

**Pedagogical Practices of English Language Student Teachers
during the Practicum in Pakistan**

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**DEDICATED
TO**

I dedicate this thesis to my wife Maria who always extended unconditional support to me throughout this study.

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Abstract

Along with the government documents, a number of authors have showed concern on the quality of teachers being produced by the teacher education institutions and have called for reforms in teacher education programmes and teacher preparation to improve quality of teaching in Pakistan. I conducted this study to analyze the pedagogical practices of a group of English language student teachers and support provided to them during the practicum in Pakistan. Another focus of analysis was conceptualization of teacher learning by the practicum triad. The study has fit well into the research agenda on teacher cognition and teacher education and contributes to improve the teacher preparation programmes through improvement of the practicum.

Methodologically, the study was qualitative and used case study approach. I selected four student teachers, two supervising teachers, one course teacher, four cooperating teachers and the head of the department as participants in my study. The student teachers did six weeks practicum in public secondary schools. I generated data mainly through classroom observations of and interviews with the student teachers and other participants of the study. In addition, I also used documents such as lesson plans, reflective journals and the textbooks of English for grades 9 and 10. The purpose of these documents was to provide additional data needed for field notes and interviews. I analyzed data through thematic analysis and reported the findings individually for each student teacher.

In relation to the existing literature, my study has suggested that the school and the contextual factors exert strong influence on the teaching practices of the student teachers. It has also suggested that in the contexts and situations where student teachers are not appropriately supervised and supported, their teaching practices would likely to be based on their previous learning experiences as learners of English, hence, it would minimize the impact of the teacher education programmes. In relation to conceptualization of teacher learning by the practicum triad, the study found contradictions about the notion of what constitutes teaching and learning to

teach. The contradictions were held strongly by the student teachers, supervising teachers and the head of the department and no explicit and sustained effort was made by the teacher education programme to raise awareness of beliefs about learning through dialogue and reflection. My study is the first of its kind to provide evidence of what occurred during the practicum in my context. As the practicum is the only opportunity for the student teachers to enact their learning from the university based course work, any reforms in teacher preparation programmes without improving and re-organizing the practicum are less likely to succeed.

Keywords: English language student teachers, pedagogical practices, student teachers' support and supervision, teacher learning.

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CHAPTER 1: BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In my context as well as in literature in the field of teacher education in general and language teacher education in particular, the practicum is considered as one of the most important components of pre-service teacher education programmes. This study aimed to examine the pedagogical practices of a group of English language student teachers during the practicum in Pakistan. It also attempted to understand in what ways the student teachers were supported and evaluated in teaching of English during the practicum in schools. Answers to the aims i.e. student teachers' pedagogical practices or what they did during the practicum, and how they were supported, provided insights on how all stakeholders conceptualized teacher learning. The study aimed to answer the following research questions:

RQ. 1. What are the pedagogical practices of English language student teachers during the practicum in Pakistan?

RQ. 2. In what ways are the student teachers supported during the practicum?

RQ. 3. How do student teachers, teacher educators and cooperating teachers conceptualize teacher learning?

This thesis is divided into 10 chapters. In the first chapter, I present the context of Pakistan where the study was conducted. In the second chapter I present a review of literature related to my study. In the third chapter, I provide details of research methodology employed in this study. In Chapters 4-7, I present the analysis of four student teachers case by case. The eighth chapter presents data on conceptualization of teacher learning. Chapter 9 presents a discussion on key issues emerging from the study. In Chapter 10, I discuss the contribution and limitations of my study.

1.2 CONTEXT OF THE STUDY

In this section I provide a brief introduction to Pakistan and the education system of the country. Then I discuss the status of English language in Pakistan. In the next part I discuss the teaching of English in Pakistani schools. Lastly, I provide details of pre-service teacher education programmes and how these programmes are conducted in Pakistan.

1.2.1 Pakistan: An Introduction

Pakistan, officially named 'The Islamic Republic of Pakistan', is situated in South Asia. It is bordered by Afghanistan and Iran in the west, India in the east, China in the far northeast and it has a coastline in the south along the Arabian Sea and the Gulf of Oman. Pakistan is a federation of four provinces and the Federally Administered Tribal Areas. The four provinces are Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan. Pakistan is the sixth most populous country in the world. Currently it has an estimated population of 184.35 million (Government of Pakistan, 2013).

Pakistan is a developing country. Poverty and illiteracy are major problems in the country. Due to limited financial resources, Pakistan has been able to spend only a low share of its GDP on education. The trend of investment in education in terms of GDP has been 2.5% and 2.47% in the financial years 2006-07 and 2007-08 respectively. It was on the lower side, 2.10% in 2008-09 and 2.05% in 2009-10 due to financial crisis in the country (Government of Pakistan, 2010). Low literacy rate is one of the biggest challenges for the government. Pakistan has 56% literacy rate (Government of Pakistan, 2009). Gender disparity in male and female literacy rate is high. Sixty nine percent of males and 46 % of the female population are literate in Pakistan. Overall, 42% of the population of the country have never attended a school. Poverty is another problem in the country. The World Bank and the United Nations Development Programme have indicated that the poverty rate in Pakistan ranges between 25.7 % and 28.3 %. About 60.3 % of Pakistan's population lives on under \$2 a day and some 22.6 % live under \$1 a day (The Daily Dawn, 2006).

1.2.2 The Education System in Pakistan

Education in Pakistan is divided into five levels. These levels are primary, middle or elementary, secondary, higher secondary or intermediate level and university education. Pakistan has three parallel education systems in the country: public, private and Deeni Madaris or religious education system. Public schools are Urdu medium schools except for a few schools where English medium classes have also started. Some of the elite private schools are English medium. Such schools charge high fees which can only be borne by the elite class. The examination system in

distinguished private schools is based on Cambridge International Examinations. Students can take O level and A level examinations through the British Council. Middle class and lower middle class students get admission in public sector schools and universities. These parallel systems start from grade one and go up to university level. In public schools, education is free up to secondary level; however, colleges and universities charge annual or semester wise tuition fee but it is much less if compared to tuition fee in private sector colleges and universities. Those who are unable to pay fees in private or public sector institutions can get free religious education in Deeni Madaris. The government has planned to include Deeni Madaris in mainstream education by introducing contemporary studies alongside to enhance prospects of Madaris students so that they could pursue higher studies and ensure employment, recognition and equivalence (Government of Pakistan, 2009). For this purpose Rs. 50.30 million which is approximately £0.4 million were distributed amongst Deeni Madaris for salaries of teachers under Madrassa Reforms Project (Government of Pakistan, 2010).

1.2.3 Socio-economic Context and Access to English in Pakistan

Since independence, English has been identified as the language of ‘power and domination’ for the ruling elite in Pakistan (Shamim, 2008, p. 235). Education system of Pakistan can also be categorized according to ‘socio-economic class’ and can be stratified into four types of institutions: the Madrassas, the Urdu-medium schools or the vernaculars, the non-elite English-medium schools and the elite English-medium schools (Rahman, 2004, p. 315). Education in elite English medium schools can be bought with money or power. The government has ‘invested heavily in creating a parallel system of education for the elite, especially the elite which would run elitist state institutions in future’ (Rahman, 2001, pp. 244-245). It implies that the state does not trust its ‘own system of education’... and ‘spends much more of tax payers’ money on the schooling of the elite through English than on the masses through the vernaculars’ (Rahman, 2001, pp. 245-246).

The students of elite English language schools have opportunities to ‘read textbooks containing discourses originating in other countries and, both at school and at home, are exposed to cable television, dress, fiction and conversations with adults who

themselves are familiar with other countries' (Rahman, 2004, p. 315). In elite schools, English is used as a medium of instruction and Urdu is treated as a foreign language (Shamim & Allen, 2000). In Urdu medium or vernacular schools, 'English is not a second language but a foreign language. It is alien and intimidating both for teachers, who are not competent in it, and students' (Rahman, 2001, p. 253).

The student teachers in my study belonged to middle or lower middle classes. They were all educated in government Urdu medium schools. Students in Urdu medium schools are taught English through 'rote learning...the schools are... with no heating in the winter. Some schools in the cities do have fans but none are air-conditioned. Students sit on hard benches and memorize lessons by singing them in a chorus' (Rahman, 2004, p. 309). It has been witnessed that in these schools, teachers as well as students have low proficiency in English (Rahman, 2002; Shamim & Allen, 2000). It is not surprising as all of them had limited or no opportunities of practicing communication skills in schools as well as outside schools (Coleman, 2010). 'The linguistic inadequacy of teachers and learners in English... may lead them to resist the use of participatory approaches and/or inquiry-based learning, which may eventually have a damaging effect on the teaching and learning of concepts and on critical thinking' (Shamim, 2008, p. 242).

Further, elaborating the situation of Urdu medium schools, Rahman (2004) says:

The majority of the students from the Urdu-medium stream are also alienated, both from their *madrassa* as well as English-medium counterparts. In socioeconomic terms, they belong roughly to the same class as the *madrassa* students but their training is different and, hence, their views are also different. Moreover, not sharing the Westernization and the wealth of the English-medium students, they are alienated from them as well, and have a vague sense of having been cheated.

(Rahman, 2004, p. 316)

Not only these, but also the world views of Urdu medium students are 'less exposed to liberal values than those of elitist English ones' (Rahman, 2001, p. 254). Mohd-Asraf (2005, pp. 103-104) argues that English equips people 'with opportunities for educational and social advancement, unequal access to it divides people into the English educated and the non-English educated, the elites of society and the non-

elites, and the haves and the have-nots'. It is not only a matter of medium of instruction (Urdu or English) in elite and non-elite schools, it can be regarded as a part of the 'power struggle between different pressure groups, or elites and proto-elites, in Pakistan' (Rahman, 1997, p. 152). Rahman (2001, p. 259) argues that 'instead of being almost a first language for a few Pakistanis, English should become the most commonly known foreign language for all Pakistanis. In this new role English... might become the supporter of democratic values and tolerance in Pakistan'.

As English is considered a symbol of power, identity and status in Pakistan (Mansoor, 2004), it has attracted parents to 'look for an English medium school where spoken English is mandatory for students and teachers (Siddiqui, 2007, p. 115). The government has attempted to address this issue by introducing English as a medium of instruction throughout the country. According to the new Education Policy 2009 (Government of Pakistan, 2009), English is being used as the medium of instruction for sciences and mathematics from class IV onwards. The government has also introduced English as a compulsory subject from grade 1 as a part of an attempt to bridge the gap between higher and lower classes of society. The implementation of this plan will create new opportunities for teaching jobs. A large number of English language teachers will be required in the coming years. In response to this challenge, teacher education institutions have already introduced new programmes to prepare teachers at primary and secondary levels.

1.2.4 Pre-service Teacher Education Programmes in Pakistan

A number of pre-service teacher education programmes are offered in teacher education institutions to prepare teachers to teach at different levels of education. These programmes include Primary Teaching Certificate, Certificate of Teaching, Bachelor of Education, B.A. Hons in Education and M. A. Education programmes. My study focussed on English language student teachers of M. A. Education programme. I will provide details of this programme below.

The Master of Arts in Education is a two year teacher education programme. It is offered to student teachers after completion of 14 years of education. In the majority

of teacher education institutions, this programme is designed to educate teachers to teach at secondary level. This programme consists of 4 semesters. Student teachers are required to complete minimum 72 credit hours in two years. In majority of universities, each course consists of 3 credit hours. One credit hour means one hour of teacher-student contact per week. However, the practicum contains 6 credit hours. The duration of the practicum varies from institution to institution. It ranges from four weeks to six weeks. Student teachers go to schools for practice teaching in the last semester of their studies or after the completion of 4 semesters. The courses on methods of teaching English or other subjects such as Urdu, Sciences and Social Studies are offered to student teachers before they go for the practicum. The student teachers can opt any of these courses according to their interest and expertise. During the practicum, the student teachers are required to prepare lesson plans, maintain their attendance and teach the school subjects which they studied to teach during the methods course at the university. Faculty members from the teacher education departments and cooperating teachers from the practice schools observe their teaching during the practicum and provide feedback to the student teachers.

The teacher education department I selected for my study followed the curriculum for M. A. Education programme as recommended and revised by the Higher Education Commission of Pakistan (HEC). HEC revises and updates the curriculum in various subjects after every 2-3 years. For this purpose, dozens of teacher educators from teacher education departments of Pakistan sit together and revise courses for all pre-service teacher education programmes. However, the universities are independent to include or exclude any course or course contents according to the requirements of the department.

Elaborating the rationale of pre-service teacher education programmes, the Higher Education Commission of Pakistan (HEC, 2006, p. 11), states that ‘effort has been directed towards developing certain competencies and skills in prospective teacher, which will be helpful in the shaping of a teacher for an effective role-play’ Further, it is stated that ‘prospective teacher will gain insight for bringing positive attitude in classroom teaching towards plurality of cultures which has been badly missing in our educational system’ and ‘planning and carrying out an action research and

involvement of prospective teachers in practical/field work would greatly reduce isolation of the teacher education system in practical terms and pedagogical principles' (2006, p. 11).

My student teachers went to schools for the practicum in the 4th semester. The university offered them the course on 'Methods of Teaching English' in the third semester so as to prepare them for the practicum. The student teachers were placed in urban secondary schools so that the supervising teachers might not have difficulties to access them during the practicum. The duration of the practicum was six weeks.

1.2.5 The Practicum in Pre-Service Teacher Education Programmes in Pakistan

Like other countries, the practicum is a compulsory component of all initial teacher education programmes in Pakistan. For M. A. programme, the practicum lasts for six weeks during the last semester of the programme. The student teachers are placed in public secondary schools to teach English and other subjects during the six weeks. Male student teachers go to boys secondary schools and female student teachers go to girls' schools.

1.2.5.1 Outcomes of the Practicum

As I mentioned in the previous section that majority of universities and teacher education institutions follow HEC recommended curriculum for initial teacher education, however, the universities are independent in revising the HEC recommended curriculum. Apart from HEC guidelines, no written document on the practicum outcomes was available in the teacher education department I studied; hence, I will rely on the HEC document which has been developed by collaboration of various subject experts including this and other teacher education institutions throughout the country. HEC (2012a) has outlined learning and teaching approaches and outcomes of the practicum. While utilizing 'a variety of teaching and learning approaches but relying heavily on reflective journals and small group and peer interaction' (2012a, p. 31), the student teachers will be able to:

- reflect on and learn from teaching practice

- collaborate with peers, the cooperating teacher, and college/university practicum supervisor, establishing professional relationships
- invite, accept, and utilize feedback from the cooperating teacher, peers, and the college/university supervisor in a non-defensive manner
- produce and implement plans for teaching and learning that reflect the use of appropriate instructional methods and strategies that meet the needs of all children within the context of the practicum classroom
- utilize appropriate instruments or techniques for assessing children's learning and their learning needs
- recognize cognitive and affective needs of children, and establish learning environments and use activities appropriate to meeting those needs.

(HEC, 2012a, p. 31)

All of these outcomes are supposed to be achieved by involvement in various activities such as assisting the class teachers, planning and teaching class lessons and performing other roles assigned by the cooperating teachers.

In addition, the student teachers also need to attend three seminars: one before, one during and one after the practicum. The initial seminar will be used to provide orientation to the practicum, the purpose of the second seminar is to review ongoing learning issues during the practicum and the final seminar will serve to review what has been learnt during the practicum and what the weaknesses were.

1.2.5.2 Organization of the Practicum

Teacher education departments are independent to develop plans for the practicum according to their contexts. The teacher education departments appoint their faculty as supervising teachers and ask schools to appoint cooperating teachers for the practicum. The supervisors are required to visit schools and observe the student teachers throughout the practicum and provide feedback to improve their teaching.

There can be one or more cooperating teachers in each school. The cooperating teachers are generally selected on the basis of their academic qualification and teaching experience. They are required to work closely with the student teachers and guide them in matters such as the selection of course contents, teaching approaches and other activities in the classrooms.

HEC (2012a) has outlined a few guidelines for teacher education institutions to select a model for organizing the practicum. A simplified version of these guidelines

is given below. Teacher education institutions need to consider the following questions when selecting any model for the practicum:

- What are the specific roles of cooperating teachers?
- How can authentic experiences be provided to student teachers that allow them to develop skills within the ongoing life and work of the classroom?
- Will additional supervisors be needed?
- How will cooperating teachers be identified and prepared to host Student Teachers?
- What type of support can colleges and universities provide to the cooperating teachers?
- Which assessment tools will be used?
- What role will each member of the practicum triad (student teacher, cooperating teacher, college/university practicum supervisor) play in the assessment process?
- Which policy issues need to be made explicit to student teachers?

(HEC, 2012a, p. 40)

1.2.5.3 Roles and expectations of Practicum Triad members

HEC (2012a) provides guidelines and expectations for the student teachers, cooperating teachers and university supervisors. These guidelines emphasise that all the members should know and ‘negotiate’ (2012a, p. 36) the roles and expectations before the start of the practicum. HEC recommends that the practicum triad should meet together several times during the semester:

- 1) At the beginning, when roles and relationships are discussed
- 2) At midpoint, when performance is discussed
- 3) At the conclusion of the experience, as a final evaluation is made.

(HEC, 2012a, p. 36)

To understand the context, it is important to provide a summary of the roles of the practicum triad. According to HEC (2012a), along with other activities, there are three major aspects of the student teacher’s role during the practicum:

- 1) His or her activities in the classroom, school, and community
- 2) Participation in the weekly practicum seminar
- 3) Continued reflection and documentation of professional growth.

(HEC, 2012a, p. 36)

Commenting on the expectations of the cooperating teachers, HEC suggests that the cooperating teachers should:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the student teacher with a class list, school textbooks, teacher's guides, etc.
- Work with other members of the practicum triad to set up a program for the student teacher's gradual assumption of all classroom responsibilities ...including planning, teaching, and assessing of at least three subjects.
- Work with the student teacher and the university supervisor to set up a lesson plan format to be used by the student teacher.
- Formally and informally observe and provide feedback to the student teacher.
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the university supervisor and participate in triad meetings to discuss the student teacher's performance.

(HEC, 2012a, pp. 37-38)

HEC puts a great emphasis on the role of the university supervisor. 'Supervisor...serves as the liaison between the college or university and the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions (HEC 2012a, p. 38). The supervisor has two important roles to perform during the practicum:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student teacher, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual student teachers.
- Guide entry of the student teacher into the profession through discussion of issues of professional practice, providing a guided seminar experience, and ... giving feedback on teaching to the student teacher.

(HEC, 2012a, p. 38)

1.2.5.4 Grading of the Practicum

HEC does not provide any criteria or constructs for assessing student teachers during the practicum. It leaves this matter to the teacher education institutions by saying that grading 'follows the university's policies or, for student teachers at colleges, the affiliating university's policies. This will be explained by the college/ university practicum supervisor early in the course' (HEC, 2012a, p. 35).

The host university from which the cohort of the student teachers I selected for my study did not have any written document outlining the constructs, procedures and criteria for student teachers' assessment. However, during the final evaluation lessons, I saw a one page rubric which was used by the university supervisors/evaluators to grade the student teachers. The rubric contained statements about student teachers' attendance in schools during the practicum, their written lesson plans, presentation skills in the final evaluation lessons and time management. The detailed evaluation sheet is given in appendix B.

1.2.5.5 English Language Teacher Education (ELTE) and the Practicum

So far in this section on the practicum, it is noticeable that neither HEC practicum guidelines nor the university documents discuss the outcomes, roles and expectations or assessment of ELTE. The assumption is that general teacher education guidelines could be applied to ELTE as well. However, HEC provides teaching approaches and outcomes of ELTE course in a different document. These guidelines may highlight the underlying approach to ELTE in Pakistan. It is also important to note that this English Language Teaching course is a compulsory component of ELTE programmes in all teacher education institutions including the university I selected. In the course HEC highlights that 'in addition to learning how to teach and integrate the four skills in an interactive, learner-centred manner, student teachers will gain an understanding of how grammar lessons and vocabulary acquisition can be incorporated into a communicative teaching approach' (HEC, 2012c, p. 9). The focus on 'learner-centred' and 'communicative approach' clearly highlights the reform agenda of the government in relation to English and English Language Teacher Education.

Commenting further on the course outcomes, HEC suggests that the student teachers will be able to:

- teach listening, reading, speaking, and writing skills to young learners using an interactive, communicative approach
- design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence
- assess their students' language performance and progress using their own self-designed assessment procedures

- help learners develop basic grammatical competence and vocabulary in English using a learner-centred, communicative teaching approach.
(HEC, 2012c, p. 10)

As this course is particularly designed for teaching of English, we can safely assume that these could be the outcomes of the practicum in relation to teaching English during the practicum as well. This also throws light on the content of teaching i.e. grammar, vocabulary and four skills.

Again, in this document, there is no reference to how student teachers will be assessed during the practicum. In view of absence of written documents, I leave this part to the data .i.e. interviews with the university supervisors, cooperating teachers and the student teachers and observations of the evaluation lessons. The data would suggest the underlying purpose of and approaches to assessment of the student teachers.

1.2.6 Rationale for my Study based on the Context

There is a dearth of research on teacher education particularly language teacher education in Pakistan. Broadly, most research on teacher education and language teacher education has been conducted on the strengths and weaknesses of pre-service teacher education programmes (Mirza & Rashid, 2008), motivation in learning English language (Islam, Lamb, & Chambers, 2013), comparative effectiveness of language teaching methods (Bibi, 2002; Ishtiaq, 2005), the role of language in teaching and learning (Coleman, 2010), teacher-learner behaviour in large language classes (Shamim, 1993), pattern of interactions in language classrooms (Shamim & Allen, 2000) and teaching English to large classes at university level (Bughio, 2012). The need for research on teacher preparation and teacher education arises out of the government's initiative to improve teacher quality and reform teacher education to make teaching more student centred (Government of Pakistan, 2009). The reform agenda is elaborated in the National Education Policy 2009 as 'reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce' (Government of Pakistan, 2009, p. 33). Along with the government, a number of authors have called for reforms in teacher education programmes and

teacher preparation to improve quality of teaching in Pakistan (Khan, 1994; Mirza & Rashid, 2008; Shamim, 2008; Siddiqui, 2007).

The practicum is considered to be an integral component of pre-service teacher education programmes. The higher education commission of Pakistan has also highlighted its significance:

As in any profession teachers should be provided the opportunity to practice teaching through interacting with the school and community. In the clinical model of developing teachers as professionals, it is important for prospective teacher to gain adequate insight into the ground realities of school and classrooms through their attachments in schools and communities. This rich experience of practice enables prospective teachers to bring a positive attitude in classroom teaching and understanding a plurality of cultures.

(HEC, 2010, p. 15)

Providing the guidelines on the role and aim of the practicum in Pakistan, the Higher Education Commission recommends:

Practice teaching is a major and joint responsibility of teacher training institutions, schools involving teacher educators, prospective teachers and school teachers. Inclusion of short term training with long term teaching practice will provide an opportunity to prospective teachers to extend their role in the school situation other than classroom teaching. During their short term teaching practice, prospective teachers can be engaged in administrative activities under supervision such as maintenance of school records and registers, management of laboratories and library, preparation of tests and assignments, admission and selection of students and classroom management, etc.

(HEC, 2010, p. 15)

Further, as noted in section 1.2.5, in relation to language teaching, the Higher Education Commission has revised the curriculum of Teaching of English course and prescribed communicative approach to teaching English in Pakistan and in the revised curriculum of education 2012, the focus is on helping 'learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach' (HEC, 2012b, p. 192).

The literature in my context suggests that there is no systematic evidence available in Pakistan on the preparation of student teachers with a particular focus on

pedagogical practices of English language student teachers during the practicum. More generally, research on the English language teaching practicum has received scant attention and little is known about what actually occurs during the practicum (Yan & He, 2010) and how student teachers 'conceptualize their initial teaching experiences' (Johnson, 1996, p. 30). My study documents evidence on what goes on during the practicum and how the student teachers are supported and evaluated by the university faculty and the cooperating teachers in schools.

1.2.7 Summary

In this chapter I have presented the context of Pakistan where I conducted my study. I have described the education system of Pakistan, its socio-economic situation and people's access to English, pre-service teacher education programmes, and the practicum and its outcomes. In the end of the chapter I have discussed the rationale for my study. The key issues coming out of this chapter are highlighted below:

- Pakistan has three parallel systems of education: public, private and Deeni Madaris or religious education systems. The students from public schools and Deeni Madaris have lower access to English as compared to prestigious private schools.
- English is taught as a compulsory subject from grade 1 in all public schools.
- The government and the Higher Education Commission of Pakistan (HEC) have called for improving the quality of teachers at all levels through better preparation of student teachers.
- HEC has outlined reforms in teacher education and ELTE whereby focussing on learner centred teaching approaches and using communicative approach to teach language skills.
- Majority of the universities have adopted the curriculum for teacher education as suggested and revised by the HEC.
- The student teachers go for the practicum at the end or during the last semester of the teacher education programme. They study a content improvement course in English and a methods course before going for the practicum.
- The student teachers are supervised and supported by the university faculty and the cooperating teachers during the practicum.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, first I discuss the concept of teacher education programmes and knowledge base of teaching with particular focus on English Language Teacher Education. Then I discuss conceptualization of teacher education with particular focus on literature and research findings on teacher cognition. The next section discusses the practicum with a focus on the practicum triad, supervision and assessment of the practicum, collaboration among the triad and review of recent research on the practicum in teacher education and language teacher education. In the end I present rationale for my study based on literature cited in this chapter.

2.2 Teacher Education Programmes

Teacher education programs are designed and organized to train prospective and in-service teachers. These programmes educate teachers to teach at various levels of education such as pre-primary, primary, elementary, secondary and higher secondary levels. Two common types of teacher education programmes are pre-service teacher education which is also called initial teacher education (White & Storch, 2012) and in-service education and training. Unless stated otherwise, I use teacher education or teacher training as pre-service teacher education in this thesis.

Aldrich (1990) says that teacher education programmes are important to prepare future teachers to develop their professional competencies. Laczko-Kerr & Berliner (2002) argue that university teacher preparation courses prepare better teachers than those who do not get any training. The major objective of teacher education programmes is to equip student teachers with a set of competencies to teach in the school context (Frank, et al. 2001) and to cope with the complexity of challenges in their everyday teaching work (Cheng, Cheng & Tang, 2010). The challenge is not only to prepare student teachers for 'enactment' of learning from the teacher education programme (Hammerness, Darling-Hammond & Bransford, 2005, p. 374) but also support them in the development of teaching knowledge during the practicum.

Most teacher education programmes include general education courses, subject-matter studies, foundation of education studies, methods studies and field experiences (Cheng, Cheng & Tang, 2010). The general education, foundation courses and methods studies comprise the theoretical components whereas field experiences focus on the practical component of teacher education programmes.

Korthagen, Loughran & Russell (2006, p. 1021) argue that teacher education finds itself in a difficult position in the 21st century. They present three reasons for dissatisfaction with the teacher education programmes. First reason is the perceived gap between teacher preparation and ‘the reality of everyday practice in schools’. Secondly, the research evidence during the final decade of the 20th century shows that new teachers appear to face ‘severe problems during their first period in the profession’. Wideen, Mayer-Smith & Moon (1998) also noted the weak links between theory and teaching practices in schools. Thirdly, new concepts of teaching and learning have emerged and developed overtime (Korthagen, Loughran & Russell, 2006). Constructivist (Arends & Castle, 2004; Osterman & Kottkamp, 2004; Roberts, 1998; Williams & Burden, 1997) and social constructivist (Beck & Kosnik, 2006; Roberts, 1998) views have dominated the theory and practice of teaching and learning in the recent years and it has been difficult to overhaul teacher education programmes incorporating the emerging concepts of teaching and learning.

Teacher educators have attempted to respond to this challenging phenomenon to fulfil the demand of producing effective teachers in the 21st century. Zeichner (2010) argues that the old paradigm of teacher education where academic knowledge is viewed as the authoritative source of knowledge about teaching needs to be changed to the one where there is an interlink among academic, practitioner and community expertise. Constructivism and social constructivism propose a view of knowledge which is shared among student teachers and teacher educators. This new epistemology of teacher education will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in ‘enacting complex teaching practices’ (Zeichner, 2010, p. 89). Teacher educators have argued for the development of student teachers’ knowledge as an attempt to address the complexity of issues related to the teaching-learning processes. With the development of various categories of knowledge, student teachers can be better able to relate their knowledge to classroom practices. In the next part I discuss the knowledge base of teaching as argued by teacher educators overtime.

2.3 Knowledge Base of Teaching and English Language Teaching

Historically, teacher education and teacher education research have been conceived in a variety of ways. Shulman (1986) refers to 19th century teacher education programmes which focussed more on content knowledge in teaching, whereas, in the last quarter of the 20th century, the focus shifted towards pedagogical knowledge. Changes were also observed in research on teacher education. In the historical overview of teacher education research, Cochran-Smith & Fries (2005) state that experimental studies and surveys were common in teacher education research prior to 1950. The focus of research in this era was on traits of teachers and on arguing for teaching as a profession. From late 1950s to early 1980s, teacher education was constructed and studied primarily as a training problem. From 1980s to 2000, the focus of research shifted to teacher education as a learning problem. Studying teacher education as a learning problem gave attention to teachers' knowledge, teachers' cognition, decision making, and development of teaching skills and performance in classroom. It also focussed on 'how teachers developed professionally overtime, how they posed and solved problems of practice, and how they interpreted their coursework and fieldwork experiences' (Cochran-Smith & Fries, 2005, p. 89). In the perspective of studying teacher education as a learning problem, research in teacher education attempts to explore not only what teachers should know but also how they learn during coursework in pre-service teacher education programmes and during the practicum in schools in multiple conditions and contexts (Cochran-Smith & Fries, 2005).

