write the answers to her questions. So she would give them those questions as homework.
- I: Are there any other problems that the student might have had while on teaching practice?
- D: No problems at all. I never detected any shortcomings in her performance. More than that I think I gained a lot from watching her teach.
- I: You mentioned when talking about keeping discipline in class that she would sometimes use group work. That she would give other groups something to do whilst she was helping another group.
- D: Yes.
- I: What would she be teaching the learners using group work?
- D: I don't remember well, but I think it was prepositions.
- I: Prepositions?
- D: Yes.
- I: Okay, like you would take.....

- D: (cutting in)...maybe take a duster and put it on a desk or under a desk and so on.
- I: And she would use group work to teach this?
- D: No, but she would demonstrate the prepositions to the learners and then have some learners come to the front of the class and place the duster on, under, or next to the desk and so on.
- I: Okay. Next I was going to ask you what you think the causes of the problems faced by LCE students on teaching practice were, but you are saying that the students had no problems?
- D: No problems at all. I didn't think she had any problems.
- I: Okay. Do you think anyway that there is anything the LCE can do to make its students even more effective on teaching practice? Do you think the training it gives to its students before they come on teaching practice is sufficient? (Long silence)
- I: In your opinion, do you think that the LCE can improve on the training it gives to its students in any way?
- D: The way I saw it I thought it was sufficient. I don't know if.....(sentence not completed)...I thought she did well.
- I: The learners in Grade 3 what do they do? Do they write any compositions?
- D: Yes, they do.
- I: Did the LCE student teach any composition writing?
- D: No, she didn't. Actually, you will find that there is no composition writing at this level. The writing they do is not that different from Grade 2. It is still very limited.
- I: Okay, Reading?
- D: There is some reading.
- I: Did she teach reading?
- D: Yes, she did. She would have the learners open their books and she would read with them. Sometimes she asked individual learners to read to the whole class. She used the pictures in the books to help the learners understand what they were reading.
- I: Thank you very much for your time. If I need any further explanations I will come back to you with more questions, and maybe you can help me again.
- D: Yes, okay. It is unfortunate that I do not have her preparation book. If I had the preparation book I would be able to show you all that she did and you would also see that she did well.
- I: Where is the preparation book?

- D: It is in one of the classes and the gentleman who keeps the keys to the classes is not here. The other classes are locked because the Grade 7's are writing their final examinations. All the other classes will remain locked until they finish and the learners in the other grades come back.
- I: Okay. Thanks for your time. You have been a great help and, like I said, I could come back before I return to school if I need any further explanations. Thank you.

**End of interview.**

## **INTERVIEW 2**

FELICIA - Fix It Primary School

Interviewer: I

Felicia: F

- I: Thank you for agreeing to have this interview with me. The first question I wish to ask is: what did you perceive to be the major problems faced by the LCE students you were mentoring during teaching practice? These need not only be the problems they faced in class, but also the problems they may have encountered maybe in their relationships with the other teachers or with the principal.
- F: Generally I think they did very well. I thought they showed a lot of enthusiasm. The main problem I thought they had was that of time. When they do their micro teaching, you will find that they teach for a very short time and when they were on teaching practice they also tended to teach for a very short time. This means that they usually ended their lessons way before time. Another thing was that when they did their micro teaching they were teaching their peers. When they got to teaching practice they had to teach young children. This gave them problems in that when they had to apply what they had learnt at college and in micro teaching, they couldn't. They had problems at the beginning of working with very young learners.

- I: Can you give me an example of the sort of problems they had working with very young learners?
- F: They had a lot of problems with discipline because children, being children, will always be a handful. One would try to ask a question and they would all stand up and come to the teacher. They gave them problems but by the time they left they were better able to manage the class.
- I: So their main problems were that they could not teach for the duration of the 30 or 40 minutes allocated for the lesson, and could not really work with the very young learners? Did you perhaps observe any other problems?
- F: One other problem I observed was not a result of the teaching they received at the LCE. I think it was more a problem of personality in Dolores. She was a shy person. She did not easily make friends amongst the staff members. But in class, where there were just three of us, she was more open and could overcome her shyness.
- I: If we can just go back to what you said about micro teaching. You said it does not prepare them well for teaching practice?
- F: It does not prepare them well at all. If during micro teaching I am teaching peers who already know as much as I do, even if they pretend not to know, it wouldn't really be the same as teaching a class of young children. You might also find that the students [in micro teaching] practice how to teach the content, but do not practice how to keep discipline in a class of young learners.
- Another problem was that you would find that with young learners the teacher has to sometimes be playful and friendly. In micro teaching they taught their peers who do not need the teacher to joke around as much as young learners need the teacher to. So they would have problems. That is what I realised when the students were on teaching practice. That, though they could teach, it took them time to be able to keep discipline in class.
- I: Can you give me examples of topics they taught?
- F: In the time they were here we did some grammar and some comprehensions. I think they did very well because we tried to work together. We would write the lesson plans together and have our teaching aids prepared so that we could introduce our topic. Initially I demonstrated to them to see how to conduct a lesson. Later, I let them work by themselves, introduce the lesson and teach. The learners were very happy with them.
- I: What grammar did they teach?

- F: There was a lot of grammar. We did nouns, idioms, prepositions and a lot more.
- I: Did you feel that they were effective in their teaching. And did they use their teaching aids effectively?
- F: They had a lot of teaching aids and used them effectively. If you look at the classroom walls now, (indicating the walls of the classroom in which the interview was held) many of these teaching aids were actually made and used by them. They were very hard workers. They used teaching aids a lot for most topics and used them effectively.
- I: So, could you say that there were no other problems the students faced on their teaching practice, other than the ones you have already mentioned?
- F: I don't know whether I should say this now or whether you will ask me for suggestions later, but one other problem had to do with their tutors from the college. Shall I elaborate?
- I: Yes, please go on.
- F: I felt that, well, I don't know whether or not the college is aware of these things because tutors at the college have for the most part not taught young learners. When the tutors were here, one would tell the students to do things in a certain way, another would come and tell them: "No, these things have to be done this way, and not that way". This was problematic because it was confusing to the students. Sometimes when it came to the awarding of marks, the tutors also would not award, for example, with the lesson plans, the full marks ...and I would ask myself: 'what is lacking in this lesson plan?' And one would find that there was nothing lacking in the lesson plan. The lesson plan would be very good and sufficiently detailed. At other times the tutor would come and I would explain to the tutor that our lessons here at this school are one hour long. In other schools they are 40 minutes long. I would explain to the tutor that I advised the student to teach for only 40 minutes and the tutor would insist that the student teach for the whole one hour. This gave problems because with learners of that age, they cannot always take in everything the teacher teaches in 40 minutes, let alone 1 hour. The student will end up teaching too many things in an attempt to use up the whole 1 hour allocated for the lesson. I don't really understand what the LCE requirements are, but generally, in the end we did try to get the students to utilize the whole 1 hour allocated for the lesson.
- I: So the students ended up teaching for an hour as their tutors insisted?
- F: They ended up teaching for the whole 1 hour because the tutors only look at the timetable and do not take into consideration other factors.

- I: With regard to the lesson plans I know that different departments and different tutors often have different ideas about what should or should not go into the lesson plans. I know this is quite confusing for the students and perhaps others should be more flexible regarding these lesson plans. Anyway, moving on to the next question, do you have any suggestions as to how the LCE could better equip its students to better face the challenges they meet on teaching practice?
- F: You know, I think that the reason that the LCE is sending its students on teaching practice may be because it has realised that students need to practice teaching. If maybe students could also be sent to the surrounding schools to spend a day there, or groups of students be sent to these surrounding schools for a day to do some teaching, they would gain some experience. They would see how young learners need to be managed because what they are taught at the LCE is different from what they meet in practice in the schools.
- I: Yes. Actually that is the essence of my research. To find out the extent to which students from the LCE are able to translate what they have learnt theoretically at the LCE into practice on teaching practice. For example, with the teaching aids themselves, they learn about them and how to use them, but are they actually able to use them well when they go to the schools?
- F: As I am suggesting, if the LCE could take them out to the surrounding schools for them to see if what they have learnt at the college would work in class, that would help a lot.
- I: Other than the suggestion that they go to the surrounding schools to teach before going on teaching practice, do you think there is anything else the LCE could do to help them to cope better on teaching practice?
- F: Yes. Though I do not know the policy of the LCE, another problem the students have is that of (indistinct). The students at the college these days are of a fairly young age and live in difficult times. When they graduate from the LCE they, according to my observation, lack the respected image of the older generation of teachers. Even when you see them walking by, you are not able to tell that this is a teacher. Teachers used to be held in high esteem. This new generation leaves the college without that which made teachers stand apart in society. Now, I do not know how the college addresses that particular aspect of teacher training.
- I: Well, that is an aspect of teaching and teacher behaviour that perhaps many of us at the college do not emphasize enough. Some tutors will mention it to students and will complain that LCE students do not always behave as teachers should. But generally,

there is nothing much we do about it as the LCE. You might find that some tutors try to instil in the students some sense of code of accepted behaviour and dress sense, but outside college there is nothing the LCE can do about it. Perhaps in the department of professional studies they are taught something in this regard. I am not sure.

F: I am saying this because teachers have to be teachers in class and they have to be seen to be teachers in the societies they live in.

I: Yes, I fully agree with you.

F: Yes, they have to be seen to be teachers because if they are now just like everybody else, that lowers the dignity of their profession.

I: I agree. Thank you very much for your time, and I hope to get back to you should I need any clarification. I also hope to give you a copy of the transcribed interview for you to look at and comment on where you may feel that I have misrepresented what you were saying. Thank you very much.

F: Thank you.

**End of interview.**

### **INTERVIEW 3**

Betty- Build it primary school.

Interviewer: I

Betty: B

I: Thank you for having agreed to have this interview with me. I already explained who I am and why I need to carry out this interview in the Principal's office. As I also said, I will need to tape-record the interview and later transcribe it and I will not use your name or the name of your school in the transcript. I don't know if you have anything else you may wish to know before we start?

B: No, nothing. I think we can start.

I: Thanks. The first thing I wish to ask here has to do with problems faced by LCE students whilst they were on teaching practice. Could you say that they had any problems, and what were these problems?

B: Okay. The students I worked with, I think they did very well. They were able to stand in front of the class and teach. However, for the first two days they were very nervous, especially Anne. When she stood in front of the class you could see that she was shaking with nervousness, but then I spoke to her and she seemed to gain some courage. One thing which might have caused this was the fact that it was her first time to stand and talk in front of such a large class. Maybe it would help if the LCE could, before letting students come on teaching practice, let them visit some surrounding schools to gain some experience and be guided on how to talk to the pupils by their tutors. This would help more than just the LCE giving them handouts outlining which skills to use under what circumstances. At other times the student is not able to apply these skills because she or he was being observed by a tutor and was panicking. I think it would be best if you as tutors took them out to the schools and, if say it happens that a learner misbehaves or answers a question in a way that is not satisfactory, the student should be assisted to know how to handle that situation. Sometimes the student may use only one skill whilst one is expecting them to use more than one skill. Sometimes a number of skills are necessary to address a single problem, and the students...(sentence unfinished).....I don't know. There is that thing. I do not know how I can explain it.

I: Are you saying that they should be able to integrate those skills they have learned at the LCE?

B: Right. The skills should be integrated, and they should work together. Sometimes the learner would ask something totally irrelevant, and the student had to digress from what he/she was teaching. The learners enjoy this a lot, and they can make the teacher waste a lot of time if the teacher is not aware of this. Learners can sense when they can take advantage of the teacher. The best way to address these problems is if you tutors actually went out with the students and watched them teaching in actual schools before coming to teaching practice. It would be better than a tutor only coming once in a while to observe the students. In such circumstances, students go into a panic and do not perform well. Even after the tutor had gotten into the car and gone, one student was still shaking with nervousness.

- I: You mentioned earlier that students were not able to integrate those skills they learn at the LCE. Can you give me an example of when this did not happen?
- B: For example, Anne. Let me say that she was demonstrating, she would use demonstration only. What she should do during demonstration is also use her questioning skills. At times do something else, at times use group work along with demonstrations. I mean these things should be integrated.
- I: I see what you mean.
- B: Yes. Also, as people we re not the same. One person may be fast and the next person may be slow. Sometimes with the slow teacher, that can be an advantage because even the slow learners could follow what was going on in class. On the other hand, the fast learners became bored and started playing and they got out of control and lost interest. You would hear remarks like: 'Madam, I know that topic. I have done it and I know it'. Yes. Maybe the training at the LCE should be more inclusive to address such situations.
- I: It does. We always try to alert them to such situations and advise them that for the faster learners they set more challenging tasks, whilst the slower learners are struggling with the less challenging ones.
- B: Ezra was a very slow person. You would find that she was usually not able to cover all that she had hoped to cover in the time given for that lesson.
- I: How long would the lesson be?
- B: Normally, 45 minutes. But you would find that she does not finish. She has not, at the end of the 45 minutes, even realised her objectives.
- I: Would you say the main cause of this was her being slow, or were there other things such as having to maintain discipline or being derailed from her teaching by the learners?
- D: Those and others. She would sometimes have too many activities in an attempt to help her learners to understand. So she would not be able to finish all her activities.
- I: You have mentioned a number of problems faced by our students on teaching practice. You have also identified the main cause of these problems as the training they receive at the LCE and suggested that to better prepare the students for teaching practice, tutors should go with them to the schools and observe them teaching in actual classrooms. Do you have anything else you might want to add on to this?

B: Not really. I think those are the main problems I observed with the students I was mentoring. I don't know if later something else might occur to me, or I might remember something.

I: Well, thank you very much for your time. I believe we can close this interview, and, should I later wish to confirm something with you I hope you will be able to again avail yourself. Thank you very much.

B: Okay, thank you.

#### **End of interview**

#### **INTERVIEW 4**

Natalie - college-based lecturer

Interviewer: I

Natalie: N

I: Thank you for agreeing to have this interview with me. Could you, for the record, begin by telling me what role you played on teaching practice?

N: I participated as a classroom observer at primary level during the teaching practice session that was running from February to June of this year (2007).

I: Observing, I believe, mainly students who were teaching the languages, both Sesotho and English language?

N: Yes. Though I cannot recall offhand how many students I observed teaching Sesotho and how many I observed teaching English, it was a significant number in both cases. Both in Maseru and in the other districts. I also observed one or two non-language lessons

I: Okay. Now, coming to my first research question. What major problems did the students you observed seem to face whilst on teaching practice?

- N: The first major problem was that of classroom discipline. In one of the lessons I observed, some of the learners were laughing at their classmates who made mistakes during a role-play activity and the student in charge of the class ignored them. At times some learners were playing with their classmates during the discussion and were not reprimanded because the teacher was focusing on only one side of the class.
- I: Could the problem not have been that our students here at the LCE are not given any skills in keeping classroom discipline before they go on teaching practice? That there is no course, even in the Professional Studies Department, meant to equip the students with skills in keeping discipline in class? This is what one student said when I was interviewing a group of students from teaching practice this past week.
- N: That may be so, but I am sure that, especially the methodology lecturers, do point out to the students the importance of keeping discipline in class. I have also, in my own lessons, emphasized that they should keep discipline in class, and suggested some strategies they could use to keep discipline. But I think, yes maybe there should be such a course at the college, especially in the Professional Studies Department.
- I: Okay. Thank you. Were there any other problems you might have observed our students on teaching practice experiencing?
- N: Yes. They also had problems finishing their lessons in the allocated time. They even had problems implementing some teaching methods and, in some cases, their knowledge of the subject content was not up to standard. In some cases, students tended to spend more time on one aspect of the lesson than on another. Generally, most of the time should be spent on the development of the lesson in order to achieve the objective. Our students tended to spend too much time on the introduction and then rushed through the development with the aim of leaving enough time for the evaluation. Time management does not only mean finishing the lesson in the time allocated for it, it refers also to the time spent on each section of the lesson plan. How much time does the student spend introducing the lesson? How much time does she spend on the development? How much time on the evaluation and on the conclusion? These are some of the thing I observed, and in some cases I also observed students finishing their lessons with some time left to go. They had not planned well.
- I: Okay. You also said something about cases where students were not able to implement some of the teaching methods they had learned. Can you give an example of such an instance?

- N: Well, for instance, one student used the discussion method with a very large class. The class had between 80 and 100 learners and the student tried to use the discussion method. This was problematic because most of the learners did then not have the opportunity to contribute to the discussion. Also, if we look at the time that was available for the teacher to have all the learners contribute something to the discussion, you will find that the time of 40 minutes was very short. The classroom seating arrangement also made it difficult for the student to re-arrange the desks for the discussion, and was time-consuming. The classroom congestion made the student's movement very difficult. I think it was a matter of using the method under conditions which were very difficult. A different method would have been better under the circumstances.
- I: Okay.
- N: Role-playing was also a problem because when they used it, some of the students tended to focus only on the participants, ignoring the rest of the class. The students did not always clarify the purpose of role-playing.
- I: Is the purpose of role-playing not to have learners pretend to be different people under certain circumstances, and have them use language communicatively under those circumstances?
- N: That is the purpose of role-playing, to get the learners to use language communicatively. I think the student should have made the learners aware of this and defined more clearly what she was aiming to teach the learners in using role-play. Focusing only on the participants in role-play meant that the other learners benefited very little from the lesson. Those who were not involved tended to become playful and the student did not reprimand them or try to make them attentive to what those who were participating were doing and saying. I felt that the methods were not used effectively. Sometimes the student would use a method which was not even reflected in the lesson plan.
- I: Would that not arise as a result of some practical considerations as the lesson progressed?
- N: Yes, I understand that sometimes a teacher may plan to use a certain method, but find in class that she/he has to digress as the lesson progresses. However, she should mention in the lesson plan a number of methods she might possibly use during the lesson, and not just mention one method as if she will be using only that method to the exclusion of all others.

- I: You said another problem was that the students were not always well conversant with the content of the subject they were teaching?
- N: Yes. However, this did not seem like a very big problem. Only a few seemed to be lacking the relevant content and this seemed common in college subject departments that are currently understaffed. For example, one of the teachers in the English language department fell ill and has been in hospital for quite some time now and....
- I: Are you referring to Ms Moore?
- N: Yes.
- I: It is unfortunate that she had to fall ill. Let us hope she recovers soon.
- N: Yes, let us hope so. Her students have been without a teacher since she was hospitalised, and you can imagine how they will struggle when they go on teaching practice next year (2008). They will not have adequate subject mater mastery since they will not have been taught for quite some time.
- I: During my focus group interview with the students who had been on teaching practice, one claimed that some students took what they learned here as their content and went to teach it in the teaching practice schools. He claimed that some students were not able to go to the level of the learners when they were on teaching practice. Did you find this to be the case during your observations?
- N: I think I can see that happening, but I cannot recall any instance where students I observed were not able to go to the level of the learners. Like I said, the problem seemed to be more common in the departments that are understaffed. The students would then not have all their facts right. For example, I observed a lesson whereby the student did not have enough background knowledge to answer some of the questions learners asked. If I remember well it was a science lesson, and the student was not really able to explain the difference between rust as a colour and rust as what had happened as a result of exposure to rain and sun. She seemed to be unable to explain that it was only metals which rusted, and therefore could not explain that other 'rusts' were merely colours since they were not on metals but on other materials. She kept saying that yes, things the learners were pointing at were rust, but had not rusted. She seemed unable to explain beyond this. This is the sort of problem students may meet on teaching practice.
- I: Yes, I can see that. Moving on to the next question, what would you say are the causes of these problems faced by our students on teaching practice?