From teacher educators' perspective, two major aspects of pre-service English language teacher education programmes are: the knowledge base of teaching which we believe the student teachers must know; and the ways in which the student teachers learn the knowledge of teaching (Day, 1991). An understanding of these two aspects is important in the way that it can inform which courses and instructional activities can be offered to student teachers to develop their knowledge of teaching through the teacher education programmes. Authors in the field of teacher education and language teacher education have presented various proposals on the knowledge base of teaching. There seems to be consensus among majority of writers that the knowledge base of language teaching consists of the following categories of knowledge:

- a. **Content knowledge** includes the knowledge of the subject matter of English e.g. what English language teachers teach (Darling-Hammond, 2008; Day, 1991; Malderez & Wedell, 2007; Richards, 1998, 2008; Shulman, 1986).
- b. **Pedagogical knowledge** includes the knowledge of how to teach English. In addition to classroom management and teachers' beliefs and practices about teaching in general (Day, 1991), pedagogical knowledge consists of how teachers teach English (Richards, 1998, 2008) and how they use this knowledge to support students' learning (Malderez & Wedell, 2007), how they teach English grammar and literature, how they plan and present the content in the classroom, in what ways they support students' learning and develop their own knowledge of teaching, how they assess students' learning and how they overcome difficulties in teaching (Day, 1991).
- c. **Knowledge of the learners and the educational contexts** includes prior experiences of students as language learners and the knowledge of the context may include the knowledge of conditions for teaching and the characteristics of communities and cultures (Darling-Hammond, 2008; Freeman & Johnson, 1998; Shulman, 1986).

My study focussed on pedagogical practices of the student teachers during the practicum, it seems important to explain the meaning of pedagogical knowledge and practices as viewed in different theories of language learning. Different views of language learning can lead to different conceptions and ways for preparation of language teachers (Freeman & Richards, 1993).

2.4 Theories of Language Learning and Pedagogical Practices

In this section I will briefly outline some important language learning theories with reference to the pedagogical knowledge they propose.

2.4.1 Behaviourism

Behaviourism sees language learning as the habit formation (Mitchell & Myles, 2004). In this theory learning can be described as an 'observable behaviour' and 'lasting behaviour change' (Roberts, 1998, p. 13) and learning takes place as a result of stimulus and response (Mitchell & Myles, 2004). From teaching and learning

perspective, behaviourism believes that learning takes place by imitating and repeating the desired behaviours time and again and that practice makes them perfect (Mitchell & Myles, 2004). The desirable teaching skills can be reinforced in student teachers and unacceptable skills and behaviours can be altered by shaping behaviours (Roberts, 1998). Behaviourism sees the student teachers as receivers of knowledge and the teacher educators decide what is good for the student teachers to learn. Teaching skills can be transmitted to the student teachers by teacher educators (Ong'ondo & Jwan, 2010). Audio-lingual method is an example of behaviourist principles of learning in which 'correct speech habits are established by means of pattern drilling, repetition, and reinforcement by immediate correction of error and praise of success' (Roberts, 1998, p. 243). In language teacher education contexts, then, where the prevailing view of learning is behaviourist, pedagogical knowledge can be seen as the knowledge required by teachers to engage learners in sustained controlled practice using reinforcement; teachers also need to know how to provide immediate error correction. Teacher education programmes would develop skill-application-practice knowledge in student teachers so that they might be able to apply it in actual classrooms (Northfield & Gunstone, 1997).

2.4.2 Constructivism

Constructivism holds the view that learners construct knowledge of the world on the basis of their mental representations and experiences and their knowledge differs from one individual to another (Roberts, 1998). Osterman & Kottkamp (2004) identify the key principles of constructivist learning as follows:

Learning is an active process requiring involvement of the learner.
Knowledge cannot simply be transmitted.

Learning must acknowledge and build on prior experiences and knowledge.

Learners construct knowledge through experience. Opportunities to observe and assess actions and to develop and test new ideas facilitate behavioural change.

(pp. 16-17)

Based on the constructivist theory, pedagogical knowledge will be seen as the knowledge by which teachers engage and support learners in critical exploration of their own experiences and learners construct arguments rather than acquisition of 'right answers' (Windschitl, 2002, p. 137). Teachers elicit students' prior experiences relevant to the topic of teaching and then provide situations to help students construct new knowledge. Constructivism proposes that student teachers

should be supported to learn from their experiences during teacher education programmes (Ong'ondo & Jwan, 2010). To develop this kind of pedagogical knowledge, teacher education programmes would assist student teachers to 'develop their own thinking by integrating experience and skill practice with observation, analysis of context, self-awareness and the analysis of the links between theory and classroom events' (Roberts, 1998, p. 243). A shift from teacher-centred view of teaching as was the case in behaviourism to learner-centred approaches can be clearly seen in constructivism.

2.4.3 Socio-cultural Theory

Vygotsky criticised Piaget's view of 'lone scientist' (which he presented in his concept of cognitive development) and emphasized social interaction during learning and the learning culture in which the learner learns (Jarvis, 2005). Constructivism encourages learners to construct their personal sense of the world (Roberts, 1998), whereas, in social constructivism the learners develop this sense within a 'social context, and through social interactions' (Williams & Burden, 1997, p. 28). Dialogue and talk hold a central place in social constructivist learning. It provides opportunities to clarify meanings and offer social relationships (Roberts, 1998).

Pedagogical knowledge in this theory can be seen as the knowledge to develop interactions among learners and between learners and the teacher; scaffolding by which a more knowledgeable person assists other learners in the group; supporting learners in problem solving; cooperative and collaborative group work and peer-tutoring exercises (Jarvis, 2005). Teacher education programmes can develop this knowledge in the student teachers through various joint activities. Roberts (1998) enlists a number of social-constructivist activities to promote student teacher learning. These include: student teachers' access to new information, raising student teachers' self-awareness of past experiences and current beliefs and practices, micro-teaching and teaching practice and opportunities for reflection on the experiences.

It can be said that the three theories presented above hold different views of learning. Based on the conceptions of learning, each theory proposes different type of pedagogical knowledge and practices the student teachers can adopt during the practicum. In the next section I will discuss conceptualization of teacher learning with reference to recent literature.

2.5 Conceptualization of teacher learning

Conceptions of teachers and teaching learning process are largely derived from theories of learning and teaching. I have discussed these theories in section 2.4. In the first two parts of this section, I will discuss the roles of the teachers and the students in different paradigms of teaching and learning and what metaphors are used to describe their roles and how they are connected to teacher learning. In the next section, I will discuss teacher cognition and the practicum.

2.5.1 Teaching and Learning Paradigms

Historically, three major paradigms have emerged overtime to conceptualize teaching and learning. These include teacher-centered paradigm, learner-centered paradigm and learning-centered paradigm (Alghbban, Salamh & Maalej, 2015). In teacher centered paradigm, knowledge is regarded as transmission from teacher to students, the teacher's role is limited to information giver and evaluator and the student's role is considered as a passive receiver of the information provided by the teacher (Huba & Freed, 2000; Martínez, Sauleda & Huber, 2001). The student has to receive and digest all the information and then memorize and reproduce it in the examination to pass with good grades. As the teacher is the evaluator as well, he may likely award good grades to those students who have reproduced the information in a way that matches best to what the teacher taught.

In the learner-centered paradigm, knowledge is regarded as synthesized information which involves critical thinking and reflection on the part of the students and learning is thought to be a shared goal between the teacher and the students. The student is considered to be an active learner and constructor of knowledge by interacting with the teacher and by using problem solving skills whereas the teacher is regarded as a coach, guide or facilitator (Alghbban, Salamh & Maalej, 2015).

In learning-centered paradigm, learning is considered as a dynamic process; the process is as important as the content in the construction of knowledge, the student is considered to be a dynamic partner in the learning process, the teacher is

responsible for creating learning environment for students, and the student and the teachers are considered to be partners in the process (McManus, 2001).

All of the above conceptions are important for teacher learning, not only for student teachers but also for teacher educators, as these will define what types of learning experiences are to be designed for the prospective teachers. Literature suggests that there might be a relationship between teachers' conceptions of teaching and actual teaching practices (Eley, 2006).

2.5.2 Conceptions of teachers, teaching, learners and learning process

An important way to elaborate teacher educators' and prospective teachers' conceptions about teaching, learning and teacher learning is to highlight what metaphors they use for these concepts (Saban, Kocbeker & Saban, 2007; Wan, Low & Li, 2011). Martínez, Sauleda & Huber (2001), while analyzing literature on conceptualization of teacher and learning, classify teaching and learning metaphors into three categories: behaviourist/empiricist perspective, constructionist perspective and situative or socio-cultural perspective. I have already discussed these perspectives in section 2.4.

A recent study by Alghbban, Salamh & Maalej (2015) highlights that teachers viewed their role as a guide, supplier of knowledge and coach. This is further elaborated by Xiong, Li, & Qu (2015) who concluded that teachers' role was viewed as instructor, transmitter and builder of knowledge. Another study conducted on prospective teachers in Turkey identified that teacher's role as a transmitter of knowledge and facilitator was a strong theme in the data (Saban, Kocbeker & Saban, 2007). It is important to note that teachers' conceptions of the role of teachers also provide insights into the role of learners and the learning process. A teacher educator who views teachers as transmitters of knowledge is likely to provide learning opportunities for prospective teachers which focus on lecture or preaching or transmission of information (Martínez, Sauleda & Huber, 2001).

The study by Alghbban, Salamh & Maalej, (2015) also provides evidence about conceptions of teaching and learning. The teachers in this study viewed teaching and learning as social, sacred activity and a journey to knowledge. Boulton-Lewis, et al. (2001), however, provide detailed insights about secondary teachers' conceptions of teaching and learning. The findings suggest that teaching was conceptualized as transmissions of content and skills, development of understanding of the content and skills, and a process of facilitation of understanding and transformation of students. Similarly, learning was conceptualized as acquisition and reproduction of content and skills, development and application of understanding and skills, and a process of development of understanding and transformation of learners. It is to note that these conceptions seem to move from lower to higher levels of teaching and learning.

The literature does not say much about conceptions of student teachers about learning from the practicum experiences; however, teacher educators may seek guidance from what literature says about teaching and learning process, which I have discussed above. Farrell's (2006) study, however, provides meaningful insights into student teachers' conceptions of the practicum. The student teachers in his study conceptualized teaching practice as a process to facilitate social order, cultural transmission and learner centered growth. These conceptions seem to be grounded in socio-cultural perspective of teaching and learning. With regards to English language teacher education, the teachers in Karabenick & Noda's (2004) study viewed the practicum as a means to develop content knowledge and instructional skills so that they could teach with confidence in language classrooms.

The above discussion shows that there are many different ways to achieve same learning outcomes and many different ways to conceptualize and support teacher learning. The use of particular activities could be more effective in a particular context than the other. Hence, teacher learning may vary with regards to teachers, school context and the learning activities provided to the prospective teachers (Opfer & Pedder, 2011). Further, the selection of learning activities for student teachers' development may be based on one or more paradigms of teaching and learning. In the next sections I will discuss teacher cognition and teacher education and the

practicum which will provide further insights into teachers' conceptions and practices.

2.5.3 Teacher Cognition and Teacher Education

An important question of this study is to understand how stakeholders in the practicum i.e. student teachers, university supervisors and cooperating teachers conceptualize teacher learning, in other words, what this triad believe about teaching and learning. To elaborate this concept, I will discuss literature on teacher cognition which Borg (2003b, p. 81) defines as 'unobservable dimension of teaching- what teachers know, believe and think'. Richards (1998) argues that teachers' beliefs are generally derived from personal experiences, school practice, personality, education theories, readings and other sources. As the first two questions of my study are related to observable dimensions of teaching i.e. student teachers' teaching practices during the practicum and the support they received from university and school to develop their teaching, the third question discusses the underlying beliefs and theories which underpinned their practices.

Research and literature in the field of teacher education recognizes that teachers are the persons who enter teacher education programs with prior experiences, personal values, and beliefs that in turn inform their knowledge about teaching and shape what they do in their classrooms. Hence, teachers should not be considered as empty vessels waiting to be filled with theoretical and pedagogical skills (Freeman & Johnson, 1998). To study teachers' practices it is important to acknowledge that 'teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs' (Borg, 2003b, p. 81). Recognizing this conception, research on teaching has attempted to understand what teachers actually do in classrooms and what beliefs underlie their practices (Borg, 1999a).

Borg (2011) reviews literature on beliefs from psychological and philosophical perspectives and defines beliefs as conceptions which individuals think they are true; which are often implicit and have a strong evaluative and affective component; direct actions, and provide resistance if one wants to change them. Teachers in

general and student teachers in particular come to the classroom having vast and fresh experience as learners what Lortie (1975) calls ‘apprenticeship of observation’. These prior beliefs may exert powerful influence on pedagogical practices of student teachers and play a key role in defining what happens in the classrooms (Crawley & Salyer, 1995; Freeman & Johnson, 1998). Kwangsawad (2007) contends if teachers themselves learn English through traditional methods like grammar-translation, it is difficult for them to adopt newer and unfamiliar methods of teaching. Student teachers come to initial teacher education programmes with their experiences as learners coupled with images of their language teachers (Roberts, 1998, p. 66) and personalization of experiences, beliefs and practices (Woods & Çakır, 2011), hence, it becomes difficult for them to think about alternative ways of teaching and learning (M. Borg, 2004; Grossman, 1991; Mak, 2011; Trent, 2011; Wong & Barrea-Marlys, 2012). Richards (1998) further argues that trainee teachers filter much of the content of language teaching programmes through their belief systems and assume that ‘their pupils will possess learning styles, aptitudes, interests, and problems similar to their own’ (Kagan, 1992, p. 145).

Literature suggests that previous experiences and beliefs as learners of English can be implicit, which hinders student teachers’ ability to explore other pedagogical options (Mak, 2011) and may influence their teaching practices (M. Borg, 2004; Grossman, 1991). Hence, an initial teacher education program should not leave prior beliefs unexamined (Roberts, 1998). Success of teacher learning depends on what student teachers bring to the teaching learning situations as the learners bring a wealth of personal, educational and social experiences to the learning situations (Wallace, 1991, p. 3)

An important finding literature suggests about prior beliefs is that these could be deep rooted and resistant to change (Phipps & Borg, 2009) and may minimize the impact of initial teacher education programmes (Richardson, 1996). This recognition requires teacher education programmes to impact teachers’ beliefs if they want to be successful (Phipps & Borg, 2007). Not recognizing the influence of prior beliefs could potentially hinder teacher learning and development rather than supporting it (Joram & Gabriele, 1998). Research suggests that teacher education programmes

may adopt a number of initiatives to make an impact on student teachers' beliefs. Borg (2011) outlines some important recommendations to improve teacher learning during the teacher education programmes. His recommendations include: a. Acknowledging student teachers' beliefs to be unique experiences for teachers; b. assisting student teachers in understanding their beliefs and making them explicit; c. ensuring that student teachers know why they are being asked to examine their beliefs; d. providing opportunities for reflection and discussions on prior beliefs; and e. providing opportunities to student teachers to question and raise doubts on their beliefs as a means to reform them.

If these activities are done at the beginning of the teacher education programmes, it will in turn help exerting powerful influences on student teachers' beliefs (Mak, 2011). Literature on language teaching research also supports the claim that the student teachers do not take interest in teacher education programmes if their priorities are different: addressing their concerns at the entry level is important (Roberts, 1998).

An important feature of impacting teachers' beliefs is to provide opportunities for practice. This is where the practicum plays a significant role in shaping and strengthening teachers' beliefs. As the practicum is organized in the socio-cultural and school context, I will discuss it in a separate section.

2.5.4 Context and Teacher Cognition

Brown, Collins, & Duguid (1989) argue that knowledge is a result of interaction among activity, context and culture in which it is developed and used. This situated nature of cognition emphasizes that the learning process of student teachers is largely influenced by the interplay of individual's personal experiences and contextual factors (Caires & Almeida, 2005). This view of teacher cognition and teacher learning emphasizes that if preservice teacher education programmes want to produce language teachers who may teach differently than the ways they themselves were taught, the teacher education must be grounded in the classroom situations,

keeping in view the context in which teaching is to be occurred (Borko & Mayfield, 1995).

Findings in educational literature suggest that contextual factors play a key role in teaching practices. This role could be positive or negative. Borg (1999a) suggests that contextual factors may, sometimes, be an obstacle for the teachers making pedagogical decisions grounded in their cognitions. Not only the specific classroom context, teachers' practices are also influenced by larger social and environmental realities such as parents' demands, principals' requirements of school results and other performance indicators, the school itself and school policies, curricular aims, testing obligations and the availability of teaching-learning resources (Borg, 2003b).

Literature suggests that in general education, learner or pupil is a key aspect of the context (Malderez & Wedell, 2007) and in teacher education, the student teacher is a key aspect and the student teachers need to understand pupils' needs (Darling-Hammond, 2012). In addition, the university supervisors and cooperating teachers are also integral part of the practicum in particular (Darling-Hammond, 2012; Ferrier-Kerr, 2009; Kent, 2001). I will discuss the supervising teachers and the cooperating teachers in later part of this chapter.

Factors such as large class size (Richards & Pennington, 1998), covering the course material and managing time to answer students' questions (Johnson, 1996), difficult working conditions, heavy workload (Crookes & Arakaki, 1999) and pressure of exams (Orafi & Borg, 2009; Yan, 2015) may exert negative influence on 'language teachers' ability to adopt practices which reflect their beliefs' (Borg, 2003b, P. 94).

These finding have implications for teacher education programmes, the student teachers and research agenda in language teacher education. With regards to teacher education programmes and the student teachers, a deeper understanding of the contextual factors as mentioned above is central for harmonizing and strengthening the relationship between cognition and practices (Borg, 1999b). With regards to research agenda in teacher education, contextual factors need to be considered

deeply to analyse any relationship between beliefs and practices (Phipps & Borg, 2009) and any research on 'cognition and practice without an awareness of the contexts in which these occur will inevitably provide partial, if not flawed, characterisations of teachers and teaching' (Borg, 1999b, P. 106). In the next section I will discuss research on teacher cognition in the context of teacher education.

2.5.5 Research on Teacher Cognition

Overtime, research agenda in teacher cognition has gone through changes. Freeman & Johnson (1998) present that before mid 1970s, teacher cognition research focussed on researching teaching behaviours the learning outcomes of teaching. In late 1970s, research in this field began to 'explore the actual thought processes that teachers engaged in as they planned and carried out their lessons' (Freeman & Johnson, 1998, p. 400) rather than focusing on observable teaching behaviours and learning achievements (Borg, 1999c). Later, in the mid-1980s, teacher cognition research began to highlight the complex ways in which teachers think about their work and the impact of prior experiences as learners on their work. It also focussed on the teaching learning contexts and their role in shaping teachers' conceptions of teaching (Freeman & Johnson, 1998). Freeman & Johnson (1998) further highlight that teachers' knowledge about teaching is largely socially constructed out of the experiences and classrooms contexts to which teachers belong. Commenting on the future research in teacher cognition, Borg (1999a) argues that teacher cognition research has much to contribute to the deeper understanding of the actual teaching processes. With regards to research methodology for teacher cognition research, Phipps & Borg (2009, p. 388) make an important observation by saying that qualitative methodology can be more productive as compared to quantitative surveys to explore language teachers' actual practices and beliefs and to further our understanding of the complex relationship between beliefs and practices.

Now I will outline a few of the recent studies conducted on teacher cognition and how they guide further research. On reviewing a number of studies on the impact of in service teacher education on teachers' beliefs, Borg (2011) concludes that there have been mixed finding on the impact. Some studies found positive impact while others did not provide evidence of the impact on teachers' beliefs. It is important to

mention that majority of studies have been conducted in the in-service teacher education contexts.

One important finding in a range of contexts highlights that teachers' beliefs are not always aligned with their practices and teachers may engage in practices in which they might not believe (Phipps & Borg, 2009; Ulichny, 1996). On several instances, evidence shows that teachers' beliefs were in contrast with their practices. Farrell's (1999) study in the context of Singapore highlights how student teachers' personal views and past experiences as students of English influenced their approach to teach grammar. The student teachers were in tension whether to adopt inductive or deductive approach to teach grammar. Borg (1999b) reports how one of the teachers employed both deductive and inductive strategies to teach grammar though mixing these strategies were sometimes conflicting with her beliefs. This finding highlights that sometimes it is not necessary to adopt the practices which teachers do not believe in. It depends on the situations and classroom events (Borg, 1999b).

However, such contradictions and contrasts need not to be worried about rather tensions between beliefs and practices need to be acknowledged and underlying reasons behind these tensions need to be explored and teacher education programmes which encourage the student teachers to explore their beliefs and their links with the practices are highly likely to do well (Phipps & Borg, 2009).

A key finding in research and literature on teacher cognition is that beliefs are powerful and once developed are resistant to change (Bird, et al., 1993; Grossman, Wilson & Shulman, 1989). Borko & Mayfield (1995) report a study where student teachers usually adopted lecture and recitation methods of teaching for which they were trained as students, instead of adopting student-centered and activity based methods. Bramald, Hardman & Leat (1995, p. 24) also highlight that the student teachers are likely to adopt practices they were taught with as students in their school days and by doing so, they merely 'reinforce the status quo'. Bramald, Hardman & Leat (1995) also support this view that student teachers' conception and understanding of teaching gained from prior experiences as students exerted strong influence on their views on teaching and learning as classroom teachers.

In contrast to the above finding, a large number of studies have reported positive impact of teacher education on teachers' beliefs and practices. Nettle (1998) report that the findings of his study do not support the view that teacher education has no impact on student teachers' beliefs. His study shows a consistent pattern in the changes to student teachers' beliefs'. Further studies in which TE programmes had clear yet variable impact on the student teachers can be seen in Borg (2011), Phipps & Borg (2009), Mattheoudakis (2007), Wright (2010) and Zeichner, Tabachnick, & Densmore (1987). Mak (2011) presented a case of a student teacher who considered the in-service language teachers as role models and followed their teaching practice to strengthen, rather than change, her existing beliefs about teaching.

It is important to highlight the factors which lead to little impact of TE programmes on teachers' beliefs and how these programmes can be improved. Some of the contextual factors I have presented in section 2.5.4 such as pressure of examinations, heavy work load and covering the course etc. In case of student teachers, apart from the contextual factors, another important factor is the absence of feedback from the supervising teachers. Joram & Gabriele (1998, p. 187) argue that change in student teachers' beliefs can be dependent on the type of feedback they receive from the context and in some cases, the feedback could be negative for change. The feedback can be built in the TE programmes. Literature suggests a number of initiatives which can minimize negative impact of the contextual factors and can help teacher education institutions in designing and conducting effective and powerful teacher education. These initiatives include but are not limited to collaborative exploration of beliefs and interactions between student teachers and teacher educators (Phipps & Borg, 2009), self-reflection on the part of the student teachers (Schön, 1987; Wright, 2010), raising awareness of student teachers' beliefs and engaging trainee teachers in a more constructive and sustained exploration of their beliefs (Borg, 2011).

So far I have highlighted major research findings in the field of teacher cognition. In the next section I will provide future agenda in teacher cognition research which will also provide a part of rationale for my study.

2.5.6 Future Research Agenda in the Field of Teacher Cognition

Literature recognizes that teacher cognition research is a key source of data to understand formal classroom teaching (Borg, 2003a). After studying the field of teacher cognition for around two decades, Borg recommends, at various points, to conduct further research in the area of formal instruction (Borg, 1999a) and the major question for this research is suggested as ‘What are the relationships between teacher cognition, classroom practice, and learning?’ (Borg, 2003a, p. 106). In ELTE research, the focus has largely been on learning outcomes rather than on the actual process of classroom teaching (Borg, 1999c). Hence, a research agenda which aims to explore actual classroom teaching in the formal settings and highlight by which manner these practices are informed by teachers’ conceptions is recommended (Borg, 1999c).

Commenting on the theoretical framework for future research, Wright (2010) highlights that constructivist and, increasingly, social constructivist theories of learning-to-teach need to be grounding for future research on teacher cognition. Wright further notes that long term research has not been conducted on the interaction of student teachers’ prior knowledge and beliefs about language teaching and learning, and teacher education programmes’ goals and teacher educators’ beliefs about teacher learning (Wright, 2010). Further, future research needs to be conducted in initial teacher education contexts as majority of research has been conducted in in-services settings (Borg, 2006b).

In addition to researching teaching practices in initial teacher education contexts, Freeman (2002) proposes that future research need to be conducted on teachers’ mental processes and on the role of prior beliefs and contextual factors on learning to teach. Moreover, Borg (1999b) highlights that further research is needed on priority basis to understand state school settings where English is taught by non-native teachers to large classes, where students might not be studying the language voluntarily.

In addition to the above research agendas, the context of research has also been highlighted in literature. Majority of researchers recommend conducting research in global under-researched contexts (Borg, 2003b) such as South Asia or other contexts which have not been featured strongly in the research literature on second language teacher education, particularly English (Wright, 2010) so that we have a representative picture of what happens in non-native English teachers' classrooms.

Drawing on the recommendations presented above, it is important to mention that majority of recent literature suggests researching classroom practices of student teachers of English in initial teacher education programmes in under-researched contexts. My study perfectly fits in to these recommendations, as, to date, no study has appeared in the context of Pakistan in particular and South Asia in general which has predominantly focussed on what occurs in English classrooms of student teachers, how they are supported and what prior beliefs and contextual factors underpin their practices.

Further, all of the recommendations above highlight student teachers' beliefs and practices. To answer to call for this research agenda, my study focuses exclusively on the practicum which is considered a key component of TE programmes where student teachers have an opportunity to practice their teaching. Hence, theoretically and methodologically, this study provides answers to the above research agenda. In addition, to study teachers' beliefs in isolation to their practices might not present overall picture of the phenomenon (Donaghue, 2003). Borg (1999b) also shows his reservations on studying teacher cognition without paying attention to what actually happens in classrooms.

Hence, along with exploring teachers' conceptions, this study also focuses on their practices. In the next section I will discuss the practicum which will provide rationale to my first two research questions i.e. student teachers' practices and support during the practicum.

2.6 The Practicum

The practicum which is also called teaching practice, internship or field experiences may be defined as learning by doing (Schön, 1987), or enactment of learning from teacher education programmes (Hammerness, Darling-Hammond & Bransford, 2005). The practicum in teaching includes field experiences and activities that focus on professional practice and pre-professional practice (Stanton & Giles, 1989). Darling-Hammond & McLaughlin (1995) note that professional development opportunities for student teachers are criticized for being non-contextual and isolated from the world of practice. The practicum plays a major role in student teachers' learning and provides opportunities to develop a contextualized understanding of the complexities of teaching, classroom management skills, lesson planning and the ability to interact with students, teachers and the curriculum (Farrell, 2001; Huling, 1998; Korthagen, Loughran & Russell, 2006; Richards & Crookes, 1988)

In relation to cognitive psychology, Brown, Collins & Duguid (1989) argue that knowledge cannot be separated from the contexts and activities in which it is constructed and learning cannot be separated from how it is learnt. Wright (2010) suggests that for long time, the practicum has been an important learning experience for student teachers, and currently been considered a key source to reflective approach to language teacher education. Further, constructivist and social constructivist theories of learning in general (Roberts, 1998; Williams & Burden, 1997) and communicative language teaching in particular propose to create expanded learning opportunities for the prospective teachers that will better prepare them to be successful in performing complex process of teaching (Zeichner, 2010, p. 89).

Darling-Hammond et al. (2005) contend that where field experiences are carefully linked with coursework and student teachers are carefully mentored, teacher educators are better able to accomplish their goals in preparing teachers to successfully enact complex teaching practices. In view of the complexity of the teaching-learning process, Korthagen, Loughran & Russell (2006) argue that the most basic problem which is still not being addressed adequately in teacher education programmes is connecting theory and practice in such a way that teachers are able to solve problems of everyday teaching by taking guidance from theory.

The practicum not only provides opportunities for enactment but also contributes to the development of student teachers' knowledge of teaching and is considered an important means to effective preparation of teachers (Darling-Hammond, 2006).

2.6.1 Goals of and learning from the Practicum

The ultimate goal of the practicum is to let student teachers practice what they have learnt at different stages in their pre-service teacher education (Yan & He, 2010). Gwyn-Paquette & Tochon (2003) note that the practicum placements in schools provide opportunities for development of teaching knowledge in student teachers. Literature in the field of teacher education has identified several goals of the practicum. I have discussed some of these in chapter one. However, those goals were limited to my context. OngOndo (2009) reviews literature in this area and suggests that the goals of the practicum for the student teachers are: practicing theoretical knowledge, developing subject matter knowledge, linking pedagogical practices to broader aims of educational programmes, understanding the context of teaching and practicing how to teach in actual classroom settings. These goals seem broad in nature; however, they need to be connected in learning to become a teacher.

Much of what teachers need to learn must be learnt in and from practice rather than in preparing for practice (Ball & Cohen, 1999; Hammerness, Darling-Hammond & Bransford, 2005). This view is further supported by Korthagen, Loughran & Russell (2006) by arguing that student teachers' learning is productive and sustainable only when it is grounded in the experience actual classroom teaching. Zeichner (2006) also suggests that extended teaching practice can give the student teachers opportunities to observe the practices of other school teachers. Student teachers may observe experienced teachers and can learn from their practices.