- N: I see the main cause of these problems as the type of training the students receive here at the college. The fact that there are no practising schools to give the students some exposure to the real classroom situations they are likely to meet when they go on teaching practice. I think teaching practice preparation should be brought back, so that by the time they go for teaching practice they will have had exposure to classroom situations.
- I: I know that when the college had teaching practice preparation, the tutors would on some days take different groups of pupils to the surrounding schools and would spend the day there with them, observing their lessons and discussing the lessons with them. It is unfortunate that it was stopped. This teaching practice preparation issue has often come up in my other interviews, with the interview I had with the students and also with some mentor teachers. Why do you think it was discontinued here at the college?
- N: Yes, I think it was unfortunate that it was stopped. The main reason was that the individual content and/or methodology teachers had to organise everything themselves: from negotiating with the schools on an annual basis, helping these students prepare for the lessons they would be teaching and observing those students and advising them. With very large classes this would be a problem, especially if the concerned teacher also had to carry out all the other teaching duties as demanded by each department. It would be better if these duties were perhaps spread out between the methodology teachers, the subject content teacher, the Professional Studies department and the teaching practice office.
- I: Okay. So you see the main cause of the problems faced by students on teaching practice are being lack of proper preparation before actually going on teaching practice? Especially the fact that the college no longer has that teaching practice preparation aspect in the training it offers to its students?
- N: Yes, that is the main problem that I can see.
- I: Any suggestions as to how the LCE can best address these problems faced by its students on teaching practice?
- N: Obviously one of the ways would be by bringing back the teaching practice preparation aspect of student training into the LCE programmes. I think also the Professional Studies department should work in closer co-operation with all the departments so that there is some sort of harmony between that department and all the other departments. For example, as you know, students have always complained that they are taught to draw up lesson plans in a certain way in the Professional Studies department, and in

different ways in the other individual departments. This often confuses students. I think the Professional Studies department must also ensure that all professional skills it imparts to the students are also taught and practiced in all the content and methodology courses in the other departments. There must be closer co-operation between all the departments and the Professional Studies department.

I: Yes. It only became that much clearer to me during my studies how much this lack of cooperation between the professional and other departments impacted on our students. Thank you very much for your contribution. It will really help me in my research.

N: You are welcome.

**End of interview.**

### APPENDIX 3

Lesotho College of Education  
P.O. Box 1393  
Maseru. 100  
Lesotho

4. Nov. 2007.

The principal  
Build It Primary School  
P.O. Box 123  
Maseru. 100

Dear Sir/Madam

I wish to sincerely thank you and your staff for the assistance you accorded me towards the end of October when I was carrying out my research towards the fulfilment of a masters degree in education with Rhodes University.

The information I received from your staff members was invaluable and I could not have done without their assistance. I thank them all for their time and input.

Wishing all your standard 7 pupils success in their examinations I am,

Yours truly,



(Bakae W. Molete).

## APPENDIX 4

**TO:** THE DEP STUDENTS WHO ASSISSTED IN  
MY RESEARCH

**FROM:** B. MOLETE

**DATE:** 28. OCT. 2007.

**RE:** THANK YOU.

I WISH TO THANK ALL THE DEP 3 STUDENTS  
WHO ASSISSTED ME WITH MY RESARCH BY  
AGREEING TO BE INTERVIEWED ON FRIDAY  
THE 19<sup>TH</sup> OF THIS MONTH. YOU KNOW WHO YOU  
ARE. MAY THE GOOD LORD BLESS YOU IN ALL  
THAT YOU DO AND MAY YOU HAVE SUCCESS  
IN YOUR EXAMINATIONS. THANK YOU ALL.

## FOCUS GROUP INTERVIEW WITH 5 LCE STUDENTS.

(N/B. The previous day, I had had a short meeting with my informants. In that meeting I had introduced myself and informed my informants why I needed to carry out the interview with them, assured them of their anonymity, sought their permission to tape record the interview and went to pains to assure them that they were not bound to take part in the interview, that they had a right not to participate in the interview if they felt that they did not want to. It was at this meeting that the interview date was set for the following day, the 19<sup>th</sup> of October. 8 potential informants turned up for the initial meeting but only 5 turned up for the actual interview).

### Notes

1. though my informants referred to 'standards' in relation to class levels they were teaching, as is usual in Lesotho, these have been transcribed to their equivalents in South African 'Grades'.
2. children/pupils refers to learners.
3. Interviews were carried out mostly in Sesotho. These were translated during transcription. Where informants responded in English, their utterances have, as far as possible, been left as they were originally uttered.
4. LCE = Lesotho College of Education. A teacher training college in Maseru, the capital town of Lesotho.
5. Cooperating teacher = Mentor teachers on teaching practice.
6. Student teacher = LCE students on teaching practice.

**Interviewer:** good afternoon to you all. As I explained to all of you in the meeting we had yesterday, I am on study leave studying for a masters degree in education at Rhodes University. It is as part of my studies there that I asked you all to grant me this interview. I wish to reiterate that I shall not use your names and that everything you tell me in this interview shall remain confidential, nothing you say to me in this interview will be used against you in any way. I am also, with your permission, and as I explained yesterday, going to be tape recording the interview. I will later transcribe the tape recording.

I also understand that you may not all be able to contribute to every aspect of the interview but where you feel you have something to contribute, please feel free to do so. It is just unfortunate that some of you did not turn up because if they had turned up, I would have been able to get even more information and insights into what I am investigating. Anyway, thank you for turning up, I really appreciate it.

Now, the first thing I want us to talk about concerns the training you receive here at the LCE. Could we begin by you telling me about the courses you are taking?

**Anne:** Do you specifically want to know about the English courses?

**Interviewer:** Yes. Especially about the English courses.

**Anne:** okay. Let me see...

**Cathy:** (Cutting in) we have some set books we are studying.

**Anne:** Yes, literature books. We did some literature last time.

**Cathy:** Yes. It was poetry, drama. We were talking about... can you remind me?

**Dolores:** Yes. There is also grammar.

**Bertha:** And E.P.S. (Early Primary Schooling)

**Dolores:** Yes, and E.P.S. The one which was taught by Dr. (indistinct).

**Interviewer:** so there is literature, grammar, E.P.S.? Let's start with literature. Who wants to tell me about it? What books are you studying?

**Dolores:** Okay, in literature we are studying the following books: 'The Crooked Path', which is also studied at primary school, then there is drama- the book called 'My Uncle Grey Bonzo', then there is poetry, Poetry for pleasure.

**Interviewer:** Okay, please continue.

**Dolores:** That is all the books we are studying in literature. They are books also studied at the primary schools.

**Interviewer:** Okay. Grammar? Language?

**Cathy:** There is comprehension and composition. In written comprehension there are these short passages on which students have to answer questions.

**Interviewer:** What is included in compositions? Letter writing?

**Cathy:** There is narrative, descriptive (indistinct muttering amongst informants).

**Anne:** Now we are also doing all these tenses and pronouns.

**Interviewer:** Okay. Verb tenses, pronouns, and what about E.P.S?

**Anne:** It is about methods of teaching, effective methods of teaching in the lower classes. Grades 1, 2, and 3.

**Cathy:** And how to make teaching aids.

**Interviewer:** Okay, let's talk about effective methods of teaching.

**Cathy:** We are doing this thing which is very effective. Which enables learners to be very involved in the learning process. They participate a lot. Either they play or sing. It is they who do most of the things.

**Bertha:** That means it makes the learners more active than the teacher.

**Interviewer:** So the learners sing, play...?

**Cathy:** Games.

**Bertha:** Games.

**Cathy:** Riddles, poetry.

**Bertha:** And rhyme.

**Interviewer:** What do you do in comprehension?

**Bertha:** Comprehension involves story telling and the answering of questions.

Learners read a short story and then answer questions on it.

**Ezra:** Sometimes passages are taken from their literature text books. They read the passages and then answer the questions based on them. Maybe from 'My Uncle Grey Bonzo' a certain passage will be selected and learners will be asked questions on that passage. And then they are collected for marking.

**Interviewer:** Okay. How were you taught comprehension and how were you taught how to teach comprehension?

**Ezra:** At the LCE we were merely given a passage to read and then answer questions on.

**Interviewer:** Were you not questioned first on the comprehension topic to establish familiarity with it? A sort of brainstorming on the topic before you could answer questions on it?

**Ezra:** No we were not familiarised with the comprehension topic.

**Dolores:** Most of the time you would find that, in class, we do not do any comprehension. We would only come across a comprehension exercise in the exam whereby you would find that there is a comprehension exercise. You read the passage and then answer the questions. In class we didn't do any comprehension.

**Interviewer:** Composition? What do you do?

**Bertha:** it can be guided composition, umm, composition whereby the topics are given. The pupils select a topic to write on.

**Cathy:** The compositions are based on what learners know.

**Bertha:** Their background knowledge

**Cathy:** Either cultural, environmental or whatever. Anything like..., for example now the grade 7s have written about tree planting.

**Interviewer:** Have they had tree planting experiences before?

**Cathy:** Yes.

**Bertha:** So most of the topics are normally based on learner's background knowledge.

**Interviewer:** Okay.

**Ezra:** Another topic learners have been asked to write on is: 'what I would like to be when I grow up'. They know about teachers, nurses, policemen, doctors and so on.

**Dolores:** They also write on some argumentative topics.

**Interviewer:** Okay. So they write on different types of topics.

**Dolores:** Yes, as long as they have some background knowledge.

**Interviewer:** How were you taught composition writing here at the LCE?

**Cathy:** Composition? We would be given a topic, asked to discuss it as a class and then write on the topic. Often we were not taught compositions, we would usually have compositions in the examinations.

**Dolores:** Yes, we would come across compositions only in the examinations.

**Anne:** for the compositions, the tutor would provide pictures, a series of pictures showing an incident. Sometimes they are jumbled sometimes they are in order, so we would say what is happening in the first picture up to what happens in the last picture.

**Cathy:** Sometimes it would be jumbled sentences. We would have to find out which one came first and write the first paragraph, second sentence second paragraph and so on until we came to the concluding sentence and the concluding paragraph of the composition.

**Interviewer:** Okay. Let's talk about the teaching of grammar. How did you go about teaching it in class?

**Anne:** Do you want to know how we were taught it here at the LCE or do you want to know how we taught it on teaching practice?

**Interviewer:** How you were taught it here at the LCE and how you taught it on teaching practice.

**Anne:** Okay. Grammar. I will talk about when we were taught about use of prepositions. We were divided into groups. We were to make teaching aids and decide on the grade that we were going to teach, then we would make a teaching aid. Maybe

if you want to teach about the preposition 'on', we would draw a picture showing something on the table. If we wanted to teach about the preposition 'under', we would draw a picture with something under the table. Whatever. Something like that. But most of the time we would do it in groups. Either you were given different teaching material, maybe to make a flip chart. Making the learners to construct sentences.

**Bertha:** Maybe using joining words.

**Anne:** If we want to teach joining words like 'but' or 'while,' then we would write sentences on the chart leaving out these words and ask the learners to fill in the missing words. After that we would present our work. The groups present and then we discuss about what they have presented.

**Interviewer:** Okay. What you are explaining to me sounds very much like strategies you would use to teach grammar on teaching practice. How were you yourselves taught grammar here at the LCE?

**Bertha:** Yes, that is how we were taught grammar here. We were taught it like that here.

**Ezra:** We were not..., I think it was because they were assuming that we already had the knowledge of grammar. We were not taught grammar per se. it was a matter of saying now how to pass grammar knowledge to the learners.

**Bertha:** Yes skills to the learners.

**Ezra:** Yes. But still...(interrupted).

**Anne:** Perhaps that was one way of teaching grammar to us. A sort of discovery method maybe. We were assigned to do the work. We were given the... maybe if I can say it is a topic maybe to deal with, maybe the other group be assigned to use the joining words, the other one prepositions, the other one past tense, the other one present tense then to present in class. And in our presentations, the teacher would interrupt wherever we made mistakes. Maybe grammatical mistakes, or we have used the word wrongly. The teacher would interrupt and give what was supposed to be correct.

**Interviewer:** Would I be right in assuming that the ways you were taught these things, Grammar, comprehension and compositions are the ways you taught them on teaching practice and also used the methods you learned at the college?

(General agreement).

**Interviewer:** Okay, can you tell me then what you think of the way you were taught at the college.

**Bertha:** With me, the way we were taught, especially in English, I think I have learned a lot and I was able to apply the skills that I learned here. They really did help me, especially when teaching about comprehension because already I knew of the ways of which I can make examples, especially when we were teaching about guided composition or even using those pictures, various pictures, yes.

**Interviewer:** Okay.

**Bertha:** So I think this method that we were taught, I think it really helped me. I was able to apply the skills to the children.

**Interviewer:** You mentioned with regard to grammar that when teaching joining words for example, you would give learners sentences and ask them to fill in missing words. In your opinions, is that the best way to go about teaching joining words?

**Bertha:** Putting the words down and then asking pupils to put them in sentences?

**Interviewer:** Yes.

**Bertha:** Yes it is proper but you can still use some other...

**Interviewer:** It does not only have to be joining words, grammar in general, pronouns, prepositions, tenses and so on. What method were you taught to use in the teaching of any aspect of grammar?

**Bertha:** Yes there are other methods. Through singing you can teach tenses. Ask the learners to identify verbs and tenses used in a song or in a game.

**Ezra:** Even communication is another way of teaching of teaching grammar. Most of the time when the teacher is communicating with kids, if they keep on communicating with them in English using gestures, the gestures can help the children to grasp the information that you want to impart. And the debate. Even if we do debate at school, that will help them to gain more vocabulary and get used to speaking the language.

**Bertha:** And, to add on that, when teaching grammar, it is also important that when communicating with the children, when they say the wrong word, you repeat the right word after the child has spoken the wrong word and normally it helps them. Because now they realise the right word to use instead of that word which he or she had used which was wrong. And the teacher can make the children repeat the words which are right.

**Cathy:** And now again, we are now being taught a new method of teaching which is (indistinct). In that method, children are engaged in a play, rather than the teacher standing there and teaching and teaching and teaching. They learn by listening and

observing rather than just listening to one same person who they don't even understand. Yes, they learn from each other.

**Interviewer:** They are observing and listening to what?

**Cathy:** To the other children. Their colleagues are acting on stage and they are listening as well as observing and in that way they are learning better than when they are listening to the teacher alone. Because we know these children learn better when they are discussing themselves or when somebody, a different person, is explaining, rather than the teacher who they are used to.

**Interviewer:** Thank you. So far we have talked about what you are taught at the LCE including the teaching methods you have learned. Could we talk a bit about the extent to which you were able to apply in class, on teaching practice, what you had learned at the LCE.

**Bertha:** We were able to apply it.

**Interviewer:** Could you elaborate? Perhaps give an example of a teaching method you learned here at the LCE and applied successfully on teaching practice.

**Bertha:** The method where I used songs especially.

**Ezra:** In my case I found that the use of pictures as teaching aids helped a lot in my teaching, especially because I was teaching very young children. Whenever I taught, I used pictures as teaching aids. I found that my lessons went well.

**Interviewer:** What were you teaching with those pictures?

**Ezra:** Maybe naming words. Nouns. So I would show these children the pictures and ask them to name them. This made it easy.

**Interviewer:** could anyone else tell me about a method they used.

**Cathy:** A method I used successfully? They sang. The singing method because I would ask them to sing and then we would talk about the theme of the song they had sung.

**Interviewer:** What were you using the song to teach?

**Cathy:** Parts of the body, different parts of the body. Yes. They would sing a song which involved parts of the body and then, when the song had stopped I started asking questions: which parts of the body, or what things have been mentioned in the song? They would start naming them. Then we start classifying whether they are parts of the body or what? Whatever. The song would go like: (starts singing and one or two others join in. In the song parts of the body like head, shoulders, nose, mouth, chest, knees, etc are mentioned).

**Anne:** I used dialogue. Like, when they express their thoughts, maybe using 'should' and 'shouldn't'. The other one, maybe two of the students would come in front of the class, then one would tell the other one what she should do and the other one would tell what they should not do. In class maybe. Maybe one will say: 'we should read when we are in the class' and the other one would exchange that by saying: 'we shouldn't play in the classroom'. Then they will keep on doing that. That was another way. And they would keep on exchanging. One would come up with the 'shouldn't' and the other with sentences using 'should'.

**Interviewer:** so you would have a topic like 'Things we should do in class and things we shouldn't do in class?'

**Anne:** Yes. And like 'things we should do at home, things we should do at school.' One would say: 'what should we do in class?' and the other one would come up with an answer. 'In class we should read.' 'In class we should listen to the teacher.' 'In class we should speak English,' and things like those.

**Interviewer:** So are you all saying that you never had problems? No problems at all? (General mutterings) There were, there were problems.

**Interviewer:** Can you tell me something about the problems you had?

**Dolores:** Yes. I encountered problems because most of the pupils that I was teaching, they couldn't express themselves well.

**Interviewer:** What grade were you teaching?

**Dolores:** Grade 4. And they really did not know English because they were from grade three and it seems the person who was teaching them in grade three was teaching them in Sesotho. It was very hard and I struggled. But then in the end things were improving. They couldn't even read a sentence, it was so hard. Sometimes I would make them read a short passage from a book and they would read – as a whole class. Later I would ask them to read individually. When I tried to make them to read individually, that's when I realised that it was very hard for them to read. Yes.

**Anne:** Another problem was that pupils were not used to this way of maybe children being involved a lot in the teaching. Maybe. Which is what we have been taught here that we use child-centred methods of teaching. So, if you asked them to volunteer to do, maybe, like dialogue, most of them were shy to stand in front of the class.

**Bertha:** The other problem that I encountered was that it was not very easy for these young ones to spell the words. Even the simple words. And it was like somehow I was

lacking the skill of how I should help them. It wasn't very hard to write down the spelling.

**Anne:** Even the way they pronounced the words themselves. Even the simplest words, they can't pronounce them.

**Interviewer:** Okay. Pronunciation and spelling.

**Cathy:** Yes. More especially in my teaching practice school. English is not spoken so it is not very easy to..., whenever you teach a lesson, you can't teach a lesson in English throughout.

**Anne:** For the whole period.

**Cathy:** because these children are not used to this language. (i.e. English). They are used to their mother tongue so...

**Anne:** ...we have to...

**Cathy:** We have to translate here and there. We are unable to teach in English throughout the whole lesson even if the lesson is an English lesson, you have to digress to Sesotho.

**Interviewer:** In the English courses offered here at the LCE, wasn't there one in which you studied phonology?

**Cathy:** What's that?

**Bertha:** We might have studied it but maybe we don't know the term. If it can be explained maybe.

**Interviewer:** It is an aspect of language study whereby you are taught the right pronunciation and spelling of words. You have the phonic alphabet whereby words are spelled the way they should be pronounced. You learn about the parts of the mouth and which parts- lips, teeth, larynx, tongue and so on- are used to produce certain sounds.

**Ezra:** I think with me, to tell the truth, I last heard of something like that in 2005 when I was doing my first year. Mr Collins said something about it in class but we did not actually study it.

**Interviewer:** Okay, but it is something which might be worth studying. Maybe in future. Moving on, what I also want to know is: 'is there anything you might have learned on teaching practice which you might not have learned while at the LCE?'

**Ezra:** Yes. When we left here for teaching practice, we had not been taught anything about administration. In my case, my head teacher was expecting that when I went on teaching practice I would already be familiar with office work. She expected me to

help her but unfortunately I did not know anything about office work. It is only this semester, after we have been on teaching practice, that we are learning about school administration. Perhaps it could have been better if we had studied it here first so that could apply it on teaching practice.

**Dolores:** What I observed was there was a lot of cooperation (amongst the teachers). You wouldn't find any one person stuck in a particular role and doing all that that particular role demanded on his or her own, no. Even if my cooperating teacher did not do it a lot, other teachers from other classes would go to others and say 'I think that you are good at teaching this topic, could you please come and help me in my class?'. There was a lot of this going around. And the way they drew up the time-table, it was my first time to see a time table being drawn that way.

**Ezra:** The school time-table?

**Dolores:** No, the teacher's own individual time-table. Each teacher writes his or her own time-table. I learnt to write up a time-table that way on teaching practice.

**Interviewer:** Was the time-table not drawn up by the school administration and handed down to the teachers?

**Dolores:** No. It is in the syllabus. In the syllabus it is required that the teacher draws up his or her own time-table. So, before I went on teaching practice I was not aware of this. I thought I would only see the time-table as a final product handed down to me. If I was told before going on teaching practice to draw up a time-table I would just go and copy the time-table I would have found in the class I was teaching. But now I am aware that in the syllabus, there are guidelines on how a time-table should be drawn up. The syllabus guides us: 'how many hours for this subject in a week?' and all such things. Also effective use of the log book. It was a very important part of teaching in that school. Every time you arrived at the school you would write. When you left and why. It was a very important part of the school I was at.

**Bertha:** We did not have it at my school. What I learned was, I was at an English medium school, every morning, before the children could go into the classroom, they do the exercises. That made their minds receptive to learning when they finally got into the classroom. Though they get to school at different times, others get there early, play and get tired while others will come late. So that way of putting them together to do the exercises, I saw it as a very good thing.

**Interviewer:** Let's talk about teaching aids a bit more. Did you make your own teaching aids and can you give me examples of what you used them to teach?