In the context of English language teacher education, Bodóczy & Malderez (1996) say that student teachers learn various skills from the practicum through their involvement in lesson planning, course designing and student evaluation. Ong'ondo (2009) documents that English language student teachers learn from the practicum in three ways. They learn through the practice of teaching; collaboration with peers,

cooperating teachers and head teachers in schools; and through supervision of the practicum. He further contends that the practicum aims to develop among student teachers the procedures, principles and pedagogical reasoning of English language teaching. Further discussion on teacher knowledge can be seen in section 2.3.

2.6.2 The Practicum Triad

Literature suggests that the student teachers, university supervisors and the cooperating teachers are members of the practicum triad (Slick, 1997; van Velzen, et al., 2012).

Slick (1997) is of the view that university supervisors contribute greatly in developing interaction between the cooperating teachers and the student teachers, however, it is important to clarify what roles they will play. Further, the university supervisors work as liaison directly with the cooperating teachers and indirectly with the school environment (Emans, 1983). The notion that knowledge is transferred to the learners by teacher as provider of information has been criticised in literature and supervisors have changed their role to facilitator in the construction of knowledge, however, only a few teacher education programmes think on these lines (Slick, 1998).

Along with university supervisors, cooperating teachers also play an integral role as they can provide ongoing and one-to-one-support in helping student teachers develop as professionals (Hobson, et al., 2009). The major reason cooperating teachers can play an important role in guiding student teachers, is that they can build relationships with the student teachers based on mutual trust (Kent, 2001). Cooperating teachers have a great ability to build relationships with preservice teachers with the aim of implementing university goals and to help student teachers adapt into a community of teaching (Rodgers & Keil, 2007). Both university supervisors and cooperating teachers supervise the student teachers, I will discuss supervision in the next section.

2.6.3 Supervision of the Practicum

In this study I use the word mentor interchangeably with the cooperating teacher. Supervision is an important part of the practicum with high expectations that quality supervision can help teacher educators achieve better results (Sundli, 2007). In the literature on teacher education, the process of supervision generally involves observations of student teachers' teaching and holding post-observation discussions with the student teachers in which the supervisors provide feedback to improve teaching during the practicum (Bailey, 2006; Stimpson, et al., 2000). The purpose of supervision is to help student teachers improve teaching (Intrator, 2006) through supervisors' feedback (Darling-Hammond, 2006) and to support the socialization process of the student teachers in the community of practice (Johnson, 2006). Unguided field experiences and a loosely planned practicum may create obstacles in student teachers' learning (Darling-Hammond, 2006). In recent times, there has been increased number of training programs and funding opportunities for mentors, even in financially difficult times (Parker-Katz & Bay, 2008). However, it is difficult to guarantee that student teachers will be supervised by able and competent supervisors (Zeichner, 1992).

Commenting on the history of supervision scholarship in the last 35 years, Rodgers & Keil (2007) highlight that teacher educators have learnt four major lessons regarding supervision. First, supervision has 'resisted change in the face of reform', second, teacher education experts have developed a supervision culture of collaboration as a part of reform agenda and third, despite the general 'status quo' to accept and implement reforms, it is possible for individual cooperating teachers and university supervisors, at the classroom level, to embrace parts of a reform agenda and implement change in their supervision of preservice teachers, and fourth, two useful theoretical perspectives to supervision inform our work: 'that those who supervise preservice teachers play a role in supporting a novice so that they can become situated as an apprentice of teaching, and that supervisors can support novices in becoming change agents' (Rodgers & Keil, 2007, p. 65).

2.6.3.1 Advantages and Disadvantages of Supervision

General literature and research findings on student teachers' supervision suggest that there are certain advantages and disadvantages of supervision for the practicum triad. For student teachers, the benefits include coping with isolation by socialisation, developing confidence and self-reflection, improving classroom management skills and adapting to maintain teaching standards (Hobson, et al., 2009). Some of the disadvantages include provision of 'poor mentoring practice, which have negative consequences for the learning of mentees', insufficient support for "beginner teachers' emotional and psychological well-being" (Hobson, Ashby, Malderez, & Tomlinson, 2009, p. 209), engagement in low risk activities by the supervisors and cooperating teachers (Malderez, et al., 2007) and heavy workload and anxiety (Maguire, 2001).

Discussing the advantages of supervision, Hobson, et al. (2009) argues that supervision is productive and useful for university supervisors and cooperating teachers in exerting positive influence on their professional development, helping develop self-reflection, participating in training programmes and providing opportunities for talking about their own teaching with others. According to Hobson, et al. (2009, p. 214), the major disadvantage of supervision for supervisors and cooperating teachers is that often their 'potential' remains unrealized.

The advantages of supervision, particularly for the student teachers also depend on the styles of supervisions. I will discuss it in the next section.

2.6.3.2 Styles of supervision

Supervision styles are derived from different theories of learning and teaching and/or theories of management. Boydell (1986) argues that recent research casts doubt on the value of the apprenticeship style of teaching practice supervision. Supervision styles have also gone through reforms like other reform agendas in teacher education programmes. Harrison, Lawson & Wortley (2005, p. 273) propose five supervision styles: telling, active coaching, guiding, inquiry and reflecting. According to Soslau (2012), all of these styles show lower to higher order activities.

If telling means just to tell or give some instructions for improvement, reflection shows higher order activity of self and critical reflection of one's practices.

All of these styles involve feedback to be provided to the student teachers by supervising teachers and the cooperating teachers. I will discuss feedback in the next section.

2.6.3.3 Feedback during the Practicum

Feedback is an important component of the practicum. University supervisors and cooperating teachers hold feedback sessions with the student teachers after observation of their teaching (Copland, 2010). Feedback can exert powerful influences on learning and achievement, however, the impact can be either positive or negative (Hattie & Timperley, 2007). Teacher educators have shown concern on the quality of feedback provided to the student teachers. Sadler (1998) highlights that quality feedback does not only include the technical nature of the feedback but also its accessibility to the learner and its message to develop confidence and hope in the student teachers. Explaining the usefulness of feedback to the student teachers, Smith (2010) points out that feedback should be given in details and should act as guidance for future planning of teaching process.

Apart from providing written feedback on lesson plans, literature suggests that supervisory conferences and seminars are important ways to provide feedback which can consist of any level of activities such as information, explanations or rationale of teaching practices and observations notes (Soslau, 2012). Literature also suggests that it is hard for the student teachers to 'take in feedback immediately after a lesson' due to 'high emotional temperature' (Roberts, 1998, p. 157). Research also suggests that on many occasions the supervisors never provide feedback even after observing teachers' teaching (Marshall, 2005). The value of feedback, if provided meaningfully, cannot be denied for the development of student teachers' pedagogical practices.

Feedback serves various functions particularly for the student teachers. One of the most important functions of feedback is formative assessment which outlines the

current status of the student teachers' teaching and also points to their weaknesses if any (Hattie & Timperley, 2007). Feedback also plays a role in summative assessment if the student teachers are assessed on on-ongoing and continuous performance (Smith, 2010). In the next section I will discuss assessment of the practicum.

2.6.3.4 Assessment of the Practicum

One of the most important components of the practicum is assessment of the student teachers' performance. Assessment plays a major role in making judgements about the future of student teachers (Smith, 2010). One of the dilemmas of assessing the practicum is lack of clear definition and guidelines for assessment and vague concept of assessment constructs (Tillema & Smith, 2009). Literature suggests that contradictions and disagreement among the practicum triad and lack of supportive assessment environment are major issues in conducting valid and reliable assessment of the practicum. Disagreements have also been found on what to assess and how to assess the practicum (Smith, 2010).

In addition to lack of clarity in relation to assessment of the practicum, dual roles of the university supervisors also create problems in assessment. Slick (1997) argues that the major issue in assessment is the university supervisor's dual role in the process of supervision. The supervisor not only strives for achieving programmes goals but also maintains the integrity by doing assessment of the student teachers. Due to these dual roles, the process of assessment sometimes can be problematic for both supervisors and the student teachers. 'Evaluation done under the guise of supervision is little better than a poke in the eye with a sharp stick' (Waite, 1997, p. 67). Hence, supervisors need to be careful in performing the roles of mentors and assessors.

Marshall (2005) highlights important issues in assessment of teaching. He notes that supervisors generally evaluate a small part of teaching of atypical lessons. Evaluating isolated lessons do not provide a complete picture of instruction. Research suggests that fear of supervision and evaluation increases teacher isolation. Further, the practicum is a time when the student teachers feel nervous of being

observed for evaluation (Levis & Farrell, 2007; Medgyes & Malderez, 1996; OngOndo, 2009).

These findings have implications for teacher education institutions and schools on how to best assess the student teachers. Murdoch (2000) proposes five principles of language teacher evaluation which can be summed up as: 1. encouraging teachers to engage in reflective practice; 2. empowering and motivating teachers by providing constructive feedback; 3. assessing all aspects of teaching activities; 4. Giving attention to student teachers' concerns and 5. Promoting collaboration between supervisors and student teachers. Further, the evaluators' and supervisors' role is to be supportive and reflective (Bailey, 2006), a trustworthy colleague (Chamberlin, 2000) and a source of encouragement for the teachers to identify and solve issues in teaching (Murdoch, 1998). In the next section, I will discuss collaboration among the practicum triad.

2.6.4 Collaboration among the Practicum Triad

In this section I will discuss collaboration and partnerships not only among the practicum triad but also between universities and schools as a means to strengthen the practicum. Research in teacher education highlights that teaching practice has been held in low regard by schools, colleges and teacher education institutions (Rodgers & Keil, 2007). However, the current literature suggests about dynamic role of schools in collaborative student teaching. For bringing changes in the notion of the roles of schools, the practicum triad need to actively participate in student teaching (Feiman-Nemser & Buchmann, 1987). An important factor for the success of the practicum is the collaboration between the university and the schools (Darling-Hammond, 1994, 1998; Korthagen, Loughran & Russell, 2006; Zeichner, 2010). Such collaboration can be productive for both universities and schools. However, in practice, it is harder to achieve this goal (Stevens, 1999). Zeichner (2010) also supports the view that one of the most difficult tasks is to strengthen the connections between schools and universities.

The nature of school-university partnership affects the success of the practicum to a great deal. The practicum in particular and teacher education programmes in general can be strengthened if experienced school teachers are involved in the university programmes. Zeichner (2010) gives an example of the University of Wisconsin-Milwaukee where teachers, with evidence of a high level of competence in the classroom, spend two years working in all aspects of the pre-service teacher education program, including student recruitment, general education, professional education sequence, ongoing program evaluation and renewal efforts, and in supporting graduates in their early years of teaching. University faculty may also join the partner schools to teach in the school classrooms for some period of time to refresh their knowledge of teaching. Zeichner (2010) suggests that some portion of the methods courses can be taught in partner schools to mediate the gaps between campus courses and the students' school experiences. The course tutors can deliver model lessons in the actual classrooms in the partner schools where the student teachers are required to do the practice teaching. This sort of partnership may help improve the practicum. Korthagen, Loughran & Russell (2006) argue for a close cooperation not only in the sense of school–university partnerships, but also in three-way cooperation among teachers in schools, teacher educators in universities, and student teachers who are learning to teach. Goodlad, Soder & Sirotnik (1990) also recommend including the student teachers' perspectives in the mentoring process.

The relationship among the practicum triad particularly between the university supervisors and the cooperating teachers is seen to be ambiguous and problematic in research findings. The ambiguity lies in defining roles for each member (Slick, 1997). Literature, however, suggests improving the triad relationships for effective conduct of the practicum. Literature recommends building professional communities and socialization in schools by collaborating among the practicum triad (Hodkinson & Hodkinson, 1999; Tsui & Law, 2007). Elaborating this concept further, Moran, Abbott & Clarke (2009, p. 957) propose a 'reconceptualised partnership model with three essential characteristics: consistency, continuity and community'. Rodgers & Keil (2007) argue for supervising students teachers with multiple support from school and the university. Further, there should be an interlink among the student teachers, academics and the communities of practice (Hammerness, Darling-

Hammond & Bransford, 2005; Korthagen, Loughran & Russell, 2006; Zeichner, 2010).

2.6.5 Research on the Practicum in Teacher Education and English Language Teacher Education

Richards & Rodgers (2001), while reflecting on historical development in second language teaching, highlight that in the sixteenth, seventeenth and the eighteenth centuries in England, while teaching Latin grammar, particular attention was given to rote learning of grammar rules, translation and bilingual writing practices in the classroom. To support these procedures of teaching, the textbooks consisted of grammar rules, vocabulary items and bilingual translation and the focus was on reading and writing rather than oral fluency.

Much has changed though in the 21st century teaching and teacher education. In the recent perspectives, Darling-Hammond (2006) notes that there has been much discussion about the structure of teacher education programmes but there has been less discussion on what actually goes on in the teacher education courses and the field experiences that the student teachers encounter. As I mentioned in the previous sections, research on English language teaching practicum has received scarce attention and little is known about what actually occurs during the practicum (Yan & He, 2010) and how student teachers ‘conceptualize their initial teaching experiences, and about what impact these experiences have on their professional development as teachers’ (Johnson, 1996: p. 30).

Research on the practicum has focussed on a range of issues e.g. impact of the practicum, theory-practice relationship, collaboration during the practicum and supervision and assessment of the practicum. I will discuss some important findings in this section.

Smith & Snoek (1996) claimed that the practicum had a strong influence on the student teachers’ views of the roles of teachers. Yan & He (2010) reported that most second-language teacher preparation programmes simply assume that once pre-

service teachers have completed their required coursework, they will be able to transfer their knowledge into effective classroom practices. It is, therefore, worth investigating complexities and problems arising from the practicum to enhance its effect on student teachers' knowledge growth and teacher education programmes.

Cheng, Cheng & Tang (2010) examined the theory–practice gap by reporting a study that investigated the inconsistencies between student teachers' preferred teaching strategies and their most commonly employed teaching strategies during the practicum. They conducted this study in the context of Hong Kong. A questionnaire and in-depth interviews were used to generate data. A total of 228 final year student teachers of 4 years B. Ed programme completed and returned the questionnaire. In addition, 31 year 4 student teachers enrolled in these programmes participated in in-depth interviews. Findings revealed that there were three main dimensions of consideration attributing to the inconsistencies in the conceptions of teaching: pre-training experiences of the student teachers, teaching context of the partner school and students' needs. These considerations lead to expansive or constraining impacts on the student teachers' selections of teaching strategies. The study recommends that teacher education programmes are expected to have an expansive impact on the student teachers' conceptions of teaching as well as to help them overcome constraining impact. A longitudinal study by Hodkinson & Hodkinson (1999) on initial teaching experiences of the student teachers in the context of England report that socialisation is an important part of school experience.

A few studies on supervision and mentoring report that mentors focus on future careers of student teachers, whether they will be able to get into teaching profession or not and which student teachers should become teachers in future. Further, research also centers on pupils' learning and perceptions of teaching held by student teachers and supervisors (Parker-Katz & Bay, 2008). Slick's (1997) study highlights tensions and ambiguity the supervisor faced in defining her role during the practicum. Slick (1998, p. 823) reports that 'both university supervisors and cooperating teachers reported experiencing feelings of inefficacy; however, university supervisors' feelings of lack of efficacy for their roles were more

pronounced and more prevalent'. One university supervisor was threatened by the head of the department by making unannounced and sudden visits to her classes at mid semester. For the supervisor, it seemed like an outsider challenging her authority and domain in the school (Slick, 1998). This study further reports that the teacher education institution did not cooperate with the supervising teacher at all and did not provide her information she needed. In addition, she was uncertain of what she will actually do during the practicum. These findings suggest how important it is to organize the practicum in a well managed way.

Nettle (1998) reported that there is a relationship between supervising teachers' beliefs and the expected change in student teachers' beliefs about teaching during the practicum. This study provides insights into the relationship between beliefs of the supervisors and the student teachers. While researching the role of supervising teachers and cooperating teachers, Borko & Mayfield (1995) reported that the cooperating teachers and the university supervisors performed different and limited roles during the practicum. Only a small number of cooperating teachers believed in playing an active role in student teachers' learning. Hence, that small number of cooperating teachers conducted longer and more frequent conferences with the student teachers, and provided more detailed and meaningful feedback. Maguire (2001) reports a study in the context of Canada where associate teachers showed strict behaviour towards the student teachers and assigned them heavy workload and put them in constant anxiety. Research on mentors highlight that the mentors did not challenge the student teachers by providing freedom to teach in class (Dunne & Bennett, 1997) and engaged the student teachers in low profile activities (Malderez, et al., 2007). Analysing the professional relationship between student teachers and associate teachers, Ferrier-Kerr (2009) notes that to develop a productive professional bond, both cooperating teachers and the students should play active roles in the process.

A recent study on the practicum experience in Kenya raises key issues in student teachers' supervision and assessment of the practicum. While commenting on the supervision, Ong'ondo & Borg (2011) conclude that the supervision sessions were brief and lacked consistency and the feedback provided was mainly evaluative, and

general; it lacked subject related guidance. Further, the student teachers' main concern was to obtain pass marks by pleasing their supervisors by different means, thus undermining the development of pedagogical practices. In the same study, the supervisors reported that they did not have time for any interaction with cooperating teachers. Supervisors also reported the lack of collaboration between the university and schools. Further, the student teachers were afraid of supervision because they did not know what the supervisors would be doing and assessing. They did not have prior orientation on the purpose or criteria of assessment. The student teachers attempted to conform to supervisors' demands to please them as an attempt to get good marks (Brandt, 2006; Levis & Farrell, 2007; Ong'ondo & Borg, 2011). Further, tensions and differences were noted between student teachers and supervisors about aims and performance of feedback (Copland, 2010).

In the context of curricular reforms in China, Yan (2015) reported a significant gap between the teachers' perceptions about the new curriculum and their classroom practices. Contrary to the curricular goals, the classroom teaching was teacher-centred, textbook-based and examination focussed. Further, teachers were evaluated on exam results of students which barred teachers to experiment new pedagogical practices. Investigating the development of teachers' practical knowledge in the Middle East, Wyatt & Borg (2011) report the influence of contextual factors on the teachers. Teacher had to complete the curriculum in time which seemed to be a major hindrance in their development. This study further reports the individualized development of teachers' practical knowledge.

In the context of Pakistan, Shamim's (1993; 2008, pp. 239-240) studies on teaching English in in-service contexts reported teachers' activities as "doing a lesson" or "doing grammar". 'Doing a lesson' consisted of activity types like 'reading the text loud by the teacher and/or the students; explaining the text, often in Urdu or the local language, giving the meanings of difficult words in Urdu or the local language; and getting the students to do follow-up textbook exercises in their notebooks.'. Similarly, 'Doing grammar' activities consisted of teaching and learning of a grammar item with focus on learning rules and memorizing and reproducing written essays, letters, and other composition (Shamim, 2008, pp. 239-240). Further

research in the context of in-service teaching reports that in Urdu medium schools, English is taught by memorizing. The students memorize the written text. The public schools do not have any facilities such as electricity, water, toilets and fans. Students sit on the floor or hard benches and memorize lessons by singing them in a 'chorus' (Rahman, 2004, p. 307). It has been witnessed that in these schools, teachers as well as students have low proficiency in English (Rahman, 2002; Shamim & Allen, 2000) and there are limited or no opportunities of practicing communication skills in schools as well as outside schools (Coleman, 2010). The communicative deficiencies may prove to be an obstacle in the use of learner-centered approaches to teaching, which could have negative impact on the development of critical thinking (Shamim, 2008, p. 242).

In addition to the above studies, research in teacher education in Pakistan has been conducted on comparing the performance of student teachers trained through different teacher education institutions (Khan & Mehmood, 2008), assessment of teacher effectiveness and effectiveness of teacher training programmes (Hussain, 2004; Rizvi, 2006), problems of teaching practice (Ahmed, et al., 2010) organization of teaching practice and comparing effectiveness of teaching practice in formal and non-formal teacher education programmes (Murtaza, 2005) and competencies of secondary level teachers (Bibi, 2005). In ELTE, studies have been conducted on comparing the effects of teaching methods on learning achievements of students (Bibi, 2002; Ishtiaq, 2005). Little research has been conducted on what goes on during the practicum in initial teacher education contexts.

2.6.6 Rationale for my Study based on Literature Review

In addition to the literature cited above, here I will highlight some of the research proposals in the field of teacher education in general and the practicum in particular. Literature suggests exploring a number of under-researched issues related to the practicum in global contexts. For example, the need to examine the supervisor's role in the student teaching triad (Slick, 1997) and assessment of the practicum which has lacked attention till recent times (Smith, 2010). Hobson, et al. (2009) call for research agenda on the impact of mentoring on beginning teachers' development.

Further, Borko & Mayfield (1995) highlight a need for research on how university supervisors and cooperating teachers support student teachers' learning.

In addition to the above proposals, literature also recommends to 'explore how student teachers experience their first contact with the teaching profession (Caires & Almeida, 2005, p. 112). Lazaraton & Ishihara (2005, p. 529) highlight that until recently, teacher education research has neglected 'what teachers say they know and believe, and what they actually do'. Lastly, Borg (1999) recommends conducting further research in a range of contexts which focuses on deeper understanding of teachers' cognition and practices in the classroom.

It is evident that all the proposals I have cited above and in section 2.5.6 are directly related to my research questions. The literature cited in this chapter provides clear theoretical grounding for my study. Apart from support in literature, my personal interest and my professional background in teacher education and language teacher education had motivated me to research this area.

Based on the above discussion, I posed three research questions which involve all the stakeholders of the practicum. The research questions are given below:

RQ. 1. What are the pedagogical practices of English language student teachers during the practicum in Pakistan?

RQ. 2. In what ways are the student teachers supported during the practicum?

RQ. 3. How do student teachers, teacher educators and cooperating teachers conceptualize teacher learning?

2.6.7 Summary

Summary of this chapter is given below in the form of main points:

- The major challenges for 21st century teacher education programmes are how to respond to the perceived irrelevance of university based coursework with the classroom teaching in schools and how to reform teacher education in view of the emerging theories of teaching and learning.

- The practicum holds a significant place in pre-service teacher education. From student teachers' perspective, it is their first encounter with the real world.
- Each theory of learning suggests different types of teaching practices.
- Teachers' prior beliefs about teaching and learning play an important role in defining their teaching.
- Beliefs, once strengthened, are difficult to change. However, teacher education programmes can influence teachers' beliefs through support, reflection and raising awareness about the beliefs.
- The student teachers should be supported by the university faculty and the cooperating teachers during the practicum.
- There is a dearth of evidence particularly in the context of Pakistan on what occurs during the practicum, how the student teachers teach during this period, how they are supported in learning to teach and how the stakeholders conceptualize teaching and learning.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to provide details of the research methodology employed in my study. I start from the purpose of my study and the research questions. Then I discuss how interpretive paradigm, qualitative methodology and case study approach are suited to my study. In the next part I provide details on how I selected the site and participants for the study. After that I discuss methods of data collection and analysis. Finally, I outline some ethical issues which I considered in my research.

3.2 Purpose of the Study

As discussed in the previous chapter, literature in the field of teacher education shows that much of what teachers need to learn must be learnt in and from practice. In addition, where field experiences are carefully linked with the coursework, teacher educators are better able to accomplish their goals in preparing teachers to successfully enact complex teaching practices. The most basic problem which is still not being addressed adequately in teacher education programmes in Pakistan is the ways the student teachers teach during the practicum and how they are supported and evaluated by the university faculty and cooperating teachers from schools.

My study aimed to examine the pedagogical practices of a group of English language student teachers during the practicum in Pakistan. It also attempted to understand in what ways the student teachers were supported and evaluated in teaching of English during the practicum in schools.

3.3 Research Questions

In the context of pre-service English language teacher education in Pakistan, the study aimed to answer the following research questions:

RQ. 1. What are the pedagogical practices of English language student teachers during the practicum in Pakistan?

RQ. 2. In what ways are the student teachers supported during the practicum?

RQ. 3. How do student teachers, teacher educators and cooperating teachers conceptualize teacher learning?

3.4 Designing the Study

In the following section I discuss the design of my study. First I discuss research paradigm and research methodology.

3.4.1 Research Paradigm and Methodology

To begin with, I will cite Borg (1999c, p. 100) who recommends that studies on teacher cognition and practices should follow ‘naturalistic rather than experimental research’ design and ‘an interpretive epistemology’ (Phipps & Borg, 2009, p. 382). I have provided further literature in support of methodology for my research in chapter two sections 2.54 and 2.6.

A research paradigm is a ‘net that contains the researcher’s epistemological, ontological and methodological premises’ (Denzin & Lincoln, 2007, p. 22) and all paradigms are based on certain ‘ontological and epistemological assumptions’ (Blaikie, 2009, p. 9). I used the interpretive paradigm which proposes that a phenomenon can be studied and interpreted through observations of participants in a natural setting (Grix, 2004).

Following the interpretive paradigm I adopted qualitative methodology in my study. Denzin & Lincoln (2011, p. 3) describe qualitative research as ‘an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them’. Adopting a qualitative methodology I was able to generate data through multiple sources such as documents, interviews and observations (Cresswell, 2007). As my research focussed on the student teachers’ pedagogical practices and support during the practicum, qualitative methodology enabled me to get detailed understanding of their practices and support

provided to them for their development as English teachers (Cresswell, 2007). In the next section I discuss case study approach which I adopted for my study.

3.4.2 Case Study Approach

Case study is a qualitative approach in which the researcher explores issues through a 'bounded system' (a case) or bounded systems (cases), often 'bounded by time and place' (Creswell, 2012, p. 97). Drawing boundaries, however, around a phenomenon under study is not easy because the action under study has its own social and historical contexts which may be overlooked by the researchers (Ragin & Becker, 1992; Chadderton & Torrance, 2005). A case can be an 'individual... a group... an institution... community... a single case... or multiple cases' (Gillham, 2000, p. 1). By design, my study was a single case study with multiple units of analysis (Yin, 2009). It was the study of a group of English language student teachers selected from a public sector university in Pakistan. One of the challenges in case study research is to select sub-cases. Creswell (2007) suggests selecting no more than four or five sub-cases in a study. I selected four student teachers who had studied the course on 'Methods of teaching English' in the previous semester and who were going for the practicum in their final semester of M. A. Education programme.

An important advantage of case study is that the researcher gets detailed and in-depth data using 'multiple sources of evidence' (Yin, 2009, p. 117). Such data is also 'strong in reality' (Bassegy, 1999, p. 23) and provides 'context-dependent knowledge' which is very important in professional learning of people (Flyvbjerg, 2006, p. 222). Data in my study was also generated from multiple sources: interviews with the student teachers, English language course teacher, supervising teachers from the university and the cooperating teachers from schools. In addition, I also conducted observations of student teachers' teaching of English in the classroom which was a source of generating context-dependent knowledge.

I understand the criticism made against case study particularly on issues of generalisability. One of the objections raised against case study is that it provides poor basis for generalization (Flyvbjerg, 2006; Stake, 1995) and it is not possible to generalize statistically from one or small number of cases to a wider population

(Chadderton & Torrance, 2005). Case study researchers have considered such criticism misleading. Flyvbjerg (2006: 28) argues that ‘one can often generalize on the basis of a single case, and the study may be central to scientific development via generalization as supplement or alternative to other methods’. It is also argued that generalization is not a goal of case study research; the major goal is in-depth understanding of a particular phenomenon in a particular setting (Yin, 2003; Stake, 2005; Creswell, 2007). Hence it is not a drawback of case study research. My study does not aim for statistical generalization. However, the findings may be used, if appropriate, in similar contexts elsewhere (Robson, 2002).

3.4.3 Selection of Site and Participants

Case studies are conducted in ‘geographical, organizational, institutional and other contexts that enable boundaries to be drawn around the case’ (Cohen, Manion, & Morrison, 2011, p. 290) and identification of the case/cases is one of the challenges in case study research (Creswell, 2007). Now I will discuss the selection of site and participants for my study.

3.4.3.1 Site Selection

For this study, data was collected from a group of student teachers studying in a teacher education department of a public sector university in Pakistan. Geographically, this university was located in central Punjab, Pakistan. It was not the university where I am working as a faculty member in the department of education. The province of Punjab is the most densely populated province of Pakistan. Majority of public sector universities in Pakistan are in this province. The department of education in the selected university offered two teacher education programmes: a two year M. A. Education and a 4 year BS Hons. in Education. BS Hons. is a new programme for teacher education in Pakistan. It is not offered in all teacher education departments. I selected M. A. Education programme for my study as this programme is offered in majority of public sector universities in Pakistan.

Preparation of English language teachers at secondary level in majority of teacher education institutions in Pakistan is a part of general teacher education programmes. In M. A. Education programme, the department offered a course on the ‘Methods of Teaching English’ in the 3rd semester. This was an elective course and only those

student teachers studied this course who were interested in becoming teachers of English. Other student teachers opted for teaching of Mathematics, Urdu or teaching of social studies. I started my data collection before the student teachers went for the practicum.

Some of the most important reasons for selecting the student teachers of this university and M. A. Education programme are given below:

- a. M. A. Education is a well-established programme for pre-service teacher education in public universities of Pakistan. It is offered in majority of teacher education institutions and universities.
- b. The practicum organized by the selected university started from the third week of April. The start of academic year in Pakistani schools also begins on 1st April each year. Hence, I assumed that the student teachers would have more opportunities and freedom for teaching practices. As a teacher educator, I have observed that the practice schools and the cooperating teachers are reluctant to have student teachers in the mid or at the end of the academic year because they are more concerned with revision of courses and examinations at those times, leaving little space for the student teachers.
- c. It was an ideal time for me to go to the field after completing my upgrading in March that year.
- d. The department of education in this university followed the curriculum as developed and recommended by the Higher Education Commission of Pakistan. As I mentioned in the context chapter that HEC revises teacher education curriculum after every 2-3 years, the curriculum offered by the selected university could be considered up to date in the context of Pakistan.
- e. Although, I am working as a teacher educator in southern Punjab in Pakistan, my hometown is situated in central Punjab and the said university was near my hometown. It was easier for me to get access to the university and the practice schools and make the official and logistic arrangements for my field work such as getting permission from the education authorities to do field work in schools, particularly in girl schools. In addition, I had also talked to the head of the education department in that university and he had granted permission to conduct my study with the student teachers and the faculty members.