**Anne:** Teaching aids were really used. We used them a lot. When I was teaching 'people and their jobs' I collected pictures from magazines, asked some children to draw and put them on a chart. Then I would ask the children: 'have you ever seen anyone dressed in this way?' and they would answer: 'Yes'. And I would ask: 'what do you call a person who dresses this way?' and they would answer. Even those professions they did not know, I would tell them and sometimes I would give them as homework to find out more about the professions.

**Bertha:** I have also used pictures. There were some problems I encountered especially with the pictures I drew up myself. Sometimes I would have drawn a picture of an animal and they would say that it is something else. Maybe I have drawn a picture of a cat maybe, and they would say that it is a hare, whatever, (laughter). I am just making an example. I cannot remember really what was that, but I just remember that those pictures which I had drawn by myself were just giving me problems, unlike when I had cut the pictures from magazines like I did when I was teaching about the titles of people. I brought pictures of the prime minister, the king of Lesotho and so on. For these, I did not encounter problems.

**Interviewer:** Thank you. I hope that when you used the teaching aids you really made the learners talk about those pictures using complete sentences. The purpose of teaching aids is to make learners use language to talk about what they see and not to just give 'yes' or 'no' answers. Maybe this is something you should think about. Anyway, the last thing I want us to talk about is the ways in which the LCE can better prepare you for teaching practice. Maybe there are things you wish you had learnt which could have helped you to cope better on teaching practice, or things you felt you had not covered adequately but needed to know on teaching practice.

**Bertha:** Um, the disciplining of children in class. I think it should be (indistinct) because we are not allowed to beat the children. That means that corporal punishment is not allowed in schools. All the teachers did not use it, so, if you come as a student teacher, you don't feel comfortable to, um, use that corporal punishment and your class becomes so much disorganised and its like we are lacking skills other than... other skills on how we should manage the class instead of using corporal punishment.

**Anne:** I think we should be equipped with more skills of how we should manage the class. Like, er... sometimes when you put pupils in groups, use group method, they become so excited. It's like the teachers don't usually use other teaching methods.

They rely on some and don't do some of them. When they see the teaching aids they become so excited that they don't even listen to you. And when you put them in groups, they become so excited that they do all sorts of things that sometimes it's, eish, learning does not take place very easily because they kind of play.

**Bertha:** And do not do the work the way you expect them to do.

**Anne:** So, anyway, I had a lesson that was observed by the tutor from here (i.e. the LCE). I had put them in groups and they started playing and I was asked to dismantle the groups if such a situation is prevailing so as to achieve my objectives because if not dismantling the groups, they continue playing. I was told that if I find that the pupils do such things, I should just dismantle the groups and start any other way of teaching.

**Interviewer:** Okay.

**Cathy:** Another thing is the college should teach us how to manage the register, especially in year two when we shall be going for teaching practice the following year. Some of us had difficulties in trying to fill up the register and some of the cooperating teachers are not so cooperative because they wouldn't even explain to us how to fill in the register. They would just tell you: 'fill in that thing, there are the names'. They do not explain thoroughly or in detail. We were really struggling so, this could be something worth learning at the college before going on teaching practice; to know how to fill in the register because it is there at the schools.

**Interviewer:** Okay, but one would have thought that you learned this in professional studies. Any other ...

**Bertha:** (Cutting in). And more of the, I think more ways of imparting knowledge in English. If we can concentrate more on how to teach the children rather than on content, I think that would be much better because if you are a teacher and you have a lot of content but you are not able to pass it to the children in a way that the children can be able to learn. And some of the students tend to take whatever we have been taught here as content to the kids out there at school because they are having a problem, how to tackle these topics while they are there. Here we have been taught at our level and then we have a problem of: 'how do we go to the level of these kids that we are going to teach?'

(General indistinct muttering).

**Interviewer:** I think that is a very good point you are raising. Does anyone else want to add something?

**Dolores:** Another thing is we are given excellent skills and we never practice them when we are here, so that we can see them in action. They are just framed and thrown at us. We are told: 'there are the skills'. There is no time for us to practice them. When you get there (on teaching practice), you have a problem that: 'this is a good thing. How do I use it?' You don't know. Sometimes you are doing your teaching practice at a school which is very far, I am not talking about myself because I was here in Maseru.

Someone called me from far to ask: 'can you remind me what the tutor said about using this method?' I thought that was a good thing but now, does it mean that if one does not have a phone and is far away, then one has knowledge of that skill but cannot apply it because he or she has not practiced it? That means that things which are very essential in teaching, I am adding on to what she has said, that these are the things that the LCE should concentrate on, because all this content is important for us but proves irrelevant when we are in class. We get to class as mere tools knowing nothing.

**Interviewer:** A very important observation. I wish we could talk a bit more on this aspect of your training.

**Cathy:** Sometime ago. There was what was called T.P.P. (i.e. Teaching Practice Preparation). We would go to the nearby schools to apply these skills while the skills were still fresh in our minds. Our lecturers would go with students to see how far they were able to master these skills, which of these skills needed to be improved upon. I think that teaching practice preparation benefited a lot of students who experienced it before going on teaching practice. Because on teaching practice, the lecturer would go there to observe maybe three students at that school on that day, so there isn't enough time for each individual student to share his or her problems with the lecturer on that day. The lecturer observes you, then you talk a bit about your lesson and all the other problems you encountered in the past when the lecturer was not there. You are unable to talk about them. So it would be better if students had the opportunity to practice these skills at the nearby schools before going on teaching practice.

**Interviewer:** Can we talk a bit more about teaching practice preparation?

**Bertha:** A lecturer would take, maybe 10 students on a given day and go and spend a day with them at a school. On a different day, the lecturer would take another different group of students and so on until all the different groups had gone. They would spend the day there with the lecturer, especially lecturers from the professional

studies department. Before going there the student would have his or her preparations ready, knowing what class and what topic he or she was going to teach.

**Interviewer:** So teaching practice preparation is no longer part of your training before you go on teaching practice?

**Bertha:** No it no longer is. No teaching practice preparation at all. It is now only micro-teaching. But even the micro-teaching is not effective because there are too many of us and time is limited. That means it is... (indistinct)

**Interviewer:** What did micro-teaching consist of?

**Ezra:** Students would prepare for, and teach, a 10-15 minute lesson.

**Cathy:** 7 minutes.

**Ezra:** Yes. 7 minutes. You understand that now you would have to rush through what you wanted to teach? You do not get the chance to really develop your lesson. You have to rush through things and do not get enough practice.

**Interviewer:** Are you saying therefore that micro-teaching also did not prepare you well for teaching practice?

**Ezra:** Yes. Because you would also find that the conditions under which we do it are different from the conditions which we meet on teaching practice. For example, with micro-teaching you practice with your peers but on teaching practice you are going to be teaching young children.

**Interviewer:** Ok, thank you. Would anyone like to add anything else before we finally close the discussion? Anything at all.

(Whisperings amongst the informants).

**Interviewer** (after a pause): Okay. Thank you very much for your time, er, what I will do is...

**Bertha** (Cutting in): there is just one thing I would like to suggest. If it is possible, like I was observed by an English teacher, so I had chosen to teach 4 subjects and English was among them. So seeing that the lecturer who had come to observe me was an English teacher, I decided to teach an English lesson. So I would suggest that if it can happen, er, the tutors here should find out what the student teachers have chosen as the subjects that they are teaching on teaching practice so that an English teacher should observe those student teachers who have chosen to teach English.

**Interviewer:** meaning that when you go on teaching practice you choose which subjects you are going to teach? You don't teach all subjects?

**Ezra:** No. You share with the cooperating teacher. You teach some subjects and the cooperating teacher teaches some.

**Bertha:** I mean, because the way we are taught methodology, it is true that methods may be similar across subjects, but you will find that the way we are taught to teach mathematics is different from the way we are taught to teach English. So I think it would be best if maths lessons were observed by maths lecturers and English lessons by an English lecturer. The maths lecturer can then be able to see whether or not one is applying the skills one was taught to apply and the English lecturer should observe English students so as to see whether or not the puppets they were told to use for those students who are shy are they being used effectively or what? Because a maths lecturer observing an English lesson will not be able to guide me. Sometimes he or she might think I am doing the correct thing. On the other hand the English lecturer would be able to say 'no, this is not the right way you should use puppets,' or whatever maybe you would be using.

**Interviewer:** I know that this has been a long standing complaint of students on teaching practice; that English lessons should be observed by an English lecturer, maths lessons by a maths lecturer and so on. I know that even the lesson plans do not always follow the same format. (General agreement). I think it is a very valid point you are raising. Maybe there are reasons the college, or lecturers, sometimes find that at times they have to observe students teaching subjects they themselves do not teach at the college. Anyway, thank you all for your time. I believe we have reached the end of our discussion. Should I need any clarifications before I go back to school, I will again put up a note on the students' notice board asking you to meet me. I hope you will again avail yourselves. Thank you very much. (General indistinct mutterings).

**End of interview.**

## APPENDIX 5

Lesotho College of Education  
P.O. Box 1393  
Maseru. 100  
Lesotho

4. Nov. 2007.

The principal  
Fix It Primary School  
P.O. Box 456  
Maseru. 100

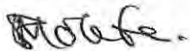
Dear Sir/Madam

I wish to sincerely thank you and your staff for the assistance you accorded me towards the end of October when I was carrying out my research towards the fulfilment of a masters degree in education with Rhodes University.

The information I received from your staff members was invaluable and I could not have done without their assistance. I thank them all for their time and input.

Wishing all your standard 7 pupils success in their examinations I am,

Yours truly,



(Bakae W. Molete).



LESOTHO COLLEGE OF EDUCATION  
P.O. BOX MS 1393, MASERU 100, LESOTHO  
TELEPHONE: (+266) 22312721 : TELEGRAM ADDRESS: BOSUOE

15/11/2007

Rhodes University  
Box 94  
Grahamstown. 6140

Dear Sir/Madam

**TO WHOM IT MAY CONCERN**

I write to acknowledge that I am aware that, my colleague, Mr. Bakae Wislon Molete is an M.Ed. student in English language teaching at your University. He approached me in my capacity as Teaching Practice Coordinator at Lesotho College of Education (LCE) requesting to copy and use lesson observation form for students observed while on teaching practice during the first semester of their 3<sup>rd</sup> year of study – The first session of the school year.

It may be worth mentioning that the names of schools names of observers, as well as names of student – teachers themselves should remain anonymous – thus he had to erase them before photo copying to keep to the anonymity of all concerned.

Thank you.

C.M. Moepi - *cmoeipi*  
Teaching Practice Coordinator.

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STUD

SITE: MASERU DATE: 22-02-2007  
 CLASS: 1 E/DURATION: 30 mins  
 SUBJECT: ENGLISH TOPIC: Family members  
 TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: \_\_\_\_\_  
 PROGRAMME: APET III CLASS SIZE: 68  
 STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: 282/C4

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
 SUM OF OBTAINED SCORES (63) OUT OF A TOTAL OF 70 SCORES

1. **LESSON PLAN:** e.g. stated specific objective (s), introduction- well developed into logical sequence. clear subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: The lesson plan reflected all the basic components of except the sub-topic.

1 2 (3) 4 5

2. **INTRODUCTION:** Length and its relevance to the taught sub-topic, (motivation, review of learner's previous knowledge)

Observer's comments: was brief and based on previous lesson which was related to the sub-topic of the lesson taught.

1 2 3 4 (5)

3. **DEVELOPMENT:**

3.1 **TEACHING/LEARNING AIDS:** Variety and effectiveness used for the lesson, their relevance to the lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

diff. Observer's comments: She used a picture showing members of the family. She used a picture in the pupils' books.

1 2 3 (4) 5

3.2 **COMMUNICATION SKILLS:** Voice of the teacher appropriateness of the language

use of ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: The teacher's voice was clear and loud enough to be heard by all the pupils.

1 2 3 4 (5)

3.3 **TEACHING METHOD(S)** Relevance to the lesson sub-topic and the class taught

Observer's comments: The teacher used a combination of question and answer method with work and say.

1 2 3 (4) 5

3.4 **NON-VERBAL CUES** - blinking, body language, teacher movement/ gestures, nodding/ shaking the head etc.

Observer's comments: The teacher moved among the group...

1 2 3 (4) 5

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR ST

SITE: MASERU

DATE: 22-02-2007

CLASS: 1

E/DURATION: 30 mins

SUBJECT: ENGLISH

TOPIC: Family members

TP SCHOOL: \_\_\_\_\_

SUB-TOPIC: \_\_\_\_\_

PROGRAMME: APET III

CLASS SIZE: 68

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER: 282/1

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very g  
SUM OF OBTAINED SCORES ( 63 ) OUT OF A TOTAL OF 70 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. subject matter, indication of teaching aids to be used and conclusion.

Observer's comments

The lesson plan reflected all the basic components of except the sub-topic.

1 2 (3) 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments

Was brief and based on previous lesson which was related to the sub-top of the lesson taught.

1 2 3 4 (5)

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments

She used a picture showing diff. members of the family. She used a picture in the pupils' books.

1 2 3 (4) 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments

The teacher's voice was clear and loud enough to be heard by all the pupils.

1 2 3 4 (5)

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments

The teacher used a combination of question and answer method with two hand sign.

1 2 3 (4) 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments

The teacher moved among the group and used eye contact.

1 2 3 (4) 5

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR ST

SITE: Maseru

DATE: 19-04-2007

CLASS: 1

E/DURATION: 30 mins

SUBJECT: English

TOPIC: Naming words Properly

TP SCHOOL: \_\_\_\_\_

SUB-TOPIC: Naming words

PROGRAMME: APETII

CLASS SIZE: 65

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER: 28210

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very g  
SUM OF OBTAINED SCORES ( 69 ) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. 1  
subject matter, indication of teaching aids to be used and conclusion.

Observer's comments

The lesson plan reflected all the basic components and it was made in advance

1 2 3 4 (5)

2. INTRODUCTION: Length and its relevance to the taught sub-topic,( motivation, review of learner's  
previous knowledge)

Observer's comments

The intro introduction was interesting by six parts of the body song.

1 2 3 4 (5)

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to  
lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments

The teacher drew table, chair, window, boy, girl etc. The blackboard was well managed with a legible handwriting suitable for class 1.

1 2 3 4 (5)

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language

used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments

The teacher's voice was clear and loud enough to be heard by all the pupils.

1 2 3 4 (5)

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments

The combination of discussion and look say method was properly used, it was relevant to the sub-topic and the class taught.

1 2 3 4 (5)

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the  
etc.

Observer's comments

The teacher used non-verbal cues to extend herself.

1 2 3 (4) 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments Pupils were highly active and all participated in discussion.

1 2 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments The teacher managed to control her class.

1 2 3 4 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments The teacher demonstrated good questioning skill by using a variety of questions.

1 2 3 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments Content coverage was accurate.

1 2 3 4 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary.

Observer's comments She concluded the lesson by repeating the objects which are named.

1 2 3 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments The teacher asked pupils to draw any 2 objects and name them.

1 2 3 4 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments The teacher finished in a given time.

1 2 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher. The teacher was dressed in a formal black/white uniform matching with that of students.

1 2 3 4 5

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

The lesson was successful.

TUTOR'S NAME IN FULL: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

REG. 163,003

11 JUN 2007

30 20X 2102

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STI

SITE: MASERU DATE: 20-02-07  
CLASS: 2 E/DURATION: 30 minutes  
SUBJECT: ENGLISH TOPIC: LISTENING & SPEAKING  
TP SCHOOL: SUB-TOPIC: MY FAMILY  
PROGRAMME: DPE CLASS SIZE: 54  
STUDENT'S NAME: STUDENT NUMBER: 06116

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES ( ) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. ( subject matter, indication of teaching aids to be used and conclusion.

Observer's comments Introduction was good, and at the end of the lesson pupils were able to mention & write their family members.  
1 2 3 (4) 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments It was relevant to sub topic and pupils were very much motivated. They c according pictures according family members.  
1 2 3 4 (5)

3. DEVELOPMENT:  
3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments A teacher has a good drawn c of the sub topic taught. and also pupil make their own pictures which makes le easier.  
1 2 3 4 (5)

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments Teachers voice good, she is active & manage to go around and help slow learners she also manage to use body language  
1 2 3 (4) 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments Her teaching method was relevant the sub topic and she makes pupils to enjoy and understand the lesson  
1 2 3 4 (5)

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments The teacher was going around to help slow learners and she did well.  
1 2 3 (4) 5

64

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments pupils were active and interested in les and performing good. The teacher reinforce the and able to attend slow learners.

1 2 3 4 (5)

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of ti classroom, etc.

Observer's comments she is able to control the class seating arrangement, cleanliness and noise man

1 2 3 4 (5)

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribu rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments good and relevant repetition of questions were necessary. Questions w straight forward.

1 2 3 (4) 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observ comments content, it was accuracy & relevant to the taught subtopic & the class.

1 2 3 (4) 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments The teacher was good to emphasise main points of lesson.

1 2 3 (4) 5

5. EVALUATION: Assessing achievement of lesson objective(s).

64  
70  
Observer's comments she was able to achieve the objective she let pupils to take part in lesson and in teaching aids

1 2 3 4 (5)

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each cate spends enough time on effective teacher/learner related activities, completes the lesson within the gi

Observer's comments very good in time management. were given enough time to work out their sl

1 2 3 4 (5)

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher. very good

1 2 3 4 (5)

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

The lesson was very good because and pupils were co-operating so they make the lesson easier.

TUTOR'S NAME IN FULL: \_\_\_\_\_ STUDENT'S NAME \_\_\_\_\_

TUTOR'S SIGNATURE : \_\_\_\_\_ STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME \_\_\_\_\_ SIGNATURE \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STU

SITE: MASERU DATE: 18-04-2007  
CLASS: STD 2 E/DURATION: \_\_\_\_\_  
SUBJECT: ENGLISH TOPIC: PREPOSITIONS  
TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: \_\_\_\_\_  
PROGRAMME: DEPT II CLASS SIZE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: 65516

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES ( 60 ) OUT OF A TOTAL OF 75 SCORES

1. **LESSON PLAN:** e.g stated specific objective (s), introduction- well developed into logical sequence. ( subject matter, indication of teaching aids to be used and conclusion.

Observer's comments Written in logical sequence and clear.

1 2 3 4 5

2. **INTRODUCTION:** Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments It was relevant to objective and to class level.

1 2 3 4 5

3. **DEVELOPMENT:**

3.1 **TEACHING/LEARNING AIDS:** Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: diagrams were used and well explain and the bright colours were used for pupils at the back to see clearly.

1 2 3 4 5

3.2 **COMMUNICATION SKILLS:** Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments clear voice and English language was used from the beginning of the lesson to the end.

1 2 3 4 5

3.3 **TEACHING METHOD(S)** Relevance to the lesson sub-topic and the class taught

Observer's comments Discussion, Demonstration.

1 2 3 4 5

3.4 **NON-VERBAL CUES** – blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments The teacher move around the classroo

1 2 3 4 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments: Pupils were involved in the activities

1 2 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments: Tidy and well ventilated pupils were managed.

1 2 3 4 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments: Questions, well distributed

1 2 3 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments: Accurate coverage and relevant to level

pupils seem to understand the lesson

1 2 3 4 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments: Summarised the main points by means of questions

1 2 3 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments: Relevant to objective and class level.

1 2 3 4 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments: A little bit longer than the given time

1 2 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher.

Presentable

1 2 3 4 5

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

It was interesting and pupils enjoyed the method used.

TUTOR'S NAME IN FULL: \_\_\_\_\_ STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_ STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR SITE

SITE: MASERU DATE: 20/02/2007  
CLASS: STD 2 E/DURATION: 30 MIN  
SUBJECT: ENGLISH TOPIC: COMMANDS  
TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: GIVING COMMANDS  
PROGRAMME: DEP II CLASS SIZE: 41  
STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: \_\_\_\_\_

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES ( ) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g. stated specific objective (s), introduction- well developed into logical sequence, content, subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: Clear subject matter, teaching aids indicated

1 2 3 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, (motivation, review of learner's previous knowledge)

Observer's comments: Revision on previous lesson.