In addition to the selection of the university from where the student teachers were taken, the major sites of my field work were the schools in which the practicum was conducted. There were 10 student teachers in total who were teaching English in five different schools, out of which 4 were girls secondary schools and one boys school. The head teacher of one girls school did not allow me to conduct observations and interviews. As a result I had to leave that school. I selected the remaining four schools (three girls and one boys school). All of these schools were located in urban areas of Faisalabad city, in the province of Punjab. All the schools were public schools and taught grade 6-10 students. There were more than 2000 students in each of the girls school. The boys school had 4000 students.

3.4.3.1.1 Selection of Participants

There are several techniques for sampling in qualitative research. I used purposive and convenience sampling techniques in my study. These techniques provided me with opportunities to take the most accessible participants or those with whom I could spend most time (Coyne, 1997; Mason, 2002). As far sample size is concerned, there are not a set number of cases; however, case study researchers can choose four or five cases (Creswell, 2007). I outline details of the participants below:

3.4.3.1.2 Selection of Student Teachers

There were 10 student teachers (9 female and 1 male) at the university who had studied the course on 'Methods of Teaching English' and went for the practicum. These student teachers went to five different schools for the practicum. Due to non-consent of the head teacher, I had to exclude one girls school where three student teachers were asked to teach. So I had to select from the remaining seven student teachers. I selected one male student teacher from one school and three female student teachers who taught in three different schools. In total I selected four student teachers who were teaching in four schools.

3.4.3.1.3 Selection of Course Teacher, Supervising Teachers and Cooperating Teachers

In addition to the student teachers mentioned above, I also included the course teacher who had taught the methods course at the university, two supervising teachers from the university who were assigned the responsibility of supervising and

supporting the student teachers during the practicum, and four cooperating teachers from four different schools who had been appointed by the heads of schools for mentoring of the student teachers. Further, I also interviewed the head of the department who acted as chief evaluator during evaluation lessons at the end of the practicum.

The selection of the participants for my study is consistent with Creswell's (2007) argument to select cases that show different perspectives on the problem.

3.4.4 Data Collection

A range of methods can be used for data collection in qualitative studies. For studies on teacher cognition, Borg (1999c, p. 101) recommends using semi-structured interviews, classroom 'observation of key instructional episodes' and 'post observation interviews' and reflective writings of student teachers. The use of these instruments along with textual documents has also been recommended by Creswell (2007), Denzin & Lincoln (2008) and Yin (2011). I provide details of each instrument in the following:

3.4.4.1 Documents

Documents can provide useful information about the important aspects of the problem under study (Fitzgerald, 2007). I used the following documents in my study:

- a. **Detailed course outline** on the course 'Methods of Teaching English' with its aims and objectives/vision etc. This document was available by HEC as well as by the department. It helped me to understand the course topics which were taught during the course to prepare student teachers for the practicum. For details, see course outline in Appendix A.
- b. **Student teachers' lesson plans** during the practicum and feedback/suggestions/ evaluation provided by supervising teachers and the cooperating teachers on the lessons plans. The feedback was provided on the lesson plan registers (notebooks) owned by the student teachers. The lesson plans served more than one purposes in my study: i). They provided me with

information about the topics the student teachers taught, the methods of teaching they were supposed to use and the assessment questions for pupils, ii). These also provided information about any feedback provided by the supervising and cooperating teachers to improve teaching and/or lesson plan and how the feedback was incorporated by the student teachers in the following lessons. A sample lesson plan is given in Appendix D.

- c. **Textbook/curriculum of English** at secondary level which the student teachers taught during the practicum. The textbook provided me with information about the content of teaching English at secondary level in Pakistan. The textbooks consisted of lessons for grade 9 and 10. It is important to note that the textbook did not contain any guidelines on objectives of each lesson or recommended teaching methods to be used. However, each lesson contained comprehension exercises at the end of the lesson. The comprehension questions included fill in the blanks, true false items, matching columns and a few grammar items.
- d. I also used **reflective journals** by student teachers about their experiences and reflections on various aspects/issues of the practicum. A sample piece of reflective writing is given in Appendix I.

I could not travel to Pakistan while the methods course was being taught at the university. So I was not able to observe the teaching of the course. I was able to get information about the course from the course outlines and initial interviews with the student teachers. Stake (1995) and May (2011) argue that documents can also serve as substitute for records of activity when the researcher was not present and could not observe directly.

3.4.4.2 Interviews

An interview is an interchange of views between two or more people with a 'specific purpose' and is 'constructed' rather than taking place in 'naturally occurring' setting. (Cohen, Manion & Morrison, 2011: 349). Interview is a widely used method for data generation in case studies. The most common types of interviews are structured interviews, semi-structured, unstructured, and group interviews (May, 2001; Creswell, 2007). I used semi-structured individual interviews in my study. These interviews are consistent with the interpretive paradigm I chose for my study (Grix, 2004).

I interviewed each of the four student teachers four times during the six weeks practicum. I conducted the initial interview with each student teacher before the start of the practicum. The remaining three interviews were conducted during the practicum. I also conducted three interviews with each of the supervising and the cooperating teachers; one before the practicum, one during the practicum and one at the end of the practicum. In addition, I interviewed the head of the department once at the end of the practicum. A rationale for interviews and description of the interview schedule are given below:

3.4.4.2.1 Rationale for Interviews

As discussed in section 3.4.4, quality research on teacher cognition requires semi-structured interviews, classroom ‘observation of key instructional episodes’ and ‘post observation interviews’ and reflective writings of student teachers (Borg, 1999, p. 101). In this section I provide rationale for using interviews in relation to my research questions.

3.4.4.2.1.1 Research Question 1

The first research question attempted to explore the pedagogical practices of English language student teachers. I used initial interviews to explore student teachers’ views about the practicum and the teaching of English. Further, post observation interviews provided reasoning for the selection and use of particular practices during classroom teaching. Observations provided insight into what occurred during teaching; they did not provide understanding of why the student teachers taught using particular methods. Interviews allowed me to explore the thinking behind what the student teachers did. The second, third and the fourth interviews with the students mainly focused on the explanation of their practices which I observed during classroom observations. I present an example below to explain how interview questions helped to provide further insights into the student teachers’ practices. The first part of the following data contains observation notes and the second part presents the student teacher’s response to the questions based on the observation:

TR had given a take home test to students a day ago. The test was to write an essay on ‘My school’. The TR had marked the test at home. Now she announces the result. The test consisted of 10 marks. She calls each student by name in the order of their roll numbers and hands over the papers back to the students. Each

student goes to the teacher at her table and gets the papers back. TR also points out the errors the students have made.

(Eman, Observation 2)

In the subsequent interview I asked how she marked the test and whether she had any criteria for marking.

I mainly focus on errors. If there are ten sentences in an essay, I award one mark for each sentence. If the sentence is grammatically correct and expresses a meaning, I award one mark. If there is one error in a sentence, I cut half a mark. If there are two errors, I cut one mark.

(Eman, Interview, 2)

It is obvious from the above example that the interview responses throw light on why and in what ways the student teacher did error correction. This understanding would not have been possible with classroom observation alone. In one of the observations with Saeed, I saw two tables of verbs and adjectives written on the board.

Verbs

First Form of the Verb	Meaning in Urdu	2 nd Form	3 rd Form
May	سکنا	Might	Might
Make	بننا	Made	Made
Mean	مطلب ہونا	Meant	Meant
Order	حکم کرنا	Ordered	Ordered
Put	رکھنا	Put	Put

Adjectives

Adjective	Meaning in Urdu	2 nd Degree	3 rd Degree
Dry	خشک	Drier	Driest
Easy	آسان	Easier	Easiest
Funny	مزاحیہ	Funnier	Funniest
Heavy	بھاری	Heavier	Heaviest
Pretty	خوبصورت	Prettier	Prettiest

(Saeed, Observation 2)

In the post-lesson interview I asked Saeed whether it was sufficient for students to understand the verbs and adjectives without using them in sentences or situations, and he replied:

SA: It is the first step. If they know the meanings of verbs and adjectives, then they can go ahead. These are taken from the textbook. I have not selected them on my own. I think it is enough for them to attempt questions in the exam.

MA: Would you teach these in some other lessons as well?

SA: No.

(Saeed, Interview 2)

Once again, this shows how interviewing the student teachers was central in understanding the thinking behind their instructional decisions.

3.4.4.2.1.2 Research Question 2

The second research question focussed on how the student teachers were supported and evaluated during the practicum. Again, the interviews were necessary to document in what ways the university supervisors and the cooperating teachers observed student teachers' teaching and how they provided feedback during the practicum. No schedule of supervisory visits was available to me as well as the student teachers and I had to rely on interviews to gain insights into the support provided to the development of student teacher learning. If there had been a schedule available, I might have observed some of the supervisory visits, however, this was not the case. Hence, the data relating to research question two was mainly generated through interview questions. However, I was able to observe two final lessons of each student teacher, so the data on how the evaluation was conducted was gathered through observations coupled with post observation interviews. Two examples of how interviews helped generate data on supervisory practices are given below. The first interview describes student teacher Eman's account of how her fellow student teacher was observed by the university supervisor. The fellow student teacher was not included my sample; however, the interview provides insights into supervisor's supervision style.

TR: Sir (the head of the department) came to the class in the last five minutes. TR had already finished her teaching. Sir asked her why she was not teaching. TR said that there were only 5 minutes

left then. He asked her to teach. She started teaching the lesson. He asked her why she did not test the previous knowledge of the students. She said that it was already done. Then he objected to her teaching.

MA: What did he say?

TR: He said, 'How are you teaching? Do you know the meaning of IS (Islamic Studies)? Why have you not written your name and roll number on the white board? You don't know how to work?'

(Eman, Interview 3)

The following conversation throws light on the type of feedback provided after a short observation of Naila's class:

MA: What did he tell you after the observation?

N: He started criticizing me during the observation.

MA: for what?

N: I was not teaching according to my lesson plan.

MA: Why?

N: I had prepared all the lesson plans beforehand. On that day I was not teaching the lesson which I had written on my lesson plans register for that date because on the previous day I gave them a test and could not teach that lesson. So I was one lesson behind.

MA: Then what happened?

N: He [the supervisor] made an issue of this. He said why I have not put the correct date for the lesson. He insulted me in front of the whole class. I was about to cry.

MA: What feedback/guidance did he provide you after observation?

N: He asked me to change the date and never to repeat that again.

(Naila, Interview 3)

Here again, it is evident how significant the interviews were in exploring the supervisory practices and support provided to the student teachers during the practicum. The interview questions were based on what I observed during the practicum and they helped me to gain insights into why the student teachers selected particular methods of teaching, how the supervision and evaluation of the practicum was conducted and what the thinking of the supervisors was regarding these issues

3.4.4.2.1.3 *Research Question 3*

The third research question aimed to explore how the practicum triad conceptualized the practicum. Data for this question was based on the first two research questions coupled with further exploration of the conceptions of the student teachers, university supervisors and the cooperating teachers. Further insights were possible only by interviews with the above stakeholders; otherwise, a holistic picture of their conceptions was not feasible. The following response to one of the interview questions elaborate how one of the supervising teachers thought of the practicum:

Frankly I do not want to be a supervising teacher. It is an extra responsibility. We have to teach our classes as well. It wastes supervisors' time.

(Ali, Interview 1)

The following extract provides data about the head of the department towards what is more important in the practicum:

MA: Why do you focus too much on the lesson plan and the learning objectives?

HOD: I think that lies at the heart of teaching. If a student teacher cannot write learning outcomes of a lesson, how can he/she teach?

(HOD, Interview 1)

The above examples show how interviews provided data in relation to the research questions. It is important to mention that the interviews were not conducted separately for each research questions. Each interview was related to all the research questions. Overall, the purpose of the interviews in relation to all three research questions was to generate deeper insight into respondents' understandings of the issues under investigation.

In the next sections I provide details of how I scheduled questions for each interview in relation to my research questions.

3.4.4.2.2 **Interviews with the student teachers**

The first interview was conducted before the start of the practicum. It aimed to get biographical and educational background of the participants as well as information about the methods course they studied, what pedagogical knowledge the student

teachers were familiar with, the teaching strategies used by the course teacher, topics studied, perceived outcomes of the practicum, and preparation for the practicum and their stated beliefs about teaching.

I developed the interview schedule keeping in mind the outline of the Methods course and then asking questions about student teachers' views of the practicum. Some of the questions are given below:

A. Topic: Biographical and previous education information

Questions: After formal greetings, I asked the following questions:

1. Where are you from and how long have been at this university?
2. From where did you do your undergraduate degree and higher secondary school certificate?
3. What subjects did you chose to study in these programmes?
4. Who was your favourite teacher of English and why and at what level?

B. Topic: Previous Teaching Information

5. Have you taught English or any other course in a formal school before enrolling in the Master programme? Where and how long?
6. Have you taught in teaching practice before?

C. Topic: Questions about the Methods Course

7. Can you recall and tell me some important topics you studied during the course on 'Methods of Teaching English'?
8. What topics did you like the most and why?
9. What types of activities were you involved in during this course? What were your assignment/project topics?
10. What would you like to say about the teacher of this course?
11. What do you think you learnt from this course?
12. How were you evaluated in this course? Please tell details of the exams, presentations or assignments etc.
13. Any other thoughts you want to share about the course?

D. Preparation of the Practicum

14. Are you ready for the practicum?
15. What written and oral guidelines have you got from the university about the practicum?
16. In which school are you going to teach? Have you visited that school before?
17. What do you think you will do during the practicum?
18. Can you explain why are you teaching during the practicum?
19. What is the purpose of the practicum in your view and what are your expectations?
20. In your opinion, what are your teachers' expectations from your practice teaching?
21. Do you know who will supervise your teaching practice and who will be cooperating teacher from school?
22. Have you seen/read evaluation criteria for the practicum? Can you tell more about that?
23. Any other thought you want to share?

The second and the third interviews were conducted after classroom observations during the practicum and aimed to understand the following aspects of the practicum:

How student teachers were teaching during the practicum, planning and presentation of lessons, teaching learning strategies to support students' learning and student teacher's own learning, their conceptualizations of teaching and the practicum, supporting factors and barriers in their practice teaching, supervision, mentoring, interaction with peers and supervisors and cooperating teachers, testing and evaluation of students, and other issues which I noticed during the classroom observations.

As I conducted these interviews after doing classroom observations, the focus points of these interviews were related to what happened and what I observed in the classroom. Further, these questions varied for each participant. Second interview questions with Sara are given below as an example:

A. Topic: Content Selection

1. Did you select what you taught? If not, who selects the content for you to teach?
2. Why were the students using study guides? Did you recommend them? Are study guides allowed in the classroom?

B. Topic: Teaching Practices

1. Why did you ask students to revise the previous lesson?
2. Why did you give writing task in the revision of the lesson?
3. Why did you not ask comprehension questions in the oral form?
4. Do you think you had enough time for error correction in the classroom?
5. Are you thinking of other ways to check the written work for error correction?
6. Before writing task, why did you change the seating position of students and allowed only two students to sit at one bench?
7. Is there any particular reason that you did not assign any oral or speaking tasks during teaching?
8. Do you think it is useful to use reading method of teaching? Why?
9. Why did you translate each and every line of the poem? How far is translation useful for you teaching? Are you thinking of other ways to teach poems?

C. Lesson Plans

1. How regularly are you preparing your lesson plans?
2. How many lesson plans do you need to write per day?
3. Is there any particular format to write lesson plans? If yes, did you get that format before the start of the practicum?
4. Do you enjoy writing lesson plans?

D. Supervisory Support

1. How many times did the supervising teachers from the university visit your class?
2. How many times did the cooperating teacher from school visit your class?
3. Do you know your supervising and cooperating teachers well?

4. Did you meet them before teaching the first lesson?
5. What did they do during and after your class visit?
6. How is going your teaching experience so far? What would you like to say?

It is important to mention that I had to add, change and even delete a few questions after getting response from the participants. Similarly, interview questions with each participant were different because the student teachers were teaching different classes and each of them used different methods of teaching and faced different issues. The observation notes helped me to form questions accordingly.

The fourth interview was conducted at the end of the practicum. It aimed to understand student teachers' experiences as teachers during the practicum as a whole and their conceptualizations of teaching and learning.

3.4.4.2.3 Interview with the course teacher

The course teacher did not work as a supervising teacher. I conducted one interview with her before the start of the practicum. The interview focussed on background information, information about the methods course; topics covered in the course, goals and expected outcomes of the course, conceptualization about student teachers' learning and preparation for the practicum.

3.4.4.2.4 Interviews with the supervising teachers, cooperating teachers and the head of the department

I conducted three interviews with each supervising teacher and cooperating teacher; one before, one during and one after the practicum, and one with the head of the department at the end of the practicum.

The first interview aimed to obtain background information about the participants, their previous experience of supervising/mentoring the student teachers, goals and expected outcomes of the practicum, their schedule of student teachers' observations, evaluation of lesson plans and classroom teaching, purposes of observations and plans for final evaluation of the student teachers.

The second interview was conducted during the practicum (between week 2 and week 4). It aimed to explore their understanding of how student teachers were doing

the practicum, observed problems, achievement of the goals of the practicum, student teachers' learning as English teachers and support provided to the student teachers.

The third interview with the supervising and cooperating teachers and the **first interview** with the head teacher were conducted at the end of the practicum. It focussed on the student teachers' development on learning to teach, their perceptions about and evaluation of the student teachers' learning and their conceptualizations of student teachers' teaching and learning.

The initial and the final interviews with the student teachers were conducted in the university while the 2nd and the 3rd interviews were conducted in the practice schools. Interviews with the university supervisors were conducted at the university, whereas, interviews with the cooperating teachers were conducted at schools. Each interview lasted for 20-40 minutes. With permission of the participants, I audio-recorded all the interviews. On preference of the participants, I asked all the questions in Urdu (mixed with English terms) so that the language may not be a barrier for them to express their experiences.

3.4.4.3 Observations

Observation offers the researcher an opportunity to gather 'live' data from naturally occurring situations and he can look directly at what is going on in the field (Cohen, Manion & Morrison, 2011, p. 396). It may provide a reality check as what people do may differ from what they say they do (Robson, 2002) and also provides a record of researcher's impressions of what takes place in a particular setting (Jones & Somekh, 2011). I used observations coupled with post observation interviews to get richer data. Literature suggests that observations and interviews complement each other. Observations may reveal behaviour but no motives for that behaviour, whereas interviews may reveal motives but not behaviour (Verschuren, 2003). The motive in my study was to investigate student teachers' conceptions regarding their teaching.

In research literature we come across different types of observation. I conducted observations as 'observer-as-participant' (Creswell, 2007, p. 130) which is also described as non-participant observation (Cohen, Manion & Morrison, 2011; Jones

& Somekh, 2005). In this type of observation, the researcher's contact with the participant is 'brief, formal and openly classified as observation' (Borg, 2006b, p. 228). The observations were focussed and the purpose was to concentrate only on the teaching practices of the student teachers.

Overall, I conducted five observations for each student teacher which also included two observations of evaluation lessons at the end of the practicum. The first three observations focussed on the teaching practices of the student teachers during the practicum, what teaching methods they used to teach English, any changes in their teaching during 6 weeks practicum, problems and issues they faced during teaching and support provided to them by the supervising and the cooperating teachers.

I conducted the fourth and the fifth observations during the evaluation lessons which were scheduled at the end of the practicum. The final two observations focussed on the teaching practices of the student teachers during evaluation lessons, preparation of student teachers' evaluation of the practicum, attitude of evaluators during evaluation lessons, interaction between the student teachers and the evaluators and the support provided by the faculty during the evaluation lessons. I was not permitted to video-record the observations; I took written notes of all the observations.

3.4.4.4 Reflective Journals

I also asked each student teacher to reflect and write on their teaching learning experiences during the practicum and submit me three pieces of reflective writing. Two of the student teachers declined to write anything. I motivated them to write about their experiences of teaching and the issues surrounding the practicum.

The issue with the reflective writing was that none of the student teachers had done this activity before. Although they submitted a few pieces of their writings but I believe that they did not generate newer data; however, they confirmed some of the data generated through observations and interviews.

3.4.5 Piloting of the Instruments

I conducted two pilot initial interviews with two student teachers from the same programme. These student teachers were not included in the final study. Only those student teachers were selected for pilot interviews who had studied the methods course in the previous semester and were going for practice teaching with other student teachers. In addition to piloting of initial interview, I also conducted one pilot observation of classroom teaching of one student teacher during the practicum.

The data generated through pilot interviews provided me with information about the methods course the student teachers had studied in the previous semester. It made me aware of the topics covered during the course and preparation for and expectations from the practicum. Some of the lessons I learnt from conducting and recording the pilot interviews are given below:

- a) Finding a quiet and comfortable place for interview with the student teachers particularly in the practice schools. Pilot interviews not only helped me to refine, modify, exclude or include some questions but also provided me with opportunities to be familiar with the logistical arrangements such as finding a suitable place and managing audio recording etc.
- b) Piloting helped me how to fix time for interviews.
- c) Piloting taught me to be ready to take notes of interviews and observations. One participant did not allow me to audio-record the interview, so I had to take notes.
- d) Initial analysis of pilot interviews provided guidelines for relevant questions for the following interviews and observations.

3.4.6 Data Collection Process

I used a 'three-stage sequence' for data collection as explained by Borg (2006b, p. 247). This sequence included 'initial background interview, classroom observation and follow-up interview'. The details of my data collection activities are given in table 3.1. I faced the following challenges during my data collection process:

1. As the student teachers were teaching in four different schools, they were allotted time tables to teach English simultaneously. Hence, on most occasions, I could conduct only one observation or interview in a day.
2. Arranging time for post-observation interviews was difficult as the student teachers needed to teach more classes on the day of observation.
3. Arranging time for preliminary data analysis during the fieldwork was a challenging task in terms of time allocation and the level of concentration required.

Table 3.1: Fieldwork Schedule

April Weeks 1-2	April Week 3-4 (Weeks 1-2 of the practicum)	May Week 1-2 (Weeks 3-4 of the practicum)	May Weeks 3-4 (Week 5-6 of the practicum)	June Week 1 Post Practicum interviews
<p>1. Pilot Interviews with the student teachers</p> <p>2. First/Initial Individual Interviews of student teachers</p>	<p>1. Pilot observation of one student teacher</p> <p>2. First observation of student teachers followed by</p> <p>3. Second interview with the student teachers</p>	<p>1. Second and third observations of student teachers followed by</p> <p>2. Third interview with the student teachers</p>	<p>1. Fourth and fifth observations with the student teachers</p>	<p>1. Fourth/final interview with the student teachers</p>
<p>3. Initial Interview with the course teacher</p> <p>4. First/Initial Interview with the supervising teachers and the cooperating teachers</p>		<p>1. Second interview with the supervising teachers and cooperating teachers</p>		<p>1. Third/Final interviews the supervising teachers and cooperating teachers</p> <p>2. The only interview with the head of the department/chief evaluator</p>

3.4.7 Data Analysis

Qualitative data analysis consists of preparing and organizing the data for analysis, reducing the data into themes through process of coding and then presenting the data in tables or figures or in the form of discussion (Creswell, 2007). I will explain all these steps below:

3.4.7.1 Organizing and transcribing the Data

My field work lasted for nine weeks out of which I spent six weeks in schools. I allocated the first two weeks for pilot and initial interviews and the last week for final interviews after the practicum. Due to my continuous engagements in the field for observing the student teachers, travelling to different schools on daily basis and conducting and recording interviews, I could not find enough time to transcribe the interviews and observation notes in word by word details. I was able to transcribe the pilot and initial interviews which provided me guidelines for the following observations. As I chose a methodology which used observations and follow-up interviews, during my fieldwork I arranged the observation notes to record classroom events/practices of the student teachers, as a result of which I was able to organize questions for the following interviews.

Based on the nature of data generating process in my study, I used two processes for data analysis: cyclical and summative (Newby, 2010). Cyclical process helped to illicit preliminary themes and issues for the next level of data generation. For example, the initial interviews informed me of the stated beliefs of the student teacher 1 and during the following observation of student teacher 1's class, I linked the stated beliefs to the practices of the student teacher 1. Similarly, the field notes I took during the observation 1 informed of issues and themes for the follow-up interview with student teacher 1. Due to time constraint, it was not possible for me to transcribe all the interviews or all the field notes of observations, however, cyclical analysis helped in identifying contents for the subsequent phase of data collection. I used this technique for all the student teachers and other participants of the study.

After completing my fieldwork, I returned to Leeds and transcribed all the interviews and field notes in details as is suggested in literature (Dörnyei, 2007). After transcribing the data in Urdu, I translated it into English. I got the translation of two interviews and two observations' field notes re-checked by one of the PhD students at Leeds who was originally from Pakistan. I translated and typed the data in separate MS Word files for each participant.

For each student teacher, I had 10-12 MS word files which included four files for four interviews and five files for five observation notes and 1-3 files for reflective journals. Two of the student teachers declined to write reflective journals and wrote and submitted only one piece of writing.

For each supervising and cooperating teacher I made three separate files which included transcriptions of three interviews. For the course teacher and the head of the department/chief evaluator, I had one file for each because I conducted only one interview with each of them.

In addition to the transcriptions of interviews and field notes, I also organized documents for each student teacher. The documents included the outline of the methods course, copies of lesson plans with any feedback provided by the supervising teachers, 1-3 pieces of reflective journals and three lessons from grade 9th and 10th textbooks of English. As my purpose was to analyse the data individually for each student teacher, I organized the data individually for each so that it could be easy for me to code it later on. One interview transcript is given below for an example. Answer to each question may involve further questions.

Topic: Content Selection

1. Did you select what you taught? If not, who selects the contents for you to teach? Answer to this question involves additional questions.

SN: No, No, I did not select any topic. In fact my class teacher has asked me to teach this lesson.

MA: Why the class teacher?

SN: because she is the class teacher and she has already been teaching this class. She knows what to teach.

2. Why were the students using study guides? Did you recommend them? Are study guides allowed in the classroom?

SN: No, I did not ask them to bring the guides. I did not even know that they have study guides. They already have them.

A. Topic: Teaching Practices

1. Why did you ask students to revise the previous lesson? Answer to this question involves additional questions.

SN: I try to assess their previous knowledge.

MA: Previous knowledge of what?

SN: Previous knowledge related to the previous lesson.

MA: What do you mean by the previous knowledge?

SN: It is the knowledge related to the previous lesson.

MA: Why do you do that?

SN: Well... I want to assess their previous knowledge. When I am satisfied with their learning, then I go ahead.

MA: If you are not satisfied?

SN: Then I will focus on the same previous lesson.

2. Why did you give writing task in the revision of the lesson?

SN: I have been told by the cooperating teacher that writing is very important and I should given more writing tasks in class as well as in the homework.

3. Why did you not ask comprehension questions in the oral form?

SN: Ummmmm... there is no response from students, nothing, no questioning. No response at all even though I motivate them, encourage them to speak, to ask if they don't understand what I teach. Through writing they might understand the concept of what is taught. They might gain something. It is also preparation for exams. They will need to write the answers in the exam paper. Exams test what they have written, no listening and speaking component.

4. Do you think you had enough time for error correction in the classroom?

SN: If I don't check the notebooks, the students don't take writing task seriously.

They try to avoid it. So I do it there [in class] although it takes a lot of time.

MA: Why do you give a lot of time on correcting writing errors?

SN: I have been told by my supervising teacher that correct writing is very important in attempting the final exam paper. If I don't correct the mistakes, these will remain and will be repeated in the exam paper.

5. Are you thinking of other ways to check the written work for error correction?

SN: I am not sure at the moment. I might think about collecting the notebooks and checking the homework after class time.

6. Before writing task, why did you change the seating position of students and allowed only two students at one bench?

SN: Hahahaha. To tell you the truth, students try to copy other students' answers. Hence, I tried to get them seated as far from each other as possible. Hahahaha. It happens.

7. Is there any particular reason why you not assigned any oral or speaking tasks during teaching?

SN: I told you earlier that there is no oral response from students, nothing, no questioning. No response at all even though I motivate them, encourage them to speak

8. Do you think it is useful to use reading method of teaching? Why?

SN: Yes, it is. There will be questions in the final examination on reading comprehension and translation. It is very important for students to attempt those questions.

9. Why did you translate each and every line of the poem? How far is translation useful for your teaching? Are you thinking of other ways to teach poems?

SN: Well, there are questions on translation in the examination; questions to translate from English into Urdu and from Urdu in to English. Another thing is understanding.

MA: Understanding?

SN: I think if students don't translate English into Urdu, they are unable to understand what they read in English. That's why translation is necessary.

B. Lesson Plans

1. How regularly are you preparing your lesson plans?

SN: I prepare every day.

2. How many lesson plans do you need to write per day?

SN: At least two at the moment. I have to submit sixty lesson plans in total.

3. Is there any particular format to write lesson plans? If yes, did you get that format before the start of the practicum?

SN: Yes, we did get some model lesson plans from our teachers in the university.

4. Do you enjoy writing lesson plans?

SN: Not much. I think it is boring and takes a lot of time.

C. Supervisory Support

1. How many times did the supervising teachers from the university visit your class?

SN: None of the supervising teachers came to my class so far.