1 2 3 4 5

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to the lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: diagrams or pictures rather small, objects found in classroom well used

1 2 3 4 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: Appropriate language from beginning to end of language. good try - not easy for std 2's

1 2 3 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments: Grouping and demonstration

1 2 3 4 5

3.4 NON-VERBAL CUES - blinking, body language, ~~facial expressions~~/ gestures, nodding/ shaking the head etc.

Observer's comments: Used shaking of the head and teacher

1 2 3 4 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments: Most pupils looked bored and not part of the lesson - teacher could have dismantled groups and taught a large group

1 (2) 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments: In my observation class management need a lot of improvement, most boys at the back of the class were playing

1 2 (3) 4 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments: Good

1 2 3 (4) 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments: Relevant to level and taught accurately.

1 2 (3) 4 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments: good - practically done.

1 2 (3) 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments: Practical assessment

1 2 3 (4) 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments: Manage your time well.

1 (2) 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher. Presentable

1 2 3 4 (5)

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

Lesson was good and content well taught. Make sure you help children with difficult pronunciation. Teaching materials should be big enough for all to see.

TUTOR'S NAME IN FULL: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

45  
70

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR ST

SITE: Maseru DATE: 28/05/2007  
CLASS: 4 E/DURATION: 140 mins  
SUBJECT: English TOPIC: Composition  
TP SCHOOL: --- SUB-TOPIC: 4-sided composition  
PROGRAMME: ACP III CLASS SIZE: 60  
STUDENT'S NAME: --- STUDENT NUMBER: 141/1

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES (64) OUT OF A TOTAL OF 70 SCORES

1. LESSON PLAN: e.g. stated specific objective (s), introduction- well developed into logical sequence, subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: The basic components are stated, discussed and arranged accordingly.  
1 2 3 4 (5)

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner previous knowledge)

Observer's comments: was based on background knowledge of the pupils related to sub-topics  
1 2 3 4 (5)

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: Made use of the pupils in role-play and used them effectively  
1 2 3 4 (5)

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: The voice was clear but not loud enough at the beginning of the lesson.  
1 2 (3) 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments: used the combination of discussion, question & answer plus role-play which is not stated in the lesson plan.  
1 2 3 (4) 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments: Made use of very little move  
1 2 (3) 4 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments: pupils were fully involved in the discussion & participated well in role-playing. They showed interest in lesson.  
1 2 3 4 (5)

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments: was able to control the class though some children were laughing at others when they made mistakes.  
1 2 3 (4) 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments: Questions were good and well distributed.  
1 2 3 4 (5)

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observe comments:

The coverage was accurate and relevant to the sub-topic.  
1 2 3 4 (5)

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments: was able to emphasise the main points.  
1 2 3 4 (5)

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments: was able to ask a wide variety of questions to assess the lesson objectives.  
1 2 3 4 (5)

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments: was able to finish the lesson within the given time.  
1 2 3 4 (5)

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher.

was well dressed up.  
1 2 3 4 (5)

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

Generally the lesson was well conducted. However the teacher can improve on the use of body language.

TUTOR'S NAME IN FULL: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STI**

SITE: MASERU DATE: 18.04.07  
CLASS: 4 E/DURATION: 40 MIN.  
SUBJECT: ENGLISH TOPIC: TENSE  
TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: PRESENT CONTINUOUS.  
PROGRAMME: D.P.E II CLASS SIZE: 58  
STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: 141/C

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES ( 68 ) OUT OF A TOTAL OF 75 SCORES

**1. LESSON PLAN:** e.g. stated specific objective (s), introduction- well developed into logical sequence. & subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: Almost all the basic steps of the lesson plan were reflected effectively.

1 2 3 4 (5)

**2. INTRODUCTION:** Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments: Brief and relevant as it was based on previous knowledge.

1 2 3 4 (5)

**3. DEVELOPMENT:**

**3.1 TEACHING/LEARNING AIDS:** Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: More than one methods were used in her lesson yet she stated one.

1 2 3 4 (5)

**3.2 COMMUNICATION SKILLS:** Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: Loud enough to be heard by all the children.

1 2 3 4 (5)

**3.3 TEACHING METHOD(S)** Relevance to the lesson sub-topic and the class taught

Observer's comments: Discussion, Question and Answer a demonstration though two were not mentioned.

1 2 3 (4) 5

**3.4 NON-VERBAL CUES** - blinking, body language, teacher movement/ gestures, nodding/ shaking the head etc.

Observer's comments: The teacher moved around and allowed pupils to clap hands to motivate them.

1 2 3 4 (5)

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments: Children showed participation on work written on the chalkboard individually and also involved by writing in their groups.

1 2 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of classroom, etc.

Observer's comments: Very good.

1 2 3 4 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments: She rephrased and used probing questions till they were clear to all.

1 2 3 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments: good and relevant.

1 2 3 4 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments: Very good

1 2 3 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments: Notes were relevant to the sub topic.

1 2 3 4 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments: good

1 2 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher.

Very good.

1 2 3 4 5

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

She must improve her writing on cha

TUTOR'S NAME IN FULL: \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_

TUTOR'S SIGNATURE : \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STUD

SITE: MASERU

DATE: 31/01/11

CLASS: 2

DURATION: 30 MIN

SUBJECT: ENGLISH

TOPIC: GREETINGS

TP SCHOOL: APEM

SUB-TOPIC:

PROGRAMME: APEM

CLASS SIZE:

STUDENT'S NAME:

STUDENT NUMBER: 171/04

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good) SUM OF OBTAINED SCORES ( ) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g. stated specific objective (s), introduction- well developed into logical sequence. clear subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: Was well introduced into logical sequence. well developed

1 2 3 4 (5)

2. INTRODUCTION: Length and its relevance to the taught sub-topic, (motivation, review of learner's previous knowledge)

Observer's comments: General background "When you meet old people or your friend at home how do you greet them? Responses were given by Indurthu is out of interest.

1 2 3 4 (5)

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to the lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: A drawn chart showing different times of day which is morning afternoon a day and night which enables pupils to understand.

1 2 3 4 (5)

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: loud and firm voice constantly confident

1 2 3 4 (5)

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments: Relevant teaching methods were used such as discussion, questions and answers

1 2 3 4 (5)

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the head etc.

Observer's comments: Teacher moved and used hands to demonstrate time sun rises in the morning

1 2 3 4 (5)

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments It was good some pupils were  
involved as to demonstrate Greeting each other so  
as to show how they do when meeting their fr  
1 2 3 4 (5)

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments Teacher hit a desk with rod to  
control the class. Ventilation was ok fresh air fr  
well opened windows  
1 2 3 4 (5)

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution rephrasing, probing, paraphrasing and repetition of questions (where necessary)

Observer's comments Questions were relevant but there was  
no repetition even when is necessary  
1 2 (3) 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments

Times and greetings were used that is good  
Morning good day good afternoon good evening good nig  
1 2 3 4 (5)

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments Teacher emphasised that pupils should  
use greetings at the right time  
1 2 3 4 (5)

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments pupils were divided in groups  
and given appropriate time to demonstrate  
the greeting  
1 2 3 4 (5)

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category spends enough time on effective teacher/learner related activities, completes the lesson within the given time

Observer's comments five minutes on introduction. 15 min  
on development five minutes on conclusion and  
five minutes on total  
1 2 3 4 (5)

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher.

Presentable  
and casual  
1 2 3 4 (5)

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

A good teacher who knows class management  
what is interested in her daily work  
She must keep it up.

TUTOR'S NAME IN FULL: \_\_\_\_\_ STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_ STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR ST

SITE: MASERU

DATE: 30.04.07

CLASS: 3

E/DURATION: 30 minutes

SUBJECT: English

TOPIC: listening and speaking

TP SCHOOL: \_\_\_\_\_

SUB-TOPIC: naming people according their job

PROGRAMME: DPE III

CLASS SIZE: 60

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER: 0361

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES (69) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence, subject matter, indication of teaching aids to be used and conclusion.

Observer's comments

It was well planned and the main priority step was arranged in a logical manner.

1 2 3 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments

It was short enough to allow parts of the lesson plan to be taught at a given time. It was also relevant to the lesson plan.

1 2 3 4 5

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments:

It was a chart clearly labelled drawings except that it could not stick in.

1 2 3 4 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments

The voice was clear enough to be heard by every pupil and language used was appropriate as the pupils were able to answer questions.

1 2 3 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments

discussion and questioning and answering methods were used effectively

1 2 3 4 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments

She used different body language such as facial expression and the movement of hands were made.

1 2 3 4 5

**3.5 PUPIL INVOLVEMENT:** Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments: pupils were interested in the lesson. The slow learners were helped by both the teacher and pupils.

1 2 3 4 (5)

**3.6 CLASSROOM MANAGEMENT:** Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments: The classroom was well arranged & allowed the teacher to control the class.

1 2 3 4 (5)

**3.7 QUESTIONING SKILL:** lower order/ higher order questions, good and relevant questions, distribut rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments: The questions were relevant and well distributed to the class.

1 2 3 4 (5)

**3.8 CONTENT:** Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments: It was accurate and relevant to the sub-topic.

1 2 3 4 (5)

**4. CONCLUSION:** ability to emphasise the main the main points of the lesson in summary

Observer's comments: she was able to highlight the main points

1 2 3 4 (5)

**5. EVALUATION:** Assessing achievement of lesson objective(s).

Observer's comments: It was well done

1 2 3 4 (5)

**6. TIME MANAGEMENT:** Even distribution throughout the lesson, spends enough time in each catr spends enough time on effective teacher/learner related activities, completes the lesson within the given

Observer's comments: it was completed within the given time

1 2 3 4 (5)

**7. DRESS CODE:** Dressed in an acceptable manner, befitting a teacher. It was acceptable

1 2 3 4 (5)

**OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:**

In short it was a good lesson

TUTOR'S NAME IN FULL: \_\_\_\_\_ STUDENT'S NAME \_\_\_\_\_

TUTOR'S SIGNATURE \_\_\_\_\_ STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME \_\_\_\_\_ SIGNATURE \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STI

SITE: MASERU

DATE: 20/02/07

CLASS: 4

E/DURATION: 40 min

SUBJECT: ENGLISH

TOPIC: MAS READING

TP SCHOOL: \_\_\_\_\_

SUB-TOPIC: MASCULINE & FEMININE

PROGRAMME: D.P.E III

CLASS SIZE: 57

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER: 141/05

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES (64) OUT OF A TOTAL OF 70 SCORES

1. LESSON PLAN: e.g. stated specific objective (s), introduction- well developed into logical sequence. c subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: Brief Reflected almost all the basic parts of the lesson plan. Except the sub-topic occasionally

1 2 3 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, (motivation, review of learner's previous knowledge)

Observer's comments: Brief and relevant as it was related to the sub-topic and based on previous knowledge.