2. How many times did the cooperating teacher from school visit your class?

SN: She does not come regularly. However, sometimes, she visits my class for a few minutes to see if everything is ok.

3. Do you know your supervising and cooperating teachers well?

SN: I do not know who my supervising teacher from the university is because no one came to visit my class so far. However, I do know my cooperating teacher now.

4. Did you meet them before teaching the first lesson?

SN: Yes, I met her for a few minutes. She told me what to teach. She gave me the book.

5. What did they do during and after your class visit?

SN: I told you earlier, they did not visit my class so far.

6. How is going your teaching experience so far? What would you like to say?

SN: So far it is going good although it seems very tiring. I have to teach four classes each day and also have to write lesson plans.

3.4.7.2 Re-Reading the Data

After organizing the data sets, I re-read all the transcripts in the data sets for each participant. The purpose of this exercise was to familiarize myself with the data before starting coding process. I did not delete anything during this process. In literature this process is called 'pre-coding reflections which shape our thinking about the data and influence the way we will go about coding it (Dörnyei, 2007, p. 250).

After re-reading the data, I started the coding process. In the next section I will discuss how I coded the data.

3.4.7.3 Coding the Data

In my analysis I use the term coding to mean 'highlighting extracts of the transcribed data and labelling these in a way that they can be easily retrieved or grouped' (Dörnyei, 2007, p. 250). I labelled chunks of data to form codes and then

made categories combining and grouping several codes and then grouped categories to make themes of the study.

As I had various sources of data e.g. interview transcripts, observation field notes, lessons plans and reflective journals for each student teacher, I started coding the sources chronologically so that it would conform to my ideas of the arrangement of the practicum and data generation and make sense to me for further analysis. For example, I started coding the first interview with the student teacher, and then I turned to the first observation, then to the follow up interview and so on. I did this for each student teacher separately. I started with the student teachers, then turned to the supervising teachers and cooperating teachers and finally to the head of the department and the course teacher.

It is important to mention how I coded the documents. I had lesson plans, textbook lessons and reflective journal. For the lesson plans, I looked at the major steps as mentioned in the lessons plans e.g. objectives of the lesson, presentation of the lesson and questions for assessing pupils. The lesson plans consisted of the same lessons which I had observed during the practicum. One of the most important components I was interested in the lesson plans was the written feedback provided by the supervising or cooperating teachers.

Further, I used the textbook lessons not as individual entities as my purpose of research was to explore the teaching practices, not the textbook in isolation. I used them to see the lessons' text and then turned to observation field notes to see how the lesson was taught and what classroom events were like while teaching that lesson. In addition, during the field notes, I could not write full text of the lessons, I just wrote the name of the lesson in the field notes so that I could turn to the lesson text later. Hence, the analysis of the textbook was in conjunction with the field notes, not separately.

In relation to reflective journals, I have already mentioned in the previous section that with few exceptions, the student teachers did not provide newer or richer data in

reflective journals. They mainly repeated what I had already observed during the lessons or they had already said in the interviews. They did not provide new codes; however, they served to triangulate the data and confirmed the field notes or the interview questions. Another issue with the reflective journals was that they were brief; majority of them contained only a few lines.

The process of data analysis involved coding process. I coded data for each participant separately. Coding involved three steps which I outline below:

Step 1: In the initial phase of coding I went through interview transcripts and observation notes and highlighted data in each file relating to distinct issues of the study e.g. student teachers' practices, feedback, contextual factors and so on. I also highlighted transcripts of reflective journals though there was repetition in them; I left the repetition to be merged at a later stage. Further, I elicited chunks of feedback provided on the lesson plans. In addition, I also coded interview transcripts of each cooperating teacher and highlighted salient chunks of data which related to the research questions. Some of the codes were overlapping with each other, for example, *orientation to the practicum* or *pre-practicum seminar*. I did not merge such codes at this stage so that I could go back to them later if needed. I did this process for each student teacher separately. One example of coding for Sara is given below:

Table 3.2: First phase of coding

Type of data Interviews	Type of Data Classroom Observations	Type of Data Lesson plans and Feedback	Type of data Reflective Journals
<p>No, No, I did not select any topic. In fact my class teacher has asked me to teach this lesson.</p> <p>Well... I want to assess their previous knowledge</p> <p>I have been told by the cooperating teacher that writing is very important and I should give more writing tasks in class as well as in the homework.</p> <p>There is no response from students, nothing, no questioning. No response at all even though I motivate them, encourage them to speak</p> <p>If I don't check the notebooks, the students don't take writing task seriously.</p> <p>There will be questions in the final examination on reading comprehension and translation. It is very important for the students to attempt those questions.</p> <p>None of the supervising teachers came to my class so far.</p> <p>I do not know who my supervising teacher from the university is because no one came to visit my class so far. However, I know my cooperating teacher now.</p> <p>If I don't correct the mistakes, these will remain and will be repeated in the exam paper.</p>	<p>TR asks the students to open the exercise pages of the previous lesson so that she may ask questions about the previous lesson</p> <p>The teacher asks students to write answers of questions in their notebooks</p> <p>TR starts checking the written answers of students one by one. She corrects the errors.</p> <p>TR reads the first stanza of the poem 'Evening' and also translates each and every line into Urdu.</p> <p>She also tells the meanings of difficult words in Urdu. Then she asks the students to read the stanza and also do the Urdu translation.</p> <p>Teacher says: 'Students, solve the exercise and write the summary of the poem in your notebooks. I will take written test of the exercise and the summary tomorrow'.</p>	<p>Written feedback by supervising teacher:</p> <p>'Not up to the mark'</p> <p>'Could not answer questions about objectives'</p> <p>'OK'</p> <p>✓ Tick mark</p> <p>Only signatures</p> <p>Write objectives well.</p>	<p>My supervisor forces me to teach the whole lesson. So students can't prepare their lessons in a good manner. On the next day they all stand up in the class with blank faces with the reason that the lesson was lengthy so they couldn't prepare that.... Sometimes, it disappoints me because teachers don't give me freedom to use my own method of teaching. They restrict me to follow their own rules and regulations</p>

Step 2: In the next phase, I combined all the codes for each student teacher in a separate single file so that it might be convenient for me to assign categories to the various blocks of data and merge repetitions. In the same way, I grouped the data collected from the cooperating teachers in a separate file so that I could use that to explore their perspective. After organizing all the data in a single file with highlighted blocks, I went back and re-read all the transcripts so as to find out any other related codes from the data. In the next step, I generated categories. I use the term ‘category’ to mean ‘broader heading containing relevant blocks of data’. I looked for any repetitions and redundancy in the codes presented under categories. I used the following process of coding as explained by Lichtman (2012).

You begin with the large amount of material, for example, the text of an interview. The material is dissected and categorized into codes. This iterative process continues until you have coded all your interviews. By this time you have reviewed many interviews and coded them. You can now review your codes and look for ones that overlap or are redundant. You might find that you will rename some of your codes. You will likely generate many codes. These codes can then be organized into hierarchical categories in which some codes will be subsets of larger categories... As a general rule, even large data sets do not reveal more than this small number of central and meaningful concepts about the topic of interest.

(Lichtman, 2012, p. 248)

At the end of this phase, I made categories containing various codes for each student teacher separately. For example, the category ‘supervision during the practicum’ contained codes like ‘supervision by the university supervisors, supervision by the cooperating teachers, supervisory visits, what occurs during supervisory visits, classroom observation and feedback during supervision’. An example of phase two coding is given below:

Table 3.3: Second phase of coding

Data	Categories
<p>my class teacher has asked me to teach this lesson</p> <p>My supervisor forces me to teach the whole lesson.</p> <p>because teachers don't give me freedom to use my own method of teaching. They restrict me to follow their own rules and regulations</p> <p>The errors will remain and will be repeated in the exam paper.</p>	<ul style="list-style-type: none"> • Class teacher's role • freedom in the choice of teaching practices • selection of contents of teaching • Importance of examinations
<p>Well... I want to assess their previous knowledge</p> <p>TR asks the students to open the exercise pages of the previous lesson so that she may ask questions about the previous lesson</p>	<ul style="list-style-type: none"> • Assessing previous knowledge • Activities to assess previous lesson
<p>writing is very important and I should given more writing tasks in class as well as in the homework.</p> <p>If I don't check the notebooks, the students don't take writing task seriously.</p> <p>The teacher asks students to write answers of questions in their notebooks</p> <p>TR starts checking the written answers of students one by one. She corrects the errors.</p> <p>Teacher says: 'Students, solve the exercise and write the summary of the poem in your notebooks. I will take written test of the exercise and the summary tomorrow'.</p> <p>final examination on reading comprehension and translation</p> <p>read the stanza and also do the Urdu translation.</p> <p>TR reads the first stanza of the poem 'Evening' and also translates each and every line into Urdu</p>	<ul style="list-style-type: none"> • Importance of written work • Correction of Errors • Written Homework • Grammar Translation method • Reading method
<p>None of the supervising teachers came to my class so far.</p> <p>Supervisor's comments on the lesson plan</p> <p>'Not up to the mark'</p> <p>'Could not answer questions about objectives'</p>	<ul style="list-style-type: none"> • Supervisors' visits • Supervisors' feedback • Written feedback

<p>‘OK’</p> <p>✓ Tick mark</p> <p>Only signatures</p> <p>Write objectives well.</p>	
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Step 3: In the third and the last phase of coding I grouped the categories into larger themes for each student teacher in relation to the research questions. For example, in answer to the first question about pedagogical practices of the student teachers, I grouped the following categories under this broader theme:

Contents of teaching, methods of teaching, revisions of lessons, focus on writing tasks, error correction and punishment.

Similarly, in other research questions, other categories were grouped. As I presented individual case study for each student teacher, I did this coding for each of them. In addition, I also grouped the categories generated from cooperating and supervising teachers for each student teacher separately. While grouping the categories in the final phase of coding, I re-read the data to see if any of the codes could potentially be included in the final coding. For instance, the code on punishment given to the student teacher turned out to have greater importance in some of the student teachers while it was absent from other teachers’ practices.

It is also important to mention that the data generated from the supervising teachers and the cooperating teachers served two purposes; e.g. it assisted in providing holistic picture of each student teachers’ practicum experiences separately as well as, when combined, it also served to provide overall picture of teacher learning in the context. Hence, I kept this data separately for each student teacher as well as combined it to discuss their conceptualization of teacher learning. For sample coding of observation and interview data for one student teacher, see appendices L, M and N. An example of phase three coding is given below:

Table 3.4: Third phase of coding

Categories	Themes
<ul style="list-style-type: none"> • Class teacher's role • freedom in the choice of teaching practices • selection of contents of teaching • Importance of examinations 	<ul style="list-style-type: none"> • Influence of Contextual Factors
<ul style="list-style-type: none"> • Assessing previous knowledge • Activities to assess previous lesson • Importance of written activities • Importance of examinations • Correction of Errors • Written Homework • Grammar Translation Method 	<ul style="list-style-type: none"> • Salient features of teaching / Teaching practices during the practicum
<ul style="list-style-type: none"> • Supervisors' visits • Supervisors' feedback • Written feedback 	<ul style="list-style-type: none"> • Supervision of the practicum

3.4.7.4 Reporting the Data

After grouping categories of data into themes separately for each student teacher, I reported the findings for each case separately. The reason for reporting the findings separately is that each classroom context is different from the other and each school has different learning environments. It is important to understand perspectives of each individual to get richer and thicker description.

3.4.8 Ethical Issues

Researchers in the field of education and social sciences need to follow certain ethical principles to protect the participants from any physical or mental harm. I took the following ethical measures in my study:

3.4.8.1 Informed Consent

The researcher needs to get written consent from participants to take part in the study. The participants should participate in the study voluntarily and should know what the researcher aims to do in the study (Christians, 2000; Cohen, Manion & Morrison, 2011). The participants should also have the right to withdraw from the study any time (Creswell, 2007). I prepared a written statement describing my research and its aims and seeking the participants to take part in my study without any pressure. They could also withdraw any time if they felt like that.

3.4.8.2 Anonymity and Confidentiality

‘A research project guarantees anonymity when the researchers – not just the people who read about research – cannot identify a given response’ (Babbie, 2012, p. 65). Anonymity is good to be maintained but in face-to-face interviews no one can expect anonymity, however, confidentiality can be maintained (Cohen, Manion & Morrison, 2011). I conducted face-to-face interviews as well as classroom observations; it was not possible to keep the anonymity. I informed the participants of this issue. It was difficult to keep all the information confidential because I used the lesson plans and feedback provided by supervising teachers, course teachers and cooperating teachers. The supervising and cooperating teachers would probably know who my participants were. To cope with this issue, I have used pseudonyms for my participants to keep the information confidential in the final report.

I also got approval from the University of Leeds ethics committee before commencing the fieldwork.

3.4.9 Summary

In this chapter I have discussed how interpretive paradigm, qualitative methodology and case study approach suited to my study. Then I have provided details on how I selected the site and the participants for the study. After that I have discussed the

methods of data collection and analysis. Finally, I have described some ethical issues which I considered in my research. Summary of key points is outlined below:

- Qualitative methodology provided me with opportunities to generate in-depth data through classroom observations, interviews and documents.
- I used a 'three-stage sequence' for data collection as suggested by Borg (2006b, p. 247).

This sequence included 'initial background interview, classroom observation and follow-up interview'.

- I transcribed the data generated from the above methods in Urdu and then translated that into English.
- I analyzed the data using cyclical and summative analysis and through the process of thematic analysis highlighting codes and then categorizing the data into related themes. After analysis, I reported the finding individually for each student teacher.

In chapters 4-7, I report the analysis of data case by case.

CHAPTER 4: SARA

Note: Before presenting the analysis and findings on each student teacher, I would provide a brief contextual background about the contents of English teaching in Pakistan. This background is useful for all the student teachers. To avoid repetition in the following chapters, I am presenting it here.

The curriculum of English at secondary level in Pakistan consists of two components: 1: literature and 2: grammar and composition. The literature component comprises short stories, essays and poems whereas the grammar and composition part includes the correct use of tenses, translation from Urdu into English and English into Urdu, active and passive voice, direct and indirect narration, writing short paragraphs and short stories, writing formal and informal letters and applications, dialogue writing and essay writing. There are two examination papers for English, one each for grade 9 and grade 10. The examination is conducted annually. Each paper gives equal weightage to literature and grammar components. Three textbooks are recommended by the Punjab Textbook Board for secondary level. For the literature part there are two textbooks; one for grade 9 and one for grade 10. For the grammar part, there is one book for both 9th and 10th grades. Each lesson in the textbook has comprehension questions at the end of each lesson. It is called 'EXERCISES' in the textbook. 'Exercise' means the questions for assessing the learning of students in a particular unit. Exercises consisted of a variety of questions. These included short comprehension questions, filling in the blanks, matching the columns, identifying true or false statements, writing summaries of poems, translating the text into Urdu, making sentences with words, correct use of active and passive voice and correct use of punctuation marks. The answers to the questions were not given in the textbook.

In addition to the textbooks, helping books or study guides are available in the book stores. Study guides provide answers to each and every question given in the textbooks. Further, Urdu translation of all the text is also provided in the helping guides. Similarly, helping guides are also available for grammar component, which

means that ready-made answers are available for grammar questions such as translation from Urdu into English and vice versa, essay writing, application writing and so on. For example, if students are asked to write an essay on the title 'My Best Friend', the student can turn to the helping guide, memorize the essay and reproduce it in the examination paper. This practice helps obtaining high marks. There are 22 lessons in the 9th grade text book. Out of 22 lessons, there were 14 essays, 5 poems and 3 short stories. An example of one lesson from the textbook including exercise questions is presented in Appendix J and one example from the grammar component is presented in appendix K. The word 'lesson' is used in my context as the unit of teaching or topic to teach/study. In this document I will use this word in the same meaning.

In addition to the textbook, it is important to mention that I conducted five observations for each student teacher during the practicum. Three observations for each were conducted during the practicum and two observations were conducted at the end of the practicum. These were the observations of final lessons which were used for grading or evaluation of the practicum. Each of the first three observations lasted for 40 minutes which is the maximum class time in the school schedule. Duration of the last two observations varied. Usually they were from 4-7 minutes each.

4.1 Overview of the chapter

This chapter presents the case of Sara, a student teacher and a participant in my study. Data were collected from five observations, four interviews, three pieces of reflective writing and written lesson plans of Sara. In addition, interviews were also conducted with the course teacher, the supervising teachers, the cooperating teachers and the chief evaluator. First I introduce the case by providing background information about the student teacher. Then I discuss the salient features of Sara's teaching. These features are based on my classroom observations of Sara's teaching followed by interviews. I categorize and discuss the characteristics of Sara's teaching as follows: the contents of teaching, revision of lessons, writing tasks, error correction and punishment, grammar translation method, teaching in a rush and

supervision and evaluation of the practicum. A summary of key issues is provided at the end of the chapter.

4.2 Teacher One Profile

Along with English as a compulsory subject at higher secondary level, Sara studied Education, Urdu Literature and Islamic Studies as elective subjects. At bachelors level she studied Urdu Literature, Education and Arabic. During her M. A. Education programme at the university, the department offered three elective courses to teach at secondary level. The courses included the teaching of English, teaching of social studies and teaching of Mathematics. Sara opted to study the module on 'Methods of Teaching English'. She was interested in teaching languages, i.e. Urdu and English. She found English 'interesting and challenging'. She liked to do challenging tasks. She said that a number of students fail in English in Pakistan. 'I want to see how far I am capable to teach English, to make students understand English and of course to make them pass in this subject' (Sara, Interview 1). She did not have previous experience of teaching English at any level. Teaching practice was her first experience of teaching. She considered her bachelor level's English teacher the most favourite. She said that she taught the students according to 'their' mental level and did not go ahead until the students understood what she was teaching. Sara said that she wanted to be like her teacher. In her view, her least liked English teacher was the teacher who taught her at higher secondary level. She remarked 'that teacher did not try to make 'us' understand and most of the time spoke only English' (Sara, Interview 1). Table 4.1 illustrates Sara's biographical information and her stated beliefs about teaching.

Table 4.1. Sara’s Biographical information

Educational Qualification	Subjects studies at Undergraduate Level	Why is she teaching English?	How will she teach during the practicum?
Currently M. A. student. Previous education in government schools and colleges.	Urdu Literature, Education and Arabic	I want to see how far I am capable to teach English, to make students understand English and of course to make them pass in this subject.	I like my undergraduate English teacher. She taught students according to ‘their’ mental levels and did not go ahead until the students understood what she was teaching and I would like to be like her.

4.3 Salient Features of Sara’s Teaching

4.3.1 The Contents of Teaching

Sara taught grade 9 during the practicum. She only taught the literature textbook and completed 18 lessons out of 22 during the six week practicum. She did not teach a single lesson on grammar and composition part. When I asked her the reason for that, she replied: ‘My cooperating teacher has asked me to finish the textbook for paper A before summer vacation. That’s why I am not teaching tenses or grammar’ (Sara, Interview 3). Her cooperating teacher also confirmed it and said that they had to complete the textbook before summer vacation so that they could assign homework for summer and after the students get back to school at the end of the vacation, they would assess them on the basis of the taught course i.e. the textbook (Cooperating Teacher, Interview 2). She was happy when Sara did complete the textbook during the practicum.

In the initial observation, I noticed that Sara wrote only questions on the board and asked the students to write answers from home. Though she provided the answers verbally in English and Urdu, I was curious to ask her why she did not provide any guidelines for writing answers to those questions. She told me that ‘students have study guides at home. It is perfectly easy for them to write the answers. My class teacher [cooperating teacher] has asked me to complete the course’. It does suggest

that the students would get help or in other words copy the answers from the study guide and complete the written homework. In some helping books, I noticed that word by word pronunciation and translation of English into Urdu was available. Here is an example of word by word pronunciation and translation:

It is a jug. یہ ایک جگ ہے۔ translation اِٹ اِز اے جگ۔

It was an easy task for Sara as well as for the students to get help from the helping books as an attempt to complete the course in time and get good marks in the examination. It also released burden on teachers as they only ‘told’ the students to write answers to the questions. They did not need to explain these. On students’ part, they seemed not bothered to think about or reflect on the answers when a ready-made solution was available.

4.3.2 Revision of the Previous Lesson

In the first observation, Sara came to class and asked the students to revise the previous lesson. ‘Students, open your textbooks and revise the exercise of the lesson *Chinese Wisdom*’ (Sara, Observation 1). The students opened the textbooks and started reading the exercise questions and answers. The topic was taken from the textbook of grade 9. It was a story about the wisdom of a third century A. D. Chinese king who sent his son prince to get education from a great teacher of that time. The moral of the story was that ‘the demise of states comes when leaders listen only to the superficial words and do not penetrate or look deep into the souls of the people’ (English, 9th grade textbook: 17). She allocated 3-5 minutes for revision of the lesson. She walked around the class and saw what the students were reading. It is important to mention that revision here does not only mean that the students will revise the lesson or exercise; it also includes a short writing test in the classroom. After 3-5 minutes, she said: ‘Students, stop reading please. Close your books and open your notebooks. It’s question-answer time now’ (Sara, Observation 1). She wrote the following questions on the board and asked the students to write answers in their notebooks. The questions were taken from the exercise given at the end of the textbook chapter ‘Chinese Wisdom’.

Q. 1: Why and where did the king send his son?

Q. 2: Where did the master (teacher) send the prince?

Q. 3: What happened when the prince went back to the forest?

Q. 4: What are the characteristics of a good ruler?

(Sara, Observation 1)

After the students had written the answers, she checked their notebooks for error correction. In the first observation she spent all class time (40 minutes) on revision. In the following interview, I tried to know the reason for revision of the lesson:

MA: Why did you give them the revision task?

SN: I try to assess their previous knowledge.

MA: Previous knowledge of what?

SN: Previous knowledge related to the previous lesson.

MA: What do you mean by the previous knowledge?

SN: It is the knowledge related to the previous lesson.

MA: Why do you do that?

SN: Well... I want to assess their previous knowledge. When I am satisfied with their learning, then I go ahead.

MA: If you are not satisfied?

SN: Then I will focus on the same previous lesson.

MA: And you will not teach the next lesson you are supposed to teach?

SN: Well (thinking), I will. But I will give them a test at least.

(Sara, Interview 2)

This conversation throws light on issues like revision, concept of the previous knowledge in Sara's view and her strategy to assess students' learning and teaching. The concepts of revision and assessment are closely linked to writing tasks, which are discussed in the next section. Later she said that her view of 'previous knowledge' was a misconception (Sara, Interview 3). She thought of 'previous knowledge' as the knowledge of the previous lesson and one of the components of her written lesson plans was to test the previous knowledge of the students. Later, she recognized it as the knowledge related to the topic being taught/ studied at the time, not of the previous lesson. During the evaluation teaching, Sara did not ask questions about the knowledge of the previous lesson. She asked one or two

questions related to the topics she was teaching. For instance, while teaching ‘Road Safety’, she asked: ‘Students, what do you know about traffic?’ (Sara, Observation 5).

4.3.3 Writing Tasks during Revision

Sara gave only writing tasks to students during revision of the lesson. She wrote questions on the chalkboard. During the third observed lesson, the questions were taken from the exercise of the lesson ‘Women Arise’ given in the 9th grade textbook. This topic was an essay elaborating the role of women in national development. Some questions are given below:

Q. 1: Why have women become socially and politically aware?

Q. 2: Why do women want to contribute towards the development of their country?

Q. 3: What is self-employment?

Q. 4: Why should women work?

(Sara, Observation 3)

The students wrote the questions in their notebooks. Students were asked to do individual reading of the questions before starting writing. They were given five minutes to write the answers. To minimize the chances of copying from other students’ work, only two students were allowed to sit on one bench. She gave instructions: ‘The students sitting on the left hand side of the bench will write the answers of Q1 and Q3 whereas the students sitting on the right hand side will write the answers of Q2 and Q4’. Here is a description of the revision and the writing activity:

Students start writing the answers in their notebooks. TR walks around the class and sees what the students are doing. It is a warm day. There is no electricity in the room and the ceiling fans are not running. There is silence in class. All the students are busy in writing. A few of them look towards the ceiling fans. One student stands up: ‘Mam, I have finished’. She hands over her notebook to the teacher.

(Sara, Field Notes, Observation 3)

When asked why she did not give them any oral or speaking tasks, Sara explained:

Ummmmm... there is no response from students, nothing, no questioning. No response at all even though I motivate them, encourage them to speak, to ask if they don't understand what I teach. By giving them writing tasks, I think they might understand the concept while writing. They might gain something. It is also preparation for exams. They will need to write the answers in the exam paper. Exams test what they have written, no listening and speaking tests....

(Sara, Interview 3)

Sara's focus on students' understanding reminded of her favourite English teacher who did not go ahead until her students understood what she was teaching. Her focus on the writing tasks was also evident in the homework she assigned.

Sara: Students, solve the exercise and write the summary of the poem titled 'Evening' in your notebooks. I will take a test of the exercise and the summary tomorrow.

Students: Yes Mam.

(Sara, Observation 2)

After the students had finished writing, Sara checked notebooks of each student and corrected writing errors. She also punished a few students for making a number of errors and for not doing their homework. This feature of her teaching is discussed in the next section.

4.3.4 Error Correction and Punishment

Correction of errors emerged as an important feature of Sara's teaching. Correction was done during loud reading of the text and in the writing tasks. Students were asked to read the passages of the text aloud. Sara corrected their pronunciation errors. But her focus was more on correction of errors in writing. The following extract shows how she did the error correction:

One student stands up: 'Mam, I have completed the writing task'. She hands over her notebook to the teacher. TR checks the notebook and corrects the errors. She also points out the spelling and tense errors verbally to the student. Another student stands up with her notebook. TR underlines the incorrect words and sentences and writes the correct answers in the notebooks (it was her way to correct the errors). Now a number of students have

finished writing the answers. They all stand up with their notebooks and wait for the TR to come to them to check their answers. TR takes about 30-40 seconds to check each notebook. For some students it takes longer.

(Sara, Observation 3)

She was very quick in looking at the notebooks. There were forty one students in class and it seemed difficult to correct errors of each individual student. When I asked why she did it in class, Sara replied:

SN: If I don't check the notebooks, the students don't take writing task seriously. They try to avoid it. So I do it there [in class] although it takes a lot of time.

MA: Why do you give a lot of time on correcting writing errors?

SN: I have been told by my supervising teacher that correct writing is very important in attempting the final exam paper. If I don't correct the mistakes, these will remain and will be repeated in the exam paper.

(Sara, Interview 3)

The cooperating teacher's advice and pressure of showing good exam results influenced her teaching and as a result she spent a good deal of time on revision, particularly writing tasks. The view that writing should be accurate and error free was also evident when the students who committed several errors were punished. They were asked to stand up for five minutes. 'It is too bad, students, that you are not working', she said (Sara, Observation 1). She gave them an example of students who had provided correct answers. Eighteen students out of 31 stood up. She asked them to write the answers to all the questions at homes. They were asked to write each answer three times. When asked whether punishment helps, she replied:

SN: I want to do an experiment. I want to see whether they respond or not if I punish them. I have got angry with them. I want to see whether they realize that teacher has got angry with them, whether they prepare better for the next day, whether they learn the lesson.

MA: What will you do if they don't work?

SN: I will think about it at that time.

(Sara, Interview 2)

It seemed that the students were getting used to get punished. They did not show any negative expression when they were asked to stand up for five minutes. They did so quietly as a routine matter.

4.3.5 Grammar Translation Method

Sara used translation from English into Urdu widely whether teaching essays or poetry. In addition to the text, the questions and answers were also translated into Urdu, as the next extract shows when Sara was teaching the poem 'Evening'. This poem, written by Thomas Miller, is included in the textbook of grade 9. In this poem the poet describes his feelings when the evening sets in and a gloomy darkness fills the whole atmosphere. But the poet is not afraid because he remembers God all the time.

Ok students. Now open your books.

Students open the books. TR reads the first stanza of the poem 'Evening' by Thomas Miller: While reading the text, she translates it into Urdu.

The day is past, the sun is set,
And the white stars are in the sky;
While the long grass with dew is wet,
And through the air the bats now fly.

(Sara, Observation 2)

She also explains the meanings of difficult words in Urdu. Then she asks the students to read a stanza and also do the Urdu translation. Students read and translated it loud. Then she read and translated the whole poem line by line. At the end of the poem, Sara read the questions and also provided verbal answers to them along with Urdu translation.

Q: Name the heavenly bodies in the first stanza of the poem?

Ans: Sun, stars, sky

(Sara, Observation 2)

On another occasion, when a student could not translate the text into Urdu, Sara punished her and asked another student to translate the same sentences into Urdu.

The student did. In the following interviews, we had the following conversation on the use of Grammar Translation Method:

MA: Why do you use GT method to teach English?

SN: There are questions on translation in the examination. Questions to translate from English into Urdu and from Urdu into English. Another thing is understanding of concepts.

MA: Understanding?

SN: I think if the students don't translate English into Urdu, they are unable to understand what they read in English. That's why translation is necessary.

(Sara, Interview 2)

Sara consistently supported the idea of using GT Method in classroom. She had asserted it in the initial interview. She continued to use it during the whole period of the practicum. She considered this method useful in two ways: attempting translation questions in the examination and understanding of what was being taught.

4.3.6 Teaching in a Haste to Complete the Course

Sara was teaching at a great pace. She seemed to be in a hurry to complete the textbook. In one of her teaching sessions, she only took 30-40 seconds for each student to correct errors in the written work. While teaching how to write the 'reference to the context' to explain any stanza from the poem 'Evening', she said:

Context: Students, you can write the context from the notes given in the book at the end of the poem.

Explanation: Students, you can learn the summary of the poem from the notes and write the explanation of the relevant stanzas.

(Sara, Observation 2)

In the same session, she assigned homework to students in the following way:

TR: Students, solve the exercise and write the summary of the poem in your notebooks. You will have a test of the exercise and the summary tomorrow'.

Students: 'Yes Mam'.

(Sara, Observation 2)

During the first observation, I could not understand why she was doing so. She gave the following reason in her reflective writing:

My supervisors from school are cooperative but sometimes I feel difficulty. I want to teach students with my own method of teaching but they force me to follow their method. If a lesson is lengthy I divide it into two parts and give lecture to students according to it so that they can easily understand and learn. But my supervisor forces me to teach the whole lesson in a day.

(Sara, Reflective Writing 1)

She revealed in interviews that all the school teachers wanted to complete the recommended course and textbook well before the summer vacations to give students more room for revision after the summer vacations. This was done as an attempt to prepare students for the examination and to show good results. In the beginning of the practicum, Sara faced difficulty in adjusting herself to the teacher's instructions but at the end of the practicum, she claimed to be very 'successful' in completing the course well in time. When I asked how differently she would have taught if there were no instructions from the class teacher, she replied:

I would have given more time to teach one lesson. I like to provide additional details related to the topic. Those details might not be from the textbook, but from my additional readings. I know students love such things and get more interest in the topic. Further I wanted to combine teaching and revision. One day for teaching and the other day for students' assessment through oral and written work. But I was asked to give more time to teaching only and now teaching has become a routine matter for me; going to class, opening the book, reading the passages, translating into Urdu, finishing the lesson and that's it. I was very successful teacher in my supervisor's views.

(Sara, Interview 4)

She might have taught differently by ensuring more involvement of students, but her supervising teacher had asked her to finish the textbook as early as possible.

4.3.7 Evaluation of the Practicum

Evaluation of the practicum was one of the most important components of the teaching practice, both from student teachers' and the university's perspectives. Each evaluation lesson consisted of 60 marks and each student teacher was supposed

to present two model lessons for evaluation. Total 120 marks were allocated for the practicum. Minimum pass marks were 50 percent. The department of education of the selected university prepared a 'Teaching Practice Final Evaluation Sheet'

Sara had planned to present two topics of English in the evaluation teaching but one day before the evaluation teaching, she told me that she was going to present only one lesson on English. The other topic, she said, would be from the subject of 'Science'. I was surprised but she told me in the interview later that she had selected the topic of Science because she had prepared a good 'model' to teach the Science topic. 'Model', in view of student teachers and the university teachers meant a concrete teaching aid to represent the topic under study. For instance, while teaching the topic 'Road Safety' from the textbook, model would mean a wooden or concrete board showing the pictures, drawing, or/and models of a road, traffic signals and some vehicles. It was used to represent the 'real' life or 'real' events. The student teachers would explain how and when to cross a busy road with the help of the model. There were rumours among the student teachers that the evaluators were very interested in the use of models and A. V. Aids for teaching. So Sara changed her topic so that she could please her evaluators and get maximum marks.

The final lesson on the science topic lasted for five minutes whereas English lesson lasted for seven minutes. Three evaluators were present to evaluate the student teacher's teaching. Two evaluators were from the university and one from the school. One evaluator, who was also the head of the department of education in the university, sat on the front desk. Others sat in the back desks. I also sat in the back. The student teacher stood in front of the class. The first lesson was from Science grade 7 and the topic was: Food Pyramid and Food Web.

Evaluator (EVAL) to TR: Please present your lesson.

TR: starts from the question: 'Students, what is food chain?'

EVAL: Please only teach and no need to ask questions from students.

TR starts presenting the lesson in English. 'Students, we will study about food pyramid today'.

EVAL to TR: 'What is food pyramid? Can you teach me?'

TR: shows the model which she has already prepared and starts explaining from the model. Food pyramid is

EVAL: How do you teach? Is this the way of teaching?

(Sara, Observation 4)

The evaluators did not wait for Sara's response and all of them went out of the class. That was the end of the lesson. The student TR seemed to have a sigh of relief. The class students asked the TR who these people were. She replied: 'They are my teachers' (Sara, Observation 4). Before they asked the next question, I also went out of the room to go to observe another student TR.

The second lesson was from 9th grade English and the topic was 'Road Safety'. The activities of the second presentation are given in the following extract:

TR: Dear students, today we will read the lesson 'Road Safety'. TR writes 'Road Safety' on the chalk board.

Evaluator (EVAL): What are the specific objectives of your lesson?

TR reads the specific objectives from the lesson plan.

EVAL. What do you mean by A.V. Aids?

TR: Models, charts etc...

EVAL. Now teach.

TR starts reading the text from the textbook. 'It is a sad fact of modern life that in our big cities...

EVAL. Would you test the previous knowledge of students or not? In your lesson plan you have not mentioned the questions to test the previous knowledge of students.

TR remains silent.

EVAL. Ok, go ahead.

TR: Students, what do you know about traffic?

(Teacher seems confused due to repeated questions from the EVAL. Without waiting for the answers of the students, she goes ahead)

‘Students, today we will read about road safety. We will study the rules of traffic made by motorway and traffic police’. TR starts reading the text from the book. ‘It is a sad fact of modern life....

She had just started reading when the EVAL speaks:

EVAL: You have written in your objectives: ‘to identify the students’, ‘Do you want to identify the students?’

TR: Sir, I mean that the students will be able to identify...

EVAL: What you say now is not written in your lesson plan.

TR starts reading the text.

EVAL: Which method of teaching are you using?

TR: Lecture method

It was 10:52 am and that’s the end of the lesson. Evaluators stand up. The students of the class also stand up in respect. Evaluators go out of the room. The student teacher remains in class to remove her charts and models which she had prepared for the lesson.

(Sara, Observation 5)

Both the final lessons were on the same day. Looking at the notes of the observation of final lessons, it is evident that the student teacher was not given enough time to present and there were a number of interruptions. If I link it to the ‘Teaching Practice Evaluation Sheet’, it is difficult for me to say which part of the final lesson corresponds to the parameters included in the evaluation sheet. Further, from the evaluators’ perspective, writing systematic lesson plans and specific objectives were clearly seen to be indicators of being a successful teacher.

We had a lot of discussion on the final lesson in the final interview. Some extracts are presented below:

MA: What do you say about the time allocated for the final lessons? Was it enough?

MA: Really?

SN: Yes, I think it was enough. I was given 5 minutes. My lesson was short and I completed it in 5 minutes. It was not a difficult topic.

MA: Why did you choose to present the Science lesson?

SN: My friends advised me to present Science topic. They said that Dr. Sb (the head of the department) would be impressed by Science presentation. I did it to get good marks.

MA: Was he impressed?

SN: Yes, Thank God, you also saw that I had satisfied him. I answered whatever questions he asked. He did not give me any negative remarks and did not mention any weak points during lesson. I prepared a good model for science lesson.

MA: What do you think a good model and A. V. Aids guarantee good teaching?

SN: Yes, this is a fact which I want to say. Whatever teaching and presentation abilities you have, you can't get good marks until you have a fancy model. It is a plus point. If your teaching has some weak points and you have a good model, it can cover all the weaknesses. It made me more confident.

MA: Were you informed how you would be marked in the final lesson?

SN: I don't exactly know. I don't know what the criteria were. However, I guess they might have looked at our physical appearance, command on the subject, communication, good models and charts etc...

(Sara, Interview 4)

There seemed to be differences in the views of Sara and the Head of the Department on the marking criteria. When I asked the head why he was so strict in evaluation and why he was asking questions during the final lesson. His reply was interesting:

I think these students are very poor in content knowledge and presentation knowledge. They don't take teaching practice seriously. They don't work hard. They always look for short cuts. I have tried to make them know that they need to work hard. They need to remove their weaknesses. I have tried to set an example for the new students that teaching practice is not an easy task.

(Interview, Supervising Teacher 3)

When I asked how he would mark the student teachers on the basis of final lessons, he replied:

They don't deserve maximum marks. I have evaluated more than 50 students, not a single student has reached a satisfactory level. They don't know the basics of teaching. Even then we will give them pass marks but we will not give them good marks. It will be a lesson for the prospective students.

(Interview, Supervising Teacher 3)

This attitude was seen during the observations of final teaching where the evaluator was consistently interrupting the student teachers with loads of questions. When asked why he was asking questions in front of the students, he replied:

I think it [asking questions] is a good means to know what student teachers know about their teaching. If they understand what they teach, then they will answer the questions. If they don't prepare their topics, then I can't do anything.

(Interview, Supervising Teacher 3)

Although the department had prepared an evaluation sheet to assess the final teaching, that seemed to be only a piece of paper. The points mentioned in the evaluation sheet could not be assessed as the student teachers were not provided with opportunities to teach in the way they wanted to teach. On the other hand, Sara also tried to impress the evaluators with models and charts rather than focussing on teaching itself.

4.3.8 Supervision of the Practicum

Supervision from the university faculty and the cooperating teachers was an important component of the practicum although there may be a debate on the level and the standard of the supervision and the feedback provided. In case of Sara, she received most of the supervision from her cooperating teacher in school. That supervision was mainly focussed on how to finish the course early. Sara explains in her reflective writing:

My supervisor forces me to teach the whole lesson. So students can't prepare their lessons in a good manner. On the next day they all stand up in class blank faces with the reason that the lesson was lengthy so they couldn't prepare that.... Sometimes, it disappoints me because teachers don't give me freedom to use my own method of teaching. They restrict me to follow their own rules and regulations...

(Sara, Reflective Writing 3)

This type of supervision seemed to be a barrier in Sara's development as an English teacher. As far feedback from the university faculty is concerned, there were short visits from the university faculty to schools. In such short visits, it was not possible for the faculty to visit classes of each and every student. Further, there were difference between the feedback provided by the head of the department and the other faculty members. They had no shared criteria to assess the student teachers and provide feedback for their improvement as teachers. In the final interview, I asked Sara:

MA: Did you notice any difference between the feedback provided to you during the 6 week practicum and that provided during and after the final lesson?

SN: Yes, of course. We were told our weak points in the final lesson but not before.

MA: Which weak points?

SN: Like how to write the specific objectives and how to plan lessons. I received some feedback during the practicum as well. I had a few minor mistakes.

MA: What were those?

SN: I had not written the date of presentation, did not give heading of the specific objectives and arrangement of the lesson plan was not appropriate. For instance, my sequence of previous knowledge and presentation was not appropriate. I thought that presentation means to be present in class so I always wrote it before the part on assessing previous knowledge. I was told that presentation means presentation of my lesson. So I have corrected it now.

(Sara, Interview 4)

It is evident that the feedback was directed to some general points particularly related to the lesson plans. It might be relevant why Sara's teaching was so mechanical and routine teaching. She was asked to correct the arrangement of headings in the lesson plans. Interestingly, her arrangement of teaching in classroom did also seem to be in line with the arrangement in the lesson plans. Further, there was no specialist faculty member who could provide feedback related to the teaching of English.

4.4 Influence of Contextual Factors on Sara's teaching

The data suggests that Sara's teaching was largely influenced by the contextual factors such as the cooperating teachers, pre-prescribed curriculum, pressure of examination and other school factors. Although I have given some instances of such factors above, it seems important to describe these factors in this section too.

Two of the most important factors shaped Sara's teaching and significantly influenced her pedagogical decision making were the cooperating teacher and the examination factor. On many occasions in interviews and reflective writings, she expressed her helplessness against these two factors. In interview 2, she highlights that the contents of teaching were selected by the cooperating teacher:

'I did not select any topic. In fact my class teacher has asked me to teach this lesson (Sara, Interview2). Although the curriculum is prescribed by the provincial ministry of education, she could have been given freedom to select any topics from the given syllabi.

In addition to selection of contents of teaching, there were many occasions when she was not happy with the way she was teaching. It seemed that the class teacher was influencing her pedagogical decisions. 'I want to teach students with my own method of teaching but they force me to follow their method (Sara, Reflective Writing 1). The class teacher wanted to finish the course as early as possible, hence, she asked Sara to teach in a hurry, which largely impacted her teaching choices. She was not able to 'provide additional details related to the topic. Those details might not be from the textbook, but from my additional readings' (Sara, Interview 4); however, she could not do that due to lack of time.

Further, examination factor also seemed to exert strong influence on her teaching decisions. In fact, it changed her teaching to focus on writing and reading skills and ignore speaking and listening skills.

I have been told by my supervising teacher that correct writing is very important in attempting the final exam paper. If I don't correct the mistakes, these will remain and will be repeated in the exam paper.

(Sara, Interview 3)

It is unknown if she were provided freedom and opportunities to practice her own methodology and pedagogical decisions, she would have done better or differently or not: however, this is not the question to focus on. The question is that if teaching practice is conceptualized as an opportunity for practice, Sara should have been provided with genuine opportunities to teach in the ways she would have liked to teach, irrespective of the results. However, the schools, class teachers and principals have their own limitations, as they need to show exam results and exam results are only determined by correct written responses of the students.

4.5 Summary

The data suggests that Sara's teaching mainly focussed on teaching the literature component. She would read the text aloud and ask the students to do the same. Translation into Urdu was also a major component of her teaching. As she had to prepare students for the final examination, hence she allocated more time on revisions, error correction and translation. Her cooperating teacher asked her to finish the lessons as soon as possible, which reflects the influence of school factors on the teaching of the student teachers. She was not observed during the practicum on regular basis and the evaluation of her teaching mainly comprised of checking the lesson plans, looking at the behavioural objectives of the lessons and asking questions during teaching. Further, her pedagogical decisions were largely influenced by the contextual factors such as the class teacher and pressure of doing well in the written examinations.

CHAPTER 5: EMAN

5.1 Overview

This chapter presents the case of Eman. First I introduce the case by providing background information about Eman. Then I discuss the features of Eman's teaching under the following sections: the contents of teaching, homework, reading and reading for understanding, translation, students' assessment and error correction, supervision of the practicum and evaluation of the practicum. A summary of key issues is provided at the end of the chapter.

5.2 Profile of the Teacher

Eman studied Education, Sociology and Psychology at higher secondary and undergraduate levels. Getting admission in M. A. Education was not her first choice. She wanted to do a Masters degree in Sociology but she could not get admission at the university in her hometown. She was not allowed by her parents to move to another city to study Sociology. She said that the teaching profession was not her first choice. From two optional courses on the methods of teaching (Methods of Teaching English and Teaching of Mathematics), Eman opted to study the teaching of English for two reasons: first she did not like Mathematics and secondly she considered the teaching of English more useful for her to learn English. When I asked whether she was impressed by any teacher of English in her life, she said that throughout her education from school to undergraduate levels, her teachers of English focussed on grammatical rules and translation exercises and ignored the spoken component of English language. She claimed that through her experiences as a learner of English, she had learnt 'not to teach' in a way she was taught by her English teachers at school and university levels (Eman, Interview 1). Her comment suggested her resentment with the ways English is taught in public institution in the context of Pakistan. Tale 5.1 provides Eman's biographical information.

Table 5.1. Eman’s Biographical information

Educational Qualification	Subjects studies at Undergraduate Level	Why is she teaching English?	How will she teach during the practicum?
Currently M. A. student Previous education in government schools and colleges.	Education, Sociology and Psychology	I want to develop spoken ability of my students.	I do not want to teach in the ways I have been taught by my English teachers.

5.3 Features of Eman’s Teaching

5.3.1 The Contents of Teaching

Although Eman was supposed to teach English at secondary level, she was not allocated any secondary level class. The reason for this allocation was that the selected school had received a number of student teachers and there were only six classes at secondary level. It was difficult to assign a secondary level class to every student teacher. In Pakistan the secondary level of education consists of grades 9 and 10. Eman was asked to teach English to grade 7 which is included in middle level of education in Pakistan. The curriculum of English at grade 7 consists of two components: 1). Literature and 2). Grammar and composition. The rest of the details are similar to those of the grade 9 and 10 curriculum which I have already discussed in the beginning of chapter 4. Eman was asked by the cooperating teacher to teach the textbook lessons and the tenses. During the six week practicum she prepared 60 lesson plans of English and taught the same number of lessons.

5.3.2 Homework and Writing Tasks

Eman collected notebooks from students to check homework. In the first and the third observed lessons, she collected notebooks at the beginning of her teaching whereas in the second observed lesson she collected notebooks at the end of the lesson. She put all the notebooks on her table and checked these whenever she found time while students were busy in reading the text or doing some test. She also assigned homework in each of her lessons. Here is an extract to show how she assigned homework:

TR: 'Students, read the exercise of the lesson at home'.

Students: 'Mam, should we do it now'.

TR: 'No, it will be on Monday now. Meanwhile you read the lesson and do the exercise questions'.

(Eman, Observation 1)

Although the homework might not seem specific here, it was clear to students what they were expected to do—that is, they were expected to write the answers to the questions given in the exercise at the end of each lesson. She seemed to feel that giving homework was important. In another lesson, she forgot to assign the specific homework but she did not forget to remind the students to do it.

TR asks the students to do the homework (which she has not specifically assigned at the end).

One student: 'Which homework Mam?

TR: The same I told you.

Student: You have not told anything before.

TR: Ok, then translate all these sentences into English.

(Eman, Observation 2)

She was teaching the Present Indefinite Tense and she already had dictated some Urdu sentences to the students.

5.3.3 Reading for Understanding

Reading of the textbook was also an important component of Eman's teaching while teaching literature. After the students' reading, she would read the text herself and also translate that into Urdu. The following extract throws light on the arrangement of the reading pattern:

There were 30 students present in class. She asks a student to read the text from the textbook. The student reads: 'etiquettes means the rules of correct behaviour in a society.....'. Then the teacher reads the paragraph and also translates that into Urdu. After completing the translation of the first paragraph, TR asks another student to read the same text with Urdu translation. The student does reading. TR starts reading the 2nd paragraph herself and also

translates that into Urdu. She also tells the meanings of difficult words in Urdu. Then she asks a student to read and translate the 2nd paragraph. The student does. Then the TR re-reads the paragraphs with Urdu translation. The students listen. TR also gives examples of important points in the paragraphs like gestures, staring at others in Urdu so that the students might understand..

(Eman, Observation 1)

She would read one paragraph 2-3 times. She attempted to make sure that every student might get an opportunity to read the text.

TR asks another student to read. The student reads but her voice is very low. It is not audible to other students. TR comes close to the student and encourages her to speak louder. The student pauses a number of times during reading. TR feeds her with the next word/words and corrects her errors. After the student completes reading, TR reads and translates the same paragraph into Urdu.

(Eman, Observation 1)

Eman's focus on reading reflects the concern for reading English in Pakistani context. The reason she provided for paying attention to reading aloud was that a number of students were unable to develop correct reading of English. She was teaching grade 7 students and it is a general understanding that reading is developed in the beginning classes. Importantly, it is limited to reading aloud with correct pronunciation. Other strategies of reading like skimming, scanning and inferring information do not seem to carry much weight at this stage.

When I asked why she allocates more time to reading, she told me that she wanted students to understand what they read.

I want students to understand the meaning of the sentences. I encourage them to speak. I don't want them read without understanding. I started from word to word translation but I think it is difficult to do word to word translation. So I have asked students to focus on the meaning of the sentences. If they do that, they would get to know the meanings of words as well.

(Eman, Interview 3)

However, I did not find any evidence of reading comprehension as the students were not asked any questions to assess their reading.

5.3.4 Translation

Eman did Translation from English into Urdu in her literature lessons and from Urdu into English in her grammar lessons. An important aspect was that Eman was not doing the exercise of the lessons. Exercise refers to the questions given at the end of each lesson in the literature textbook. I asked why she did not attempt the questions given in the exercises, she replied:

TR: I have been asked by my cooperating teacher only to read the text and do the translation. She asked me not to spend time on the exercise.

MA: Why?

TR: I think she wants me to complete the course as soon as possible. I asked her that translation is not as important as the understanding but the teacher said that without translation students would not be able to understand the lesson. However, I ask students to mark the answers on the textbook.

MA: What does that mean?

TR: It means that I give them hints about the answers of the exercise questions from the text of the lessons. I tell them which part of the text might be an answer to a particular short question and students memorize that.

(Eman, Interview 2)

It is important to mention that in the initial interview Eman told me that she did not believe in teaching tenses with a focus on grammatical rules. While teaching Present Indefinite Tense, she began with the name of the tense and asked the students to give example:

TR: Students, how do you recognize Present Indefinite Tense? How do you know that a sentence contains Present Indefinite Tense? Give examples.

One Student: Should we give examples in Urdu Mam?

TR: If you give in English, then you will get more marks. I will give you some examples: TR gives two examples in Urdu:

1. علی اسکول جاتا ہے۔ (Ali goes to school)

2. وہ کتاب پڑھتا ہے۔ (He reads a book)

TR asks the students to give more examples in Urdu.

Student 1: وہ خط لکھتا ہے۔ (He writes a letter)

Student 2: چبڑا اسی گھنٹی بجاتا ہے۔ (The peon rings the bell).

Student 3: Mam, I don't know the translation of 'Chaprasi' in English.

TR: peon

TR: speaks to another sentence in Urdu: وہ فٹ بال کھیلتا ہے۔ (He plays football).

(Eman, Observation 3)

In the following interview I asked her why she did not present the structure of sentences. She replied that she did not want students to memorize the structure and rules for translation.

TR: Rules should not dominate although it is important to understand these in our system. I think they hinder the thought process. They hinder the speaking process. We can't develop spoken ability. We are stuck.

(Eman, Interview 4)

In another lesson, while teaching Past Indefinite Tense, she did turn to the rules:

TR to students: please tell me how we recognize past indefinite tense in Urdu.

Student 1: At the end of the sentence there is رہا ہے۔ etc.

Student 2: No mam, it is not correct.

TR: Then can you tell me please?

Student 2: At the end of the sentence there is ا، ی etc. For example, اُس نے کھیلا۔ (He played). اُس نے کھانا کھایا۔ (She took dinner). She gave two examples in Urdu.

(Eman, Observation 3)

She told me in the initial interview that English teachers should avoid teaching grammar rules but in practice, she did teach the rules. Further, I did not find any evidence in her teaching where she made an attempt to develop the speaking ability of her students which she considered very important in the initial interview. The gaps between her stated beliefs and the practice were evident.

5.3.5 Students' Assessment and Error Correction

Assigning homework was also an example to check that students were working although Eman did not give any quantitative measures to assess the homework; however, she did that for class tests. She set the class tests regularly, marked them and informed the students of their marks obtained in the tests. She also pointed out the errors in the tests and corrected these while distributing the marked papers among the students so that each student might know the errors she made in the test. The following extract describes her approach to marking of papers and error correction:

TR had given a take home test to students a day ago. The test was to write an essay on 'My school'. The TR had marked the test at home. Now she announces the result. The test consisted of 10 marks. She calls each student by name in the order of their roll numbers and hands over the papers back to the students. Each student goes to the teacher at her table and gets the papers back. TR also points out the errors the students have made.

(Eman, Observation 2)

In the following interview I asked how she marked the test and whether she had any criteria for marking.

I mainly focus on errors. If there are ten sentences in an essay, I award one mark for each sentence. If the sentence is grammatically correct and expresses a meaning, I award one mark. If there is one error in a sentence, I cut half a mark. If there are two errors, I cut one mark.

Eman, Interview, 2

She handed over the marked scripts herself so that she could point out students' errors to them. She had underlined the sentences and words which contained errors. She had also done the corrections herself. She did not mention the errors orally to the students. Another aspect related to students' assessment was her focus on the writing tasks. Eman assigned them written tasks more than any other task. Sometimes she gave them writing task as 'punishment'.

TR to students: 'Students, who has got less than 7 marks?'
Thirteen students (out of 30) raise their hands. 'Students, you will write this essay again at homes'.

Students: NO mam.

TR: It will be good for you to write.

Students: Ok mam.

(Eman, Observation 2)

The following reply indicates why she assigned writing tasks:

TR: I try to develop their self-writing.

MA: How?

TR: By asking them to write short paragraphs in their own words. Otherwise it is a routine here that students memorize essays and paragraphs. If teacher asks them to memorize 12 sentences of an essay, the students will be unable to write the 13th sentence. hahahahahahaha [a long laugh].

MA: Do you think you have been successful?

TR: A little bit, I would say, but yes. Yesterday I gave them a test to write an essay on 'My School' in their own words. Some students have written small sentences of their own. Although there are errors, but they at least try to do it. Frankly speaking, the school teachers focus on translation, no creativity. They want to pass the examination and pass their time.

(Eman, Interview 2)

When I asked her that she might be overcritical towards teachers, she gave an example of her own school life when she was taught in the same way by her English language teachers. She said that she has been memorizing and translating all through her academic career, even at Masters level which proved to be a barrier in the development of writing and speaking skills.

5.3.6 Supervision during the Practicum

In this section I discuss the supervision provided to Eman during the practicum. The supervision and guidance were supposed to be provided to student teachers by the university staff and the cooperating teachers. Surprisingly, Eman was never observed during the whole practicum although some of her friends were observed once. 'They [the university supervisors] did not come to my classroom; however, one university teacher checked my lesson plans' register' (Eman, Interview 3). When I asked what the supervisor did with the lesson plans, she said that he provided feedback on my lesson plans and corrected errors. The errors she

mentioned were related to 'page numbers, duration of the lesson and time for the lesson' (Eman, Interview 3). There was no feedback on the teaching-learning process itself. In the third interview, she described an episode of observation of one of her fellow student teachers:

TR: The last visit was from the head of the department and I'm sorry to say that I felt really bad.

MA: Did he visit your class and why do you feel bad?

TR: No, he visited my friend's class and I was also in the same class as an observer.

MA: Then?

TR: Sir (the head of the department) came to the class in the last five minutes. TR had already finished her teaching. Sir asked her why she was not teaching. TR said that there were only 5 minutes left then. He asked her to teach. She started teaching the lesson. He asked her why she did not test the previous knowledge of the students. She said that it was already done. Then he objected to her teaching.

MA: What did he say?

TR: He said, 'How are you teaching? Do you know the meaning of IS (Islamic Studies)? Why have you not written your name and roll number on the white board? You don't know how to work?'

(Eman, Interview 3)

Eman said that she was lucky that she had not been observed otherwise he would have insulted her in front of the students. He provided feedback by writing ambiguous questions on the lesson plans' register like 'What is this?, meaning'? He wrote these questions covering the entire page of the lesson plan which was hard to understand. When I asked how the student teachers should be observed, she replied:

At least they should come in time to the class and then see how the teacher is teaching. They come when the time is over. How can a teacher teach the same lesson again to the same class at the end of class time? How can a teacher test the previous knowledge after she has already taught the lesson? Further, they should communicate our mistakes at some confidential place. They start insulting in front of our students. It was really embarrassing for me.

(Eman, Interview 3)

The cooperating teachers also did not provide any feedback to the student teachers. The English teacher did not bother to come to the class. Here is the major reason she provided for their absence:

TR: The school teachers leave me alone in class.

MA: Maybe they believe that you are teaching well?

TR: No, I think they need a break. They are fed up with teaching. They ask us to finish the course.

(Eman, Interview 2)

Eman quotes an incident when her class teacher asked her to punish a student. She said that the students were afraid of their class teacher. She gave an example when a student offered herself voluntarily to read the text. As she had started reading, she heard the voice of her class teacher just outside the classroom. The student shivered with fear. She spoke incoherently and was finally unable to continue reading. The student teacher stopped her and asked her to sit at her desk before the class teacher entered the room.

The following conversation reveals the relationship between the students and the class teachers; and student teachers and the cooperating teachers.

MA: Some of the school teachers say that you are more friendly with the students and suggest that you should keep yourself at a distance from the students so that the students might respect you more. What do you say about that?

TR: hahahahahaha. They mean punishment with wooden sticks. They punish students with sticks. They think we are friendly because we don't punish the students physically. They do it. Even one of the school teachers asked me to punish a student. She asked me to slap her on her face but I did not do that. It was embarrassing for me.

(Eman, Interview 4)

The cooperating teachers seemed to be busy in convincing the student teachers to punish the students rather than providing feedback for their development as English teachers. The reasons described for punishments were that the students were not memorizing their lessons and also creating discipline problems in the classroom. This incident also reflects the contextual picture of punishment in Pakistani schools.

Although the government has banned physical punishment in school, it still goes on. Ironically, the government's slogan 'Maar nahe pyar' (Love, not Punishment) can be seen written boldly on billboards outside and inside each school.

5.3.7 Evaluation of the Practicum

Evaluation of the practicum seemed to be one of the most important components of the teaching practice, both from student teachers' and the university's perspective. Each evaluation lesson consisted of 60 marks and each student teacher was supposed to present two model lessons for evaluation. Thus, a total of 120 marks were allocated for the practicum. The minimum marks to pass were 60 marks (50 percent). The Department of Education of the selected university prepared a 'Teaching Practice Final Evaluation Sheet'. The sheet can be classified into three components as means to assess student teachers' teaching. The components included: presentation and communication skills, knowledge of the content and content arrangement, and classroom management. The evaluation lessons were organized in a way that the student teachers were informed of the dates and days on which the evaluation was to take place. But they were not given the exact time for evaluation. The evaluators were going in more than one school, so they could come anytime and the student teachers seemed to be ready for the final lesson all the time. They had prepared the teaching materials. They were in contact with their fellow student teachers in the other schools. They were seen talking and sending text messages to them on their mobile phones so that they could know when the evaluators would leave for their school. They were dressed up as they were going to celebrate some festival. It was believed by the student teachers that a good physical presentation was also necessary to 'impress' the evaluators.