1 2 3 4 5

3. DEVELOPMENT:  
3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: used a lot of teaching methods though some were not stated in the lesson plan.

1 2 3 4 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: was loud enough to be heard by all the pupils.

1 2 3 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments: used story-telling, grouping and discussion though not all stated in the lesson plan.

1 2 3 4 5

3.4 NON-VERBAL CUES - eye-contact, blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments: moved round to check all the groups and clapped hands to motivate the pupil

1 2 3 4 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.  
Observer's comments:

Highly involved by writing on chalk-board, participating in group discussion  
1 2 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Very good  
1 2 3 4 5

3.7 QUESTIONING SKILL: Lower order/higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Kept on rephrasing the questions till they were clear to all. This was coupled with probing questions.  
1 2 3 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class.  
Observer's comments: The coverage was good, relevant and related to the sub-topic.

4. CONCLUSION: Ability to emphasise the main points of the lesson in summary.  
Observer's comments: Good  
1 2 3 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).  
Observer's comments: Questions were not related to the sub-topic.  
1 2 3 4 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.  
Observer's comments: Good.  
1 2 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher.  
U. good.  
1 2 3 4 5

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:  
Must improve on the writing of teaching materials, eg 2 pupils of opposite sex called them "pupils".

TUTOR'S NAME IN FULL: STUDENT'S NAME:  
TUTOR'S SIGNATURE: STUDENT'S SIGNATURE:

COLLEGE/WORKING TEACHER'S NAME: SIGNATURE:

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR SITE

SITE: MASERU DATE: 7-5-07  
 CLASS: STAC E/DURATION: 40 MINUTES  
 SUBJECT: ENGLISH TOPIC: TITLES QUEEN  
 TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: USE OF PRINCE, KING AND KING  
 PROGRAMME: DEPT III CLASS SIZE: 47  
 STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: 64614

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
 SUM OF OBTAINED SCORES (59) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. 1 subject matter, indication of teaching aids to be used and conclusion.

Observer's comments: Quite capable of sticking to her objectives in her lessons

1 2 3 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, (motivation, review of learner's previous knowledge)

Observer's comments: The introduction usually revised the previous lessons, drew the learners' attention, eagerness to what would come next

1 2 3 4 5

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: Variety of teaching aids were used, charts, real objects relevant to the lesson

1 2 3 4 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments: Quite capable of detecting inattentive learners

1 2 3 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments: Play-way methods were often used, this brought much interest to the learners

1 2 3 4 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the etc.

Observer's comments: \_\_\_\_\_

1 2 3 4 5

**3.5 PUPIL INVOLVEMENT:** Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**3.6 CLASSROOM MANAGEMENT:** Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**3.7 QUESTIONING SKILL:** lower order/ higher order questions, good and relevant questions, distribution of questions, rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments \_\_\_\_\_

1 2 3 **4** 5

**3.8 CONTENT:** Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments \_\_\_\_\_

1 2 **3** 4 5

**4. CONCLUSION:** ability to emphasise the main the main points of the lesson in summary

Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**5. EVALUATION:** Assessing achievement of lesson objective(s).

Observer's comments \_\_\_\_\_

1 2 3 **4** 5

**6. TIME MANAGEMENT:** Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments \_\_\_\_\_

1 2 **3** 4 5

**7. DRESS CODE:** Dressed in an acceptable manner, befitting a teacher.

1 2 3 4 **5**

**OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:**

TUTOR'S NAME IN FULL: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TUTOR'S SIGNATURE : \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR ST

SITE: MASERU

DATE: 18/04/2007

CLASS: STD 2

E/DURATION: 30 MIN

SUBJECT: English

TOPIC: LISTENING AND SPEAKING

TP SCHOOL: \_\_\_\_\_

SUB-TOPIC: Naming Objects

PROGRAMME: Dep III

CLASS SIZE: 54

STUDENT'S NAME: \_\_\_\_\_

STUDENT NUMBER: 061/0

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good)  
SUM OF OBTAINED SCORES ( ) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. ( subject matter, indication of teaching aids to be used and conclusion.

Observer's comments

Planned in logical sequence with clear subject matter and clear objectives

1 2 3 4 (5)

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner's previous knowledge)

Observer's comments

Brief review of learner's previous knowledge. AS introduction practise sounds not letters of the alphabet. Sounds help children when they name the objects in the days.

1 2 (3) 4 5

3. DEVELOPMENT

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments

Teaching Aids effectively used and relevant to the taught and the level of the pupils taught. Clear diagrams drawn on CB and good CB work.

1 2 3 4 (5)

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments

Clear pronunciation of words, clear voice, appropriate language, ability to identify slow learners, good

1 2 3 4 (5)

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments

Grouping and discussion.

1 2 3 (4) 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the head etc.

Observer's comments

Teacher movement helping individual pupils used shaking of head and nodding

1 2 3 (4) 5

3.5 PUPIL INVOLVEMENT: Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.

Observer's comments Learners were actively participating in lesson.  
Teacher reinforced and supported slow learners

1 2 3 4 5

3.6 CLASSROOM MANAGEMENT: Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.

Observer's comments Good

1 2 3 4 5

3.7 QUESTIONING SKILL: lower order/ higher order questions, good and relevant questions, distribution rephrasing, probing, paraphrasing and repetition of questions (where necessary).

Observer's comments Questioning skill good, when asking question  
make sure pupils understand what you want them to do  
if they do not understand rephrase probe or paraphrase.

1 2 3 4 5

3.8 CONTENT: Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments accurately covered

1 2 3 4 5

4. CONCLUSION: ability to emphasise the main the main points of the lesson in summary

Observer's comments Good summary of the days lesson  
with some examples.

1 2 3 4 5

5. EVALUATION: Assessing achievement of lesson objective(s).

Observer's comments Good, assessed objective achievement  
of A Explain before pupils answer questions on the  
lesson.

1 2 3 4 5

6. TIME MANAGEMENT: Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.

Observer's comments Enough time spent on the development

1 2 3 4 5

7. DRESS CODE: Dressed in an acceptable manner, befitting a teacher. befitting a teacher

1 2 3 4 5

OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:

The lesson was well done, keep it up.

TUTOR'S NAME IN FULL: \_\_\_\_\_

TUTOR'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

62  
70

LESOTHO COLLEGE OF EDUCATION (LCE) TP ASSESSMENT FORM-DUPLICATE ORIGINAL FOR STI

SITE: Moseyu DATE: 13-03-07  
CLASS: STB 2C E/DURATION: 40 minutes  
SUBJECT: English TOPIC: Pronouns  
TP SCHOOL: \_\_\_\_\_ SUB-TOPIC: Demonstration of correct use of pron  
PROGRAMME: DEPT II CLASS SIZE: 47  
STUDENT'S NAME: \_\_\_\_\_ STUDENT NUMBER: 16461

Pls remark and rate the student on the 5 point scale (1=very poor, 2=poor, 3=average, 4=good, 5=very g  
SUM OF OBTAINED SCORES (60) OUT OF A TOTAL OF 75 SCORES

1. LESSON PLAN: e.g stated specific objective (s), introduction- well developed into logical sequence. I  
subject matter, indication of teaching aids to be used and conclusion.

Observer's comments Quite capable of sticking to her objective in  
her lessons

1 2 3 4 5

2. INTRODUCTION: Length and its relevance to the taught sub-topic, ( motivation, review of learner'  
previous knowledge)

Observer's comments The introduction usually revised the previous lesson  
draw the learners' attention, eagerness to what was  
come next.

1 2 3 4 5

3. DEVELOPMENT:

3.1 TEACHING/LEARNING AIDS: Variety and effectiveness used for the lesson, their relevance to  
lesson sub-topic- e.g. clear diagrams (if any) and well written charts etc.

Observer's comments: Variety of teaching aids were used, charts, real  
objects relevant to the lesson

1 2 3 4 5

3.2 COMMUNICATION SKILLS: Voice of the teacher, appropriateness of the language  
used, ability to identify slow learners and to detect whether the learners are attentive or not.

Observer's comments Quite capable of detecting inattentive learners

1 2 3 4 5

3.3 TEACHING METHOD(S) Relevance to the lesson sub-topic and the class taught

Observer's comments Play-way methods were often used, this brought  
much interest to the learners

1 2 3 4 5

3.4 NON-VERBAL CUES - blinking, body language, teacher movement/ gestures, nodding/ shaking the  
etc.

Observer's comments \_\_\_\_\_

1 2 3 4 5

**3.5 PUPIL INVOLVEMENT:** Active participation and interest of the learners in the lesson, activities performed by the learners, reinforcement and support given by the teacher to the slow learners.  
Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**3.6 CLASSROOM MANAGEMENT:** Pupil control by the teacher, seating arrangement, cleanliness of the classroom, etc.  
Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**3.7 QUESTIONING SKILL:** lower order/ higher order questions, good and relevant questions, distribution, rephrasing, probing, paraphrasing and repetition of questions (where necessary).  
Observer's comments \_\_\_\_\_

1 2 3 **4** 5

**3.8 CONTENT:** Coverage, accuracy and relevance to both the taught sub-topic and the class. Observer's comments \_\_\_\_\_

1 2 **3** 4 5

**4. CONCLUSION:** ability to emphasise the main the main points of the lesson in summary  
Observer's comments \_\_\_\_\_

1 2 3 4 **5**

**5. EVALUATION:** Assessing achievement of lesson objective(s).  
Observer's comments \_\_\_\_\_

1 2 3 **4** 5

**6. TIME MANAGEMENT:** Even distribution throughout the lesson, spends enough time in each category, spends enough time on effective teacher/learner related activities, completes the lesson within the given time.  
Observer's comments \_\_\_\_\_

1 2 **3** 4 5

**7. DRESS CODE:** Dressed in an acceptable manner, befitting a teacher.

1 2 3 4 **5**

**OBSERVER'S COMMENTS ON THE GENERAL PRESENTATION OF THE LESSON:**

TUTOR'S NAME IN FULL: \_\_\_\_\_  
TUTOR'S SIGNATURE : \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_  
STUDENT'S SIGNATURE: \_\_\_\_\_

COOPERATING TEACHER'S NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