Eman had planned to present two lessons of English for the final lessons but on the day of evaluation, she told me that she was going to present only one English topic. The other topic, she said, would be of 'Science'. I was surprised but she told me in the interview later that she has selected the topic of Science because she had prepared a good 'model' to teach the Science topic. A 'model' to the student teachers and the university teachers meant a concrete teaching aid to represent the topic under study. For instance, while teaching the topic 'Road Safety' from the

textbook, a model might be a wooden or a soft board showing the pictures, drawing, or/and models of a road, traffic signals and some vehicles. It meant to represent 'real' life or 'real' events. The student teachers would explain to students how and when to cross a busy road with the help of the model. There were rumours among the student teachers that the evaluators were more interested in the use of models and A. V. Aids for teaching although these were not mentioned in the 'evaluation sheet'. The student teachers did not exactly know which aspects of their teaching would be evaluated. Eman changed her topic so that she could please her evaluators and get maximum marks.

Her final lesson on the science topic lasted for six minutes whereas the English lesson lasted for ten minutes. These were especially arranged lessons for the evaluation purpose as the student teachers had already taught these lessons. There was nothing new for the students in the evaluation lessons. Below I describe how the final lessons were conducted.

Three evaluators were present to evaluate Eman's teaching. Two evaluators were from the university and one from the school. One evaluator, who was also the head of the department of education in the university, sat at the front bench. The others sat at the back benches. I also sat at the back. The student teacher stood in front of the class. The first lesson was from Science grade 7 and the topic was: Multicellular and Unicellular. The following extract reports the entire evaluation episode:

TR: Students, tell me what is a CELL? What is unicellular and what is multicellular?

Students remain silent (I think the students could not speak in the presence of the evaluators).

TR starts explaining: Cell is the basic unit of structure and functioning of living organism. These organisms may be..

Evaluator (EVAL) to TR: Which method of teaching you will use?

TR: Lecture method

EVAL: Why lecture method?

TR: I will also use the model.

EVAL: Then you can use demonstration method and laboratory method. Please teach with demonstration method.

TR: starts teaching in Urdu . ‘Students, cell aik aisi cheez ka naam hay k jo.....’(cell is the name of a...)

EVAL: Please teach in English.

TR: Starts explaining in English: ‘Unicellulars are made of one cell.

Chlamydomonas is a unicellular plant. You can see a picture in the model. Multicellulars...

EVAL: If you had put the model on the table, it would have been visible to all the students. You have made a model but you don’t know how to use it.

TR remains silent

EVAL: Why have you not specified the homework in your lesson plan?

TR remains silent.

That’s the end of the lesson. The evaluators get up and sign the charts, which the student teacher had made for teaching. They all leave the class.

(Eman, Observation 4)

The evaluators did not wait for Eman’s response. Her first lesson was complete. She would now wait for the second lesson which would be held on the same day after some time with the same evaluation team. The evaluators had gone to observe another student teacher. Meanwhile she had found some time to prepare the next lesson. The topic of the second lesson was ‘A Little Exhibition’. It was a short story taken from grade 8 textbook of English. The story described a school teacher and his students who went to see an exhibition and were happy to see different historical things. A description of the second lesson is given below:

The evaluator reads the lesson plan of the student teacher. He quotes a sentence from the lesson plan: ‘Teacher will be asked the following questions’. Then he asks the TR:

‘Teacher will be asked or students will be asked the questions? You are teaching English and your own English is not good. Anyways, please tell me the specific objectives of your topic’.

TR: I will tell about a little exhibition.

EVAL: Please narrate 2-3 objectives. Why are you teaching this topic?

TR: The objective of this topic is to tell students about an exhibition.

EVAL: Ok, How will you test the previous knowledge of students?

TR: Students, what do you know about an exhibition?

Students remain silent.

TR starts reading from the textbook. 'An exhibition is....'

EVAL: Please ask questions related to the topic.

TR: Students, what did Akbar like best in the museum?

EVAL 2: You are supposed to ask this question after you have taught the topic.

TR: Students, what did other boys not like in the exhibition?

EVAL: Please relate your questions to the topic.

TR remains silent

EVAL: Suppose, you have taught the whole lesson in class, how would you recapitulate?

TR: Sir, I will summarize the lesson and tell the students what we have read in the topic.

EVAL: Please assess the students. Ask them the questions which you would ask at the end of your teaching.

TR starts reading the text from the book. 'An exhibition is...'

EVAL: Start using the model (TR has made a model showing an exhibition). Please explain the model.

TR remains silent

That was the end of the lesson. All the evaluators stood up and left the room. The TR seemed confused and embarrassed and removed the charts from the walls of the classroom.

(Eman, Observation 5)

Looking at the events and conversation of both the final lessons, it seemed that the final lessons did not seem to address the aspects of teaching as mentioned in the evaluation sheet. It raised a number of questions which I asked Eman in the final

interview. The first issue was whether Eman knew how she would be assessed in the final lesson. She said 'No'. I asked how you would plan your lesson then. She speculated:

TR: I think they will look at our confidence level, presentation, interaction with students, lesson plans and models, but I am not sure.

MA: Ok, Please tell me why you did not teach English lesson in the first evaluation lesson?

TR: Because I did not have a model for the English lesson. It is difficult to make a model for an English lesson.

MA: Do you think that models can help in better teaching?

TR: Well, I personally don't think so. But it was pressure on us.

MA: Pressure of what?

TR: pressure of making models, models and models. We were told that models give you marks. So I did that.

MA: Did you then get good marks?

TR: No, it even disturbed my teaching. I did not know how to use it.

(Eman, Interview 4)

This was a dilemma for majority of student teachers, not only for Eman. They were not sure of what to do. Eman seemed to be confident during the entire practicum except the final two lessons. There were interruptions and every time she was asked to do something new in the allotted 5-10 minutes. 'These were the worst 10-15 minutes in my life' she added. Her following remarks exactly described what the evaluation lesson actually looked like:

TR: I was not allowed to do anything. I was not given opportunity to speak, no feedback, no encouragement. In fact, it was a viva, not evaluation of teaching. It could have been done better in the office of the head of the department at the university. There was no need to go to school. I could not teach as I wanted to teach.

MA: Why did it happen?

TR: There were a number of interruptions. First I started with the assessment of the previous knowledge of students, but the cassette

(referring to evaluator' mind) changed. The evaluator asked me to announce the topic. When I did that, the cassette changed again and I was asked to give an overview of the lesson. When I started that, again the cassette changed and I was asked to teach in English. When I started that again the cassette changed....

(Eman, Interview 4)

Eman seemed frustrated and angry with loads of questions but she was happy that teaching practice had made her a lot more patient and tolerant. The other thing she mentioned was that she needed 'marks' so it was useless to contradict the evaluators. She told me in the interview that it was the 'personality' of the head of the department which counted more than the evaluation criteria. Surprisingly, she said that she knew it was going to happen because she said that the evaluator's speaking style was very rude. 'I was frightened but prepared to be tolerant' she remarked (Eman, Interview 4). She was not provided with any feedback from the department. She would know her grades in the practicum after two months when her result would be announced along with other courses.

Later on I came to know that all the student teachers passed the practicum. The evaluation sheets prepared for the final evaluation were used to mark the student teachers. It is interesting to note that I saw some of the sheets blank in the hands of the evaluator because they could not decide in 5-7 minutes how many marks they would award to each student teacher. They might have filled those sheets after reaching the university.

5.4 Missed Opportunities during the Practicum

Although Eman was not much influenced by the cooperating teacher as was in the case of Sara, she did not seem to teach in the ways she had planned to teach during the practicum. In the beginning of the practicum, she viewed teaching of English as a means to develop oral skills of her students; it did not seem to happen. Further, she had also planned not to teach in the ways her own teachers had taught her, she could not do that, perhaps, due to many factors which I will discuss here.

Eman seemed to be very energetic in the beginning of the practicum and wanted to learn from the support of the university supervisors and the cooperating teachers.

What happened during the practicum and the evaluation stages seemed to be unacceptable to her. The university supervisors never visited her class throughout the practicum, as a result of which, she was discouraged to learn. The attitude of evaluators also forced her to teach a 'Science' lesson instead of English. This sums up how the practicum could have negative impact on the student teachers due to lack of or inappropriate supervision and support.

With regards to her passion to develop oral proficiency of her students, she told me that her students 'did not respond to speaking in English' (Eman, Interview 4). The students did not respond due to the fact that they were not educated to speak English in school or outside school. Further, the pressure of finishing the coursework and getting good grades in examinations seemed to change her views and she resorted to teaching English by grammar translation and reading methods. Overall, it can be concluded that negative approach of supervision and a strong influence of contextual factors did seem to contribute to changing Eman's views of teaching during the practicum, which otherwise would have been an excellent learning opportunity.

5.5 Summary of Key Issues

The key features of Eman's teaching that emerged from the data were her focus on reading and translation, error correction and assigning homework to the students. The schools factors seemed to influence her strongly and as a result, she had to finish the course as soon as possible. Further, she had to contradict the class teacher in punishing the students. The pressure of examinations and getting good grades left her with a few options to make her teaching more student-centred which she had wished to make in the initial interview.

The data also suggests that there seemed to be lack of communication between the student teachers (Eman in this case) and the university teachers. The supervision seemed to be disorganized and the student teachers were left alone during the practicum. They had to face pressure of the school factors as well as the supervisors and the evaluators. The evaluation experiences seemed to be negative and unconstructive. Neither student teachers nor the evaluators seemed to be clear about what to evaluate and how it could be precisely evaluated. Clear differences were

seen among the conceptions of Eman, the evaluators and the evaluation sheet itself about what aspects of Eman's teaching were to be assessed. Overall, the evaluation seemed to be embarrassing for Eman.

CHAPTER 6: NAILA

6.1 Overview

This chapter presents the case of Naila. First I introduce the case by providing background information about the student teacher Naila. In the following sections I discuss the features of Naila's teaching and supervision and evaluation of her teaching practices. In the end of the chapter I present a summary of key issues.

6.2 Profile of the Teacher

Naila studied courses on Education and Islamic Studies at higher secondary and undergraduate levels. She said that she had been interested in learning English since her school level. She liked the way her teacher taught English at undergraduate level. 'The teacher did not deliver lengthy lectures. He used to teach in an easy language which was understandable to students. He provided written material or notes on each topic. It was easy for us to read and understand the main ideas of the topic' (Naila, Interview 1). This style of teaching developed her interest in teaching English and as a result she selected the course on 'Teaching of English' in M. A. Education. She wanted to study English for her academic development. 'The person who does not have proficiency in English, cannot be a good student and cannot get a decent job', she elaborated in her first interview. She liked teaching profession. Her parents also encouraged her to be a teacher of English. Naila's biographical information is provided in table 6.1.

Table 6.1. Naila's Biographical information

Educational Qualification	Subjects studies at Undergraduate Level	Why is she teaching English?	How will she teach during the practicum?
Currently M. A. student. Previous education in government schools and colleges.	Education and Islamic Studies	I want to be a teacher of English.	I want to teach in a way that students understand what I teach.

6.3 Learning from the University Course on 'Methods of Teaching English'

In the previous semester, Naila studied the course on 'Methods of Teaching English'. She expressed her dissatisfaction on the way the course was taught at the university. 'The students were asked to read and memorize' long chapters from a book recommended for the course' (Naila, Interview 1). I am presenting some extracts of our conversation below:

N: I learnt nothing from the course.

MA: Why do you say that?

N: It was only a course [module] like other courses. The teacher did not teach it in a proper way.

MA: Proper way means?

N: The teacher thinks whatever she says is right. She gave us a book to read. She used the method of book reading in the entire course. We had to read chapters and then memorize them.

MA: At least you understood what you read?

N: No, not at all. We did that to get good marks. Nothing more, I would say. I was fed up with that course. If I knew that we would be taught like that, I would never have chosen English course. I would have gone for Mathematics teaching.

(Naila, Interview 1)

MA: Then how did you learn to teach English during the practicum?

N: The previous experiences. I liked my teacher at undergraduate level.

MA: What did you like in that teacher?

N: He taught us to understand the topics. He gave us material in an easy language so that we could understand.

MA: Can you please tell me any topics you studied in the methods course?

N: Frankly speaking, I have completely forgotten that.

(Naila, Interview 3)

It was only two months ago the course was taught. However, the course teacher presented a different picture of how the course was taught and what was the aim of the course. She said that she had focussed on functional language and the development of English language skills in the students.

The purpose of the training of teachers is to enable the student teachers to use the communicative approach in teaching and teaching at secondary level should enable students of secondary level to express themselves in the target language so that they could have full command over English and the communicative functions of English. I have taught the student teachers in the methods course in a way that they should not stamp the grammar rules over their minds. They should teach grammar in the actual use of the language

(Course teacher, Interview 1)

Naila did not mention the concept of communicative teaching in all of the four interviews. Rather she supported grammar translation method consistently and used this method in all the lessons she taught.

Based on her interviews, it is hard to say what Naila learnt from the methods course. However, she indicated that her previous experiences as a student of English have been useful for her. At all levels of education, she was taught by grammar translation method. She learnt how to teach through this method as a student of English. My knowledge of the context of teaching English in Pakistan, where majority of teachers teach through this method also supports this notion. She also learnt from other courses at the university.

MA: If not in the methods course, how did you learn to write lesson plans?

N: I learnt it from another course at the university.

MA: Which course was that?

N: It was about teaching and learning strategies.

(Naila, Interview 1)

Lesson planning was one of the topics included in the course outline. It was also one of the core components of the practicum. It can be argued that her previous experiences coupled with her learning from other courses at the university might have shaped her conceptions of teaching and learning. Overall she said that at the university she learnt how to teach English with grammar translation method and how to write lesson plans.

6.4 Features of Naila's Teaching

I did five observations of Naila's teaching. The first three observations lasted for forty minutes each. The fourth and the fifth observations were the observations of final lessons. These were also called evaluation lessons because student teachers were supposed to be evaluated on the basis of their teaching in the final lessons. The final two lessons were brief (ten and seven minutes respectively). The characteristics of Naila's teaching are discussed below:

Naila started teaching from the fourth lesson of grade 9 textbook and completed the entire textbook during the six week practicum. In addition to the literature component, she also taught tenses. Along with her teaching, Naila also gave short classroom tests to assess students' learning. The tests consisted of questions given in the exercises of the textbook. The number of students present in each observation was 45 except in the first and the last observations where the number was 17 and 25 respectively. The reason for lower number of students on the first lesson was that the class teacher had scheduled a test and students had not prepared for that. They preferred to stay at home rather than appearing in the test so that they might not be 'punished' if they got low marks. The final lesson was conducted after the closing hours of the school and the students were directed by the class teacher and the

student teacher to stay in school. Only 25 students could stay in class, others were picked up by their parents to go back to their homes.

6.4.1 Translation Method

Translation from English into Urdu and Urdu into English was a regular feature of Naila's teaching. Her process of translation is exemplified in the following extract:

After reading one paragraph in English, TR asks one student to read the text. Meanwhile TR writes difficult words and their meanings in Urdu on board.

Nation: قوم Multi-dimensional ہمہ جہت Entire پورا
Decades: دہائیاں Social: سماجی Political: سیاسی Remarkable:
قابل ذکر

Then the TR asks the students to write the meanings of difficult words in their notebooks. After that she reads the text again and also translates that into Urdu.

(Naila, Observation 1)

When I asked why she spent so much time on translation, Naila told me that she wants her students know the meaning of each word in Urdu. It would help them to understand the meanings of sentences. 'I was also taught in the same way by my teachers, particularly, the undergraduate teacher' (Naila, Interview 2). In the final lesson, she did not write the meanings of difficult word into Urdu. She started reading the text from the textbook with word by word translation into Urdu (Naila, Observation 4). The reason for this change was that because of the evaluator's questions, she was not given enough time to teach in the final lessons.

During grammar teaching, after writing the name of the tense on the board, she asked the students how they could recognize the Past Continuous Tense in Urdu. Then she asked students to translate Urdu sentences into English. Understanding the tense in Urdu language seemed to be an important component of learning. It is important to mention that exact translation from English tenses into Urdu is not easy. Naila and the cooperating teacher told me: 'It is important for understanding the tenses. If the students are able to recognize which tense the Urdu sentences carry, it would be easy for them to translate into English' (Naila, Interview 2). The cooperating teacher also suggested that 'English into Urdu and Urdu into English

translation is important to understand tenses. Further it is also important to translate to get good marks in the examination' (Cooperating Teacher 2, Interview 2). The issue with teaching tenses through translation is that it limits the understanding of the 'situations' in which the tense is to be used. While teaching Past Continuous Tense, Naila focused on 'translation' rather than explaining the 'situations'. Class teacher also advocated this technique. She argued that if they did not teach in this manner, their students would not be able to translate correctly in the examination paper.

6.4.1.1 Focus on Grammatical Structures

Along with the translation method, another important facet of Naila's teaching was that she emphasized the structure of sentences in English. She would write the structure of the tense on board, explain that with examples and then ask the students to translate other sentences of similar structure. The following extract elaborates the process of her teaching:

She writes the structure of Past Continuous Tense on board.

Subject + was/ were + verb+ing + Object

(He, she, it, I, singular name = was (we, you, they, plural = were)

Now she asks the students to translate Urdu sentences into English: She writes on board: وہ دوڑ رہا تھا۔

'He was running'. Now she asks the students whether it is correctly done. Students say yes. She also explains the structure of the sentence:

He was running.

Subject was/were verb+ing.

(Naila, Observation 3)

She taught negative and interrogative structures in the same way. It is important to mention that the structure of Urdu sentences is different from that of English sentences. In English it is: Subject + Verb + Object. But in Urdu it is: Subject + Object + Verb. In a situation where students understand the tense in Urdu, it is highly likely that they translate the sentence into English by following the Urdu structure in which they are more proficient because it is their native language.

Naila's emphasis on structure of sentences seems to be in contrast with what her course teacher expected from the student teachers. The course teacher clearly indicated that she wanted the student teachers not to 'stamp the rules on the students' minds rather they should teach tenses with understanding of the situations in which they are used'. When I asked why the student teachers not taught as she expected them to teach, she told me that the student teachers have a limited knowledge of English language. 'I have taught English in a prestigious private sector school and I have noticed that the level of English language proficiency of junior students in school was equivalent to the level of our university students', she replied (Course Teacher, Interview 1). The head of the department also said that the student teachers lacked in the subject knowledge irrespective of the subjects (Urdu, English, Mathematics and Science). He told me that 'these weaknesses have been from their school level and it is very difficult for us to work on their subject knowledge because we have a number of other courses to teach' (The Head Teacher, Interview 1).

Naila's technique throws light on the influence of her school level and undergraduate teachers on her teaching. The context of the school i.e. class teacher, and focus on accurate translation and examination, was also reinforcing her previous experiences. In addition to all this, the textbook for English Grammar and Composition also focussed on how to recognize the tense in Urdu rather than how to use that in situations.

6.4.2 Supervision during the Practicum

Although there were weekly visits from the university faculty to the school, Naila told me that she was observed only once by the head of the department. The following conversation throws light on the type of feedback provided after a short observation of 5-7 minutes:

MA: What did he tell you after the observation?

N: He started criticizing me during the observation.

MA: for what?

N: I was not teaching according to my lesson plan.

MA: Why?

N: I had prepared all the lesson plans beforehand. On that day I was not teaching the lesson which I had written on my lesson plans register for that date because on the previous day I gave them a test and could not teach. So I was one lesson behind.

MA: Then what happened?

N: He [the supervisor] made an issue of this. He said why you have not put the correct date for today's lesson. He insulted me in front of the whole class. I was about to cry.

MA: What feedback/guidance did he provide you after observation?

N: He asked me to change the date and never to repeat that again.

(Naila, Interview 3)

During other visits by the university teachers they only checked her lesson plan register and provided verbal feedback on the lesson plans. That feedback was also related to correction in dates and headings in the lesson plans. At some instances, one of the school teachers asked the student teachers to get comments from the fellow student teachers on the lesson plans. Then they would sign their lesson plan registers. I asked Naila what type of comments she got. 'She is a very good teacher. Her class control is excellent', she replied.

One of the cooperating teachers, however, visited her class a number of times. The following extract provides details on the advice provided by the class teacher:

MA: What did she [the class teacher] say after observing your teaching?

N: She interrupted my teaching.

MA: How and what were you teaching at that time?

N: I was teaching the poem 'About Ben Adhem'. I was summarizing the poem in my own words in English and Urdu. She asked me to use the board and write the summary on the board from the study guide and not in my own words. I had to do that.

MA: Why did she ask you to do so?

N: I think they want students write correct English from the study guides. They don't want them to think and write in their words.

MA: Why do they recommend study guides?

N: I think it is easy to memorize the summaries from the study guide.

(Naila, Interview 3)

The above extract also throws light on how students prepare for the examinations. The teachers wanted accuracy in their written work. The students were discouraged to write a few sentences in their own words. They were encouraged to use study guides. It is to be noticed that study guides also seemed to lessen the burden of the teachers. Teachers did not need to prepare lessons. They just asked the students to read or memorize the given questions from the study guides.

6.4.3 Evaluation of the Practicum

The practicum was evaluated on the basis of two final lessons. Naila's lessons were taken from the literature part of 9th grade English textbook. She had been preparing her lessons for the last two days. She told me that she had already taught these lessons to her class and the students were ready to answer the questions. The topic of her first lesson was 'Road Safety'.

Three evaluators were present to evaluate the student teacher's teaching. Two evaluators were from the university and one was from the school. One evaluator who was also the head of the department of education in the university, sat at the front desk. The others sat at the back desks. I also sat at the back. The student teacher stood in front of the class. The following observation notes report the entire evaluation episode:

TR starts the lesson by announcing and writing the topic on the board. She writes 'Road Safety' on the board. She asks the question: 'Students what do you know about road safety?'

Eval: You have announced the topic first and are asking questions related to previous knowledge later?

TR: Students, how will you define road safety?

Students are silent

TR: How do we use traffic signals?

Students remain silent.

TR: Why are there so many vehicles on roads?

Students remain silent again.

(In the following interview I asked the student teacher and one of the students why they were silent. They replied that they did not have courage to speak in front of strangers).

TR starts reading the text from the textbook with word by word translation into Urdu.

‘It is a sad fact of modern life that in our big cities, thousands of men, women and children die every year in road accidents....’

Eval: I think you should ask the students to read the text.

TR: Sir, I think students don’t become attentive when a student is reading.

Eval: I don’t think it is a good method to teach English.

TR asks one student to read the text.

One student read the text: ‘It is a sad fact of modern life that in our big cities, thousands of men, women and children die every year in road accidents. And the number of those who are injured is even greater. Some, after medical treatment, recover but many are crippled for life’.

Eval: Using your model, please tell the students how to use traffic signals.

TR tries to explain the model; ‘Students, when the light is red...’

Eval: (Referring to visual aids) where are your charts?

TR shows the charts.

Eval looks at the chart and signs it and goes out of the classroom. The other evaluators also leave the room. The lesson is over.

(Naila, Observation 4)

The first lesson took place during school hours but the second lesson was evaluated with the same evaluation team after school hours. The students were directed by the class teacher to remain in school. The episode of the second lesson is presented below:

TR starts the lesson by writing the title 'Rural and Urban life in Pakistan' on the board. Then she starts comparing rural and urban life. She says: 'Rural life is simple and close to nature'.

Eval: What are the reasons of urbanization?

TR: Sir, jobs, schools, colleges, health facilities.

Eval: Please tell me behavioural objectives of your lesson.

TR remains silent.

Eval: Suppose you have taught the whole lesson, how would you recapitulate the lesson?

Without waiting for teacher's response, the evaluator asks the next question.

Eval: How many charts and A. V. Aids did you bring to school daily during teaching practice?

TR: I brought whichever chart was possible according to the lesson.

Eval: I think it (use of charts) is possible for every lesson, why not possible?

The evaluator stands up. Other evaluators also stand up. They leave the classroom. That's the end of the evaluation lesson.

(Naila, Observation 4)

It is evident from the above notes of observations that there were a number of interruptions by the evaluators. The purpose of evaluation seemed to assess whether the student teachers had made models and charts and whether they had written behavioural objectives of their lessons. Whether the questions asked during teaching) corresponded to the points mentioned in the evaluation sheet is not clear (see evaluation sheet in Appendix A). Naila said that the evaluators had different criteria for each student. 'For some students', she said, 'they check models and charts. For some students they see the lesson plans. For others they ask questions about behavioural objectives. No one knows what will happen. It's all uncertain' (Naila, Interview 4). Further, the time allocated for the evaluation lessons was too short. Naila told me in the following interview that due to shortage of time she could not teach what she had planned to teach. She was worried whether she would get pass marks in the practicum or not (Naila, Interview 4).

Differences were also visible between the type of supervision and feedback provided during the practicum and the criteria for evaluation of final lessons. During the practicum, the student teachers were provided feedback related to corrections in the lesson plans but in the final lessons they were asked different sets of questions.

6.5 Impact of the Practicum on Naila's Learning to Teach

In contrast to Sara and Eman, Naila did not express her ambitions to teach English using student-centered methods or developing oral fluency of her students. Rather, she seemed to be content with using reading and grammar translation methods. The major reason I found for her using traditional methods was that she was herself taught by these methods as a student and she strongly believed that 'understanding of concepts' is more important than fluency. She liked her teacher of English who taught her to understand the text or concepts when she was a student (Eman, Interview 1). Perhaps, as a result of her beliefs, she considered translation important, as without translation, it is difficult for students to understand the text of the lessons.

In addition to the above views of teaching, the school context also seemed to strengthen her beliefs. As I have already discussed in the preceding two case studies that the school environment focussed on translation, reading and writing tasks, Naila could fit well in this type of environment. Perhaps, she was suited to it and faced no difficulties in teaching. The only difficulty she faced during the practicum was the visit of the head of the department who did not allow her to teach with freedom and interrupted her teaching with untimely questions, like he was taking a viva rather than observing teaching practice of Naila.

Naila's case raises questions for the teacher education institutions, teacher educators, cooperating teachers and the teaching practice supervisors. The major question is what impact did the practicum and the initial teacher education had on cognitions and practices of Naila. Apparently, it seemed that the teacher education programme in general and the practicum in particular, did not seem to influence Naila's beliefs about teaching. In her first interview, she highlighted that she learnt nothing from the coursework (Naila, Interview 1). It shows that she wanted to learn new methodologies and new approaches to teaching from that course. However, it did not

seem to happen, perhaps, in her case at least. Further, learning opportunities for Naila during the practicum were also limited. She never received any feedback from her supervisors. Hence, the data in case of Naila suggests that the practicum, if organized without providing adequate support to the student teachers, could well end up having little impact on the cognition and practices of the student teachers.

6.6 Summary of Key Issues

The key issues emerging from the data are given below:

The student teacher learnt to teach with the translation method from her previous experiences as an English language learner. She said that she did not learn much about how to teach from the university's methods course; however, she claimed that she had learnt aspects of teaching like lesson planning and assessment of students from other courses at the university. The teaching practices of Naila included translation, teaching grammar rules and structure of sentences rather than to use tenses according to the situations. Finishing the course in time and preparation for the examinations were key factors which influenced Naila's teaching practices. The supervision during the practicum was mainly directed to activities other than teaching. Evaluation of the practicum lacked purpose, clearly defined criteria and the manner in which it was conducted did not seem to match the points mentioned in the evaluation sheet.

Overall, the school context and lack of support during the practicum seemed to strengthen the existing beliefs of Naila about teaching and learning. As a result, she did not make much effort to practice student centered methodologies and was happy by teaching with grammar translation and reading methods.

CHAPTER 7: SAEED

7.1 Overview

This chapter presents the case of the student teacher Saeed. First I introduce Saeed by providing background information and discussing his learning from the methods course at the university. Then I discuss the features of Saeed's teaching. In the next sections I discuss the supervision and evaluation of the practicum. A summary of key issues is provided at the end of the chapter.

7.2 Profile of the Teacher

Saeed studied courses on Education and Sociology at higher secondary and undergraduate levels. He said that English was his favourite subject since secondary level. His interest in English developed partly because of teaching and encouragement of his English teacher at secondary level and partly because he wanted to do further studies (M. Phil and PhD). He believed that it was necessary to study English to do well in higher studies. His parents wanted him to study Sociology at Master's level but he preferred to study Education. He considered teaching a 'boring' and 'difficult' activity at the beginning of the practicum because he had to teach a large class of more than 90 students and it was difficult for him to manage it. Later, he was allocated a bit smaller class of 55 students. At the end of the practicum he remarked that he had come to like teaching profession because unlike the student teachers, permanent school teachers had enough time and freedom to make decisions about teaching and about their students. When I asked about his notion of a good teacher, he said:

There is no such thing as a good teacher; good teaching depends upon the situation, the topics of teaching and the level of students. A teacher can look good to one student, at the same time he may not look good to another student in the same class. The concept of a good teacher does not only depend on good teaching but other things as well...like building good relations and trust with the students and managing class effectively.

Saeed, Interview 1 and Interview 3)

Saeed's biographical information is provided in table 7.1.

Table 7.1. Saeed's Biographical information

Educational Qualification	Subjects studies at Undergraduate Level	Why is she teaching English?	How will she teach during the practicum?
Currently M. A. student. Previous education in government schools and colleges.	Education and Sociology	I want to develop my English through teaching and use it for higher education.	Teaching depends on the situation and the class environment.

7.3 Learning from the University Course on 'Methods of Teaching English'

The course on 'Methods of Teaching English' was offered in the third semester of M. A. Education programme. The final exam of the course was conducted two months prior to the practicum. During the initial interview and later interviews Saeed told me that he had learnt about teaching methods during the course. When I asked what particular features of these methods he learnt from the course, he replied:

SA: Well, it was specifically about the basic concepts of these methods. In translation method, the teacher told us that we would be giving meanings of difficult words in Urdu and translating the text.

MA: Did she teach you through this method?

SA: She provided us written material about the details of each method. We read those from the book.

MA: Didn't you know about this method before?

SA: Yes, I knew it but I had never read anything about this method from any book.

MA: Which book was that?

SA: I do not remember the name. It was written by an Indian author.

MA: Can you tell me the name of the writer?

SA: I do not remember at the moment.

(Saeed, Interview 1)

After I looked at the course outline, I came to know that the book 'Teaching of English' by Prem Shankar was included in the suggested readings for the course. Later I confirmed it from the course teacher that she had used this book as a textbook. Saeed claimed that apart from the methods particularly grammar translation method, he also learnt how to prepare lesson plans.

SA: We were given a model lesson plan and asked to follow that. There were some steps of lesson planning in that plan. We learnt how to arrange the lesson plan according to the steps.

MA: What were those steps?

SA: The steps included announcement of the topic, objectives of the lesson, assessment of previous knowledge, presentation of the lesson, assessment of students' learning and assigning the homework.

MA: Who had written the model lesson plan?

SA: It was written by a student of the previous year.

(Saeed, Interview 1)

Saeed told me that he had done selective study of his favourite topics and did not read all the material in the book. When I asked him about the language skills and audio-lingual method which were included in the course outline, he replied that he did not know about these. He learnt about the visual aids in teaching such as models, writing board and charts in another course of M. A. Programme titled 'Instructional Technology'. Although audio-visual aids were mentioned as a topic in the course outline, he told me that the teacher did not teach that topic due to shortage of time.

The course teacher presented a different picture of how the course was taught and what the aim of the course was. She said that she had focussed on functional language and the development of English language skills among students. She said that the purpose of teacher training was to 'enable the student teachers to use the communicative approach in teaching' and teaching at secondary level should 'enable

students to express themselves in the target language so that they could have full command over English and the communicative functions of English' (Course teacher, Interview 1). Saeed did not mention the concept of communicative teaching in any of the four interviews. He said that his aim of teaching English at secondary level was 'to prepare students for higher studies and remove their fear that English is a difficult language' (Saeed, Interview 1).

Overall, it can be concluded that from the university course Saeed read about how to teach English with grammar translation method and lecture method. He also learnt how to write lesson plans according to a format provided by the course teacher. He learnt how to prepare and use charts and models in teaching from another course at the university. He did not read anything about the communicative method. Differences of views regarding the objectives of the course and aims of teaching English can also be seen between Saeed and the course teacher.

7.4 Features of Saeed's Teaching

I did five observations of Saeed's teaching. The first three observations lasted for forty minutes each. The fourth and the fifth observations were the observations of his final lessons. These were the evaluation lessons during which Saeed was observed and assessed by university supervisors and cooperating teachers. The final two lessons were brief, ten and seven minutes respectively. During the practicum, Saeed taught the literature and grammar components of grade 9 textbook. The characteristics of Saeed's teaching are discussed below.

7.4.1 Methods of Teaching

Saeed attempted to use mixed methods of teaching during the practicum. The term 'mixed methods' here means the combination of teaching strategies from various methods. He mainly used the translation method coupled with lectures and asking questions from the students. The question-answer techniques, which he was happy to name as the discussion methods, will be discussed in section 7.4.2.

Saeed started lessons by reading the text either himself or by a student. Then he would explain the meanings of difficult words and then translate one paragraph into Urdu sentence by sentence. The following field notes illustrate his use of translation:

TR starts reading the first paragraph in English

‘Nation building is a multi-dimensional term, involving the entire nation at all levels...’ He explains the meaning of difficult words in Urdu.

Along with reading, he also translates the sentences word by word into Urdu. (Saeed, Observation 1)

Then the TR reads the text and also translates it into Urdu. He first translates word by word and then translates sentence by sentence.

(Saeed, Observation 2)

In the follow-up interview I asked Saeed why he translated English into Urdu word by word. He replied:

I am teaching a class of Arts group of students. These students are considered average or below average students as compared to the Science group students and they find it difficult to understand the translation of a full sentence.

(Saeed, Interview 2)

In the second observation, when I entered the classroom, I saw two tables of verbs and adjectives written on the board. It was a class immediately taken after 30 minutes break. Saeed had written the following tables on board during the break:

Verbs

First Form of the Verb	Meaning in Urdu	2 nd Form	3 rd Form
May	سکنا	Might	Might
Make	بنانا	Made	Made
Mean	مطلب ہونا	Meant	Meant
Order	حکم کرنا	Ordered	Ordered
Put	رکھنا	Put	Put

Adjectives

Adjective	Meaning in Urdu	2 nd Degree	3 rd Degree
Dry	خشک	Drier	Driest
Easy	آسان	Easier	Easiest
Funny	مزاحیہ	Funnier	Funniest
Heavy	بھاری	Heavier	Heaviest
Pretty	خوبصورت	Prettier	Prettiest

(Saeed, Observation 2)

Saeed asked the students to read the verbs and adjectives with their meanings in Urdu and then write these in their notebooks and memorize all the verb forms and degrees of adjectives. This was the way that verbs and adjectives were taught. When I asked Saeed whether it was sufficient for students to understand the verbs and adjectives without using them in sentences or situations, he replied:

SA: It is the first step. If they know the meanings of verbs and adjectives, then they can go ahead. These are taken from the textbook. I have not selected them on my own. I think it is enough for them to attempt questions in the exam.

MA: Would you teach these in some other lessons as well?

SA: No.

(Saeed, Interview 2)

He was teaching the verbs and adjectives in the way he was teaching the literature component of the secondary level English curriculum. After reading the verbs and adjectives himself, he would ask the students to read them aloud that so that they might go through these. Further, he was following the guidelines in the textbook and also thinking about what students would need to do in the exam. The textbook itself and the examination seemed to be a barrier in thinking about other choices in teaching.

7.4.2 Questioning Technique

Saeed asked students a number of questions during his lessons. He referred to this as ‘discussion method’. When I asked why he called it a ‘discussion method’, he replied:

SA: Well, I have read in a book in the methods course and also listened to the course teacher at the university that students are involved in discussions in the discussion method. As I have not enough time for long discussions, I prefer to involve students in question-answers.

MA: Why do you do it?

SA: to involve them [the students] in my teaching.

(Saeed, Interview 2)

Saeed’s limited understanding of the discussion method throws light on his learning from the university course. Sometimes, the questions he asked were not specific and the students did not provide any answers to such questions. In such situations, Saeed would move to the next step of teaching without providing answers to the questions. The following observation notes illustrate this facet of his teaching:

TR enters the class.

‘Students, we will read lesson No. 13 today’.

TR writes ‘Save Nature’ on the board.

Then he asks a question to students: ‘What is nature?’

One student: Sir, it is sky, trees, water.

TR: Any other students?

Students remain silent.

TR starts reading the text of the lesson from the textbook...

TR: ‘Students, what is the use of water other than drinking?’

One student: ‘To take bath’.

TR: Yes. Then he moves on reading the text.

(Saeed, Observation 3)

Then in the fourth observation:

TR: Students, please tell me about road safety.

Students remain silent and TR goes to the next question without answering the first.

TR: How can we avoid road accidents?

One student: We should not walk in the middle of the road.

(Saeed, Observation 4)

Again in the final observation:

TR: Students, what do you know about sports? Is there any player among you?

Students: yes sir. A number of students reply that they play football.

TR: Tell me how to play football?

Students remain silent

TR: Explain how to play football.

Students remain silent.

(Saeed, Observation 4)

I asked Saeed why he did not provide answers when the students were silent and why he did not extend more questions when the idea was not clear.

I did not have enough time to answer or ask more questions. I just wanted to engage them in my lesson. I did not answer the questions at that time because I thought I would teach all the answers when I would teach them the whole lesson.

(Saeed, Interview 4)

It seemed that he was trying to involve the students in the teaching-learning process. A number of factors might be responsible for his seemingly short question-answer technique. He told me that he had never been taught by discussion method at any level of education. 'It was difficult for me to apply this method' (Saeed, Interview 3). Saeed's cooperating teacher, however, presented a different view of his teaching. He told me that the student teachers do not have sufficient knowledge of English as a subject. That's why their teaching is limited.

CT: They [the student teachers] lack knowledge of English as a subject [he was referring to content knowledge]. They are unable

to extend their lessons beyond lesson plans. Their lesson plans are also incomplete. They make spelling mistakes. I have seen that some of the students are unable to write correct spellings of 'present indefinite' on the black board. How will they teach tenses?

MA: Does their knowledge of English as a subject affect their teaching?

CT: Yes, of course it does. If a teacher does not know much about the subject, he cannot teach it. He cannot explain the text. He cannot relate it to the real life. It is tragic for a teacher. I have seen it as a big problem for the student teachers.

MA: Is the university responsible for developing their knowledge of the subject?

CT: I don't think so. The university only trains them to teach. I think it is a problem since their schooling; since elementary and secondary levels of education.

(Cooperating Teacher 4, Interview 1)

The head of the department also said that the student teachers do not have sufficient content knowledge.

HOD: They [the student teachers] have limited content knowledge. They don't know much about tenses and the parts of speech [verb, noun, adjective, adverb etc.]. The department is not responsible for their subject knowledge. We can't develop their subject knowledge in a limited time. The problem is that they [the student teachers] themselves do not make any efforts to improve their knowledge of the subject particularly English.

(HOD, Interview 1)

The course teacher also shared similar views about the subject knowledge of student teachers. She was very critical of this aspect of student teachers' learning.

CT: I have taught in prestigious private schools and I have noticed that the level of English competency among primary level students was higher than that of our master level students.

(Course Teacher, Interview 1)

When Saeed was teaching Adjectives, he wrote three degrees of adjectives on the board and then asked the students to read and write these. In the following interview I asked:

MA: Why did you not explain the degrees of comparison?

SA: It was not mentioned in the book.

MA: What do you call the three degrees of adjectives?

SA: Ummmmmmmm.... 1st, 2nd and the 3rd degrees?

MA: Are there any other names for the degrees of comparison?

SA: I don't know.

(Saeed, Interview 2)

Perhaps Saeed did not know about the terminologies like the *Positive, Comparative and Superlative* degrees of Adjectives. He did not give any examples in Urdu or English to explain the adjectives written on the board. However he was able to use his knowledge for teaching these degrees. The student teachers had studied two courses related to English language teaching at the university. Even then, the department was not willing to take responsibility for the development of content knowledge of the student teachers.

7.4.3 Completion of the Course

Saeed was asked by the class teacher to complete the textbook as early as possible. He had to teach nineteen lessons during the six week practicum. Early completion of the course seemed to play a central role in Saeed's teaching. The practicum started in the third week of April. He seemed to teach in a rush to cover the entire course before the summer vacations which was going to start from the first week of June. His pace of teaching can be evident from the following notes:

The student reads the lesson without translation. The pace of his reading was slow. TR asks 'Who will read quickly?' Another student stands up and starts reading. TR asks the student to read the text quickly without translating into Urdu.

(Saeed, Observation 2)

Following Saeed, the students also seemed to be in a hurry although they did not want to finish the lesson in one period of 40 minutes.

The TR completes two paragraphs. The students say that it is enough for today. The TR says that he will read the whole lesson. TR finishes the whole lesson.

(Saeed, Observation 3)

He was in a rush not only in teaching but also in question-answer and notebooks checking. He checked the homework and class tests of all the students in one period of 40 minutes. It was pressure from his class teacher which made him teach in a rush.

SA: My class teacher wants me to cover the course before summer vacations.

MA: Why?

SA: I think he wants to reduce his own burden of teaching.

MA: How well are you going with his (the class teacher's) plans?

SA: I have covered half of the book in less than three weeks. Still my teacher thinks that I am lagging behind. I told him that it was not possible to complete the course in such a short time. I have to involve students in learning. The class teacher asked me just to complete the course and don't worry about the output (students' learning). It is their (class teacher's) job to get the output.

(Saeed, Interview 2)

It shows that the class teacher did not want to give Saeed complete responsibility as a teacher. Saeed's job seemed to be limited to teaching only, without knowing whether the students are learning or not.

I want to finish the course before summer vacation. I would have done that conveniently if I had taught myself (not the student teacher). The student teachers would waste his time if they do not finish the course in time. I would finish the course to save as much time as possible for preparation of final examination.

(Cooperating Teacher, Interview 1)

When I asked Saeed how the early completion of the course affected his teaching, he told that he wanted to teach in a broader way. He would have liked to involve students in discussions but could not because he had not enough time to do that.

7.4.4 Focus on Writing Skill

Among the four language skills, Saeed placed most emphasis on reading and writing. Reading was limited to classroom teaching but it was writing and checking of the written work of students which seemed to be the major aim of his teaching. It is important to mention that writing skill here means to write the summaries of poems and answers to the questions with minimum grammatical errors. The students were asked to memorize the summaries of the poems from the study guides and reproduce them in their notebooks. It was due to the influence of the school environment and the class teacher that Saeed had to focus more on writing.

MA: Had you planned at the start of the practicum that you would be focussing on students' written work and correcting their errors?

SA: Not really. I had thought more about their participation in the learning process. Discussions, questions-answers etc.

MA: Then?

SA: My class teacher asked me to give them (the students) writing tasks. I noticed that all the teachers are doing the same.

MA: Why do you spend a lot of time on written tests and assigning written work?

SA: Well, I have learnt that it is the correct and error free writing which gives them (the students) marks in the examination. No other language skill is assessed in the examination.

(Saeed, Interview 3)

The pressure of showing good results was the most significant reason for emphasising writing tasks. In addition to short classroom tests such as writing answers to questions taken from the exercises of lessons and writing summaries of poems, the students were also assigned homework in which they were asked to write the text with Urdu translation and write the answers of the question given in the exercises. If a student made several errors in his work, he was asked to write the same answer three times or more so that he might be able to reproduce it with minimum errors. Saeed checked the homework of all the students daily in class although he had to do that in a short time. To do that, he looked at the notebooks and if there were any errors, he would underline that part of the sentence. Due to shortage of time, he could not correct those errors and explain the errors to the students. Focus on writing was also one of the reasons which made him teach in a

rush because he had to spend a lot of time in checking the written work, which, as a result, left less time for teaching.

7.4.5 Supervision during the Practicum

The university department appointed two teachers to supervise the student teachers during the practicum. There were about 50 student teachers in eight schools. One of the supervisors had expertise in teaching of Mathematics and the other was from the educational management field. The only teacher in the university department who had a background of teaching of English was the course teacher but she was on leave during the practicum. In addition, the class teachers in each school served as cooperating teachers. In some schools one cooperating teacher was attached to several students. The university supervisors were supposed to pay weekly visits to each school. Sometimes, they could not make weekly visits due to their other engagements at the university.

Saeed told me that the university supervisors gave him feedback on how to write lesson plans. They did not observe any of his teaching sessions. They used to come to school for a few minutes, checked the lesson plans of the students and asked them to correct the errors and then moved to some other school. The nature of feedback on the lesson plans is presented in the following excerpts of Saeed's interview:

SA: They (the supervisors) did not observe my lesson but checked my lesson plans register.

MA: What did they tell you about the lesson plans?

SA: They asked me to put the date and to number the lesson plans. They also asked me to get comments from my cooperating teacher.

MA: What type of comments?

SA: A kind of feedback on my lessons.

MA: Did you get that?

SA: No. He did not give me any comments. He did not consider it necessary.

MA: Why?

SA: It is important for me to get feedback on my teaching but not important for the cooperating teacher to give me feedback on my teaching.

(Saeed, Interview 3)

Perhaps the university supervisors had no time to observe Saeed's lessons. The feedback on lessons plans was related to providing correct dates and numbers of lessons. Lack of interaction was clearly visible between the student teacher and the cooperating teacher and between the university supervisors and the cooperating teachers. The class teacher told me that no university teacher had contacted him throughout the practicum. He had not even seen them. Saeed did not know who would observe his teaching; the cooperating teacher or the university teachers? However, he considered the university teachers responsible for that:

MA: How many times did the university supervisors observe your teaching?

SA: It is the 5th week of teaching practice; they haven't observed me even once.

MA: Did your class teacher observe you and give you feedback?

SA: No, it is none of his matter. He just wants me to complete the course. It is not an issue for the school. It is an issue between us, the student teachers and the university. The university teachers should have come to see us but they did not.

(Saeed, Interview 4)

The head of the department also acknowledged that the university supervisors have not been able to observe student teachers' teaching. When I asked why they did not go for observations, he replied:

HOD: Well, there are a number of issues. First, we are short of staff. We don't have many teachers at the moment. Secondly, all the teachers are busy in teaching at the university. It is difficult for them to find spare time to go to schools. Thirdly, all the university teachers are not competent enough to supervise the practicum. Most of them are novice teachers. There should be training for university teachers before they go to schools to observe the student teachers.

(HOD, Interview 1)

The head of the department also went to a few schools to observe the student teachers but he did not observe Saeed. When I asked him what type of feedback he

gave to student teachers after observations, he said that the student teachers did not prepare themselves to teach the lessons. Further, their lesson plans had a number of errors in arrangement of the lesson and in writing specific objectives of the lesson (Head of the Department, Interview 1).

Overall, it can be concluded that the university teachers did not observe any of Saeed's lessons during the practicum. Only his final two evaluation lessons were observed. He could not get any feedback on his teaching. The feedback on the lesson plans was not related to the teaching of English. There was no interaction between the university teachers and the cooperating teachers. The interaction between Saeed and the cooperating teachers was also limited to completing/ urging him to complete the course as early as possible.

7.4.6 Evaluation of the Practicum

The practicum was evaluated on the basis of two final lessons. Saeed's lessons were taken from the literature part of the 9th grade English textbook. To understand and discuss the issues emerging from the final lessons, it is important to present the observation notes of both the lessons. Here is what happened in the first evaluation lesson:

EVAL 1: Please test the previous knowledge of students.

TR: Students, please tell me about road safety.

Students remain silent.

TR: How can we avoid road accidents?

One student: We should not walk in the middle of the road.

TR: What should we do at seeing the red light on the traffic signals?

Another student: We should stop.

TR: starts reading the text from the book.

EVAL: I think you should ask the students to read first.

TR: asks one student to read the first paragraph of the lesson.

EVAL: You have written in the lesson plan that you will ask questions to assess students' learning. Which questions you would ask are not mentioned here? The home work you have written here is very poor [meaning not very good]. Anyways, teach your lesson.

TR starts reading the first paragraph of the lesson with Urdu translation. Road safety...

EVAL: What are the objectives of your lesson?

TR: To tell the students how to use the road and how to avoid accidents.

EVAL: How do we use the road? Can you tell me first?

TR: As a pedestrian or as a driver?

EVAL: Your objectives do not relate to the lesson. Will you tell the meanings of difficult words to the students?

TR: Yes sir

EVAL: Then why did you not mention it in your objectives? Is it not an objective of your lesson?

The evaluator stands up and walks out of the classrooms. Other evaluators follow him. That's the end of the first evaluation lesson.

(Saeed, Observation 4)

And now the final lesson for evaluation:

EVAL 1: (After looking at the lesson plans register and saying it aloud in front of the whole class) it seems that you have not worked hard on the lesson plan. I think you prepared it in the morning today before coming to school? Isn't it?

TR: Sir, I prepared it yesterday.

EVAL 1: Please tell me the specific objectives of your lesson in behavioural terms.

TR starts reading the text from the book.

EVAL 1: (looking at the objectives written in the lesson plans register) you have written here 'Teacher will be asked'. What does it mean? Tell me the objectives.

TR starts telling the importance of the lesson.

EVAL1: I notice that there are a number of grammatical errors in your lesson plan. Why haven't you numbered the objectives?

TR: Sir, I have written these in a simple way, not in numbers.

EVAL 1: OK, leave it. Now test the previous knowledge of your students.

TR: Students, what do you know about sports? Is there any player among you?

Students: Yes sir. A number of students reply that they play football.

TR: Tell me how to play football?

Students remain silent

TR starts explaining how to play football.

Students remain silent.

EVAL 2: Have you prepared any chart or model which is relevant to your lesson?

TR: Yes sir. I have.

EVAL 1 looks at the chart and walks out of the classroom. Other evaluators follow him. That's the end of the second final lesson.

(Saeed, Observation 5)

It is evident from the observation notes that there were a number of interruptions by the evaluators. The purpose of the evaluation seemed to assess whether the student teacher was able to answer the questions posed by the evaluators rather than teaching the topics he had chosen to teach. It seemed that the evaluator wanted Saeed to teach in the way the evaluator would have liked to teach rather than in the way Saeed had liked to teach. The evaluator asked questions related to writing the objectives of the lessons in the lesson plans. He was keen to point out Saeed's errors in writing the objectives of a lesson.

I asked Saeed why he selected two topics from the literature component and not any topic from grammar part. He replied that he thought it easy to explain literature

lessons rather than grammar lessons. When I asked whether it was actually easy for him, he said:

SA: No, not at all. I got confused on the repeated questions from the evaluators particularly from the head of the department. He shifted from one theme to another so quickly. First he asked about assessing the previous knowledge, then he turned to the objectives and then to another theme. It was really difficult for me to concentrate on teaching.

MA: Did it affect your teaching?

SA: Yes, I was afraid of two things: first my marks and second the head of the department. I had no interaction with him before.

(Saeed, Interview 4)

Saeed was never observed throughout the practicum, so he could not know what types of questions might be asked in the final lesson. It seemed to be an interrogation rather than teaching of a topic from 9th grade textbook of English. He did not get any feedback on his final lessons. When I asked him what criteria he had in his mind to be evaluated in the final lessons, he replied:

SA: I think confidence to stand in front of students, presentation of the topic, communication and subject knowledge

(Saeed, Interview 4)

When I asked the same question to the head of the department, he said that he would look at the lesson plans, A.V. Aids and teaching methods used by the student teachers, subject knowledge and pronunciation. These points and the questions asked during the evaluation process do not entirely match to the points mentioned in the evaluation sheet (see evaluation sheet in Appendix B). I asked the head of the department why he asked questions during their teaching, he replied:

I want to set an example for the new students that evaluation of the practicum is not an easy thing for them (the student teachers). I want to make the student teachers work hard and clarify their views about the practicum. It is a general practice that the student teachers consider the practicum a simple and an easy task.

(HOD, Interview 1)

I asked the cooperating teacher from school about his experiences about the student teachers' evaluation. He remarked:

The student teachers did not seem to be ready and prepared for the final lessons. They were well dressed and they had models and charts but could not use them properly in their teaching. They could not involve students during their teaching. I think they have not been properly trained by the University for the Practicum.

(Cooperating Teacher 3, Interview 1)

It can be concluded that evaluation lessons were brief. The student teacher was not given enough time for presentation. The volume of questions asked by the evaluator in front of the students confused the student teacher and he could not focus on the topic of his teaching. From the process of the evaluation, it was not clear what the criteria for assessment of the evaluation lessons were. No feedback was given to the student teacher after the evaluation lessons. As I mentioned in the case of Naila, I got to know later on that all the student teachers passed the practicum. I could not know how many marks or what grades they achieved.

7.5 Saeed and Learning from the Practicum

Saeed was the only male student in the university who opted to teach English. Contrary to Sara, Eman and Naila, Saeed faced an additional problem: the problem of ownership. In the beginning, he was not given a secondary level class to teach. Later, he was asked to teach a large class of over 90 students. He faced discipline problems in class. Further, the absence of support from the university supervisors made it difficult for him to discuss and talk about his problems in teaching.

In addition, as I have mentioned earlier, the cooperating teacher was not happy with Saeed's subject matter knowledge of English and no one was willing to take responsibility of the development of his subject knowledge. Under such circumstances, apparently, the practicum could not provide favourable learning opportunities for him.

It is important to note that the university largely prepares student teachers in instructional methodologies, not in subject matter knowledge of English or other subjects. Saeed's case is important in raising question about who is responsible for the development of subject knowledge in student teachers. Is it teacher education institution, or school or undergraduate education institution?

7.6 Summary of Key Issues

The key issues emerging from this case are summarised below:

Differences were seen between the student teacher and the course teacher regarding how the university course on language teaching methods was taught and what the aims of the course were. The key features of Saeed's teaching practices included wide use of translation, sometimes word by word translation; confusions on what the discussion method of teaching is and how it can be used in language teaching; lack of authority and freedom provided to Saeed to teach; examination focussed instruction; and writing focussed tasks in an attempt to get good grades in the examination.

Neither the university nor the school was willing to take responsibility of the development of content knowledge of Saeed. They blamed the student teachers for poor proficiency in English. As witnessed in other cases, there were no supervisory visits and classroom observations during the six weeks. Further, there was no interaction between the university supervisors and the cooperating teachers. The cooperation between the student teacher and the cooperating teacher was also limited to early completion of the course. There seemed to be no clear criteria for the evaluation of final two lessons of the student teacher. Difference could be seen among the evaluation criteria in the evaluation sheet, conceptions of the head of the department about evaluation criteria and those of the student teacher. Evaluation was done in a rush. Many questions from the evaluators interrupted the flow of teaching by the student teacher.

CHAPTER 8: CONCEPTUALIZATION OF TEACHER LEARNING

8.1 INTRODUCTION

In this section I will provide findings on conceptualization of the practicum triad about teacher learning and also focus on what the student teachers learnt from the practicum and what impact it had on their existing beliefs of teaching. Unlike the previous sections where I reported findings on each student teacher's practices separately, in this chapter I will report the findings in a collectively for all the practicum triad. However, first of all I present profile of the supervising teachers below in table 8.1.

Table 8.1: Profile of the Supervising Teachers

Names	Educational background	Years of working as teacher educators	Years of working as student supervisors	Views about the practicum in initial interview
Ali	MSc. in Statistics & M.A. Education	2 years	2years	The practicum is a good experiences but wastes a lot of time (Ali, Interview 1).
Asma	M. A. Education	5 years	5 years	Student teachers learn a number of things from the practicum (Asma, Interview 1).

8.1.1 Conceptions of Teaching and Learning

Though I have already discussed student teachers' conceptions of teaching and learning on individually in each case study, it seems important to highlight and compare the views of the student teachers, teacher educators and the cooperating teachers. In addition, I will also highlight the discrepancies between what the student teachers said and what they practiced during the practicum.

With regards to student teachers, Sara's stated belief of teaching, as elicited from the initial and later interviews, was to make students understand what she teaches and to use student-centered methodologies of teaching. However, due to the influence of the contextual factors, particularly, the cooperating teacher, she did not have time to implement what she had planned.

From all four student teachers, Eman expressed 'revolt' against using traditional methods (Eman, interview 1). She seemed to be more enthusiastic of all to focus on oral proficiency of the students and to use student centered approach to teaching. However, the data suggests that she did not seem to make a conscious effort to apply what she stated in the beginning of the practicum and ended up teaching through translation method.

Apparently, it seems that Naila and Saeed did not learn much from the practicum. However, these two cases raise important questions and provide evidence on how teacher education institutions and the practicum might not be effective if certain conditions are not met. Though, Naila and Saeed did not claim to use student centered teaching, it is obvious that the teacher education did seem to have little impact on their development.

It is also important to note that none of the student teachers explicitly stated that they would use communicative approach during the practicum. This also raises questions on the effectiveness of teacher education programme, including the practicum. It does suggest that government's and higher education commission's efforts to introduce English as a compulsory subject and to apply communication methodology has not been taken seriously so far, at least by the teacher education institutions, which are largely responsible for implementing HEC's reforms.

Overall, evidence from the student teachers suggest discrepancies in what they said and what they did, however, these discrepancies do not seem to be big, as the student teachers did not make tall claims. The data, however, raises serious

questions on the design and delivery of teacher education programme and the practicum.

With regards to supervising teachers, they indicated different views regarding the practicum and its role in the development of the student teachers. Here, I will present data generated from interviews mainly with the supervising teachers and the cooperating teachers.

As is obvious in table 8.1, on Ali's view I asked why he thinks that the practicum wastes a lot of time and whose time it is:

Frankly I do not want to be a supervising teacher. It is an extra responsibility. We have to teach our classes as well. It wastes supervisors' time.

(Ali, Interview 1)

Not only Ali, the other supervising teachers also complained that it is an additional responsibility that has been forced on them. Further, they also complained that they do not get any 'financial benefits' while working as supervisors (Asma, Interview 1). They also talked about hot weather conditions in which they had to travel from school to school to observe the student teachers.

When I inquired about the purpose of the practicum in their views, Asma said: 'Well, I believe that the major purpose of the practicum is to provide a platform to the student teachers where they can experience teaching and learn how to teach' (Asma, Interview 1). On further questioning which teaching methodologies she would like the student teachers practice in relation to the teaching of English, Asma replied:

Asma: That is the job of the English educator. I cannot say much about English teaching.

MA: But you supervise the student teachers who teach English. Do you?

Asma: That is a different matter. As we do not have any English teacher available, so every faculty member does supervise teachers of all subjects.

(Asma, Interview 2)

When I further probed the matter of supervising English teachers by non-English teacher educators, I was informed that the department has only one English educator and she was on leave at that time.

An important feature of student teachers' supervision was that no document related to the practicum was available from the department. All of the supervisors replied that they did not have any documents which outline their roles as supervising teachers and their expectations from the student teachers. When I asked Asma whether the department follows HEC guidelines, she replied:

Asma: I do not know of any such guidelines. I think the head of the department might know that.

MA: Have you ever seen the HEC document on the practicum?

Asma: No.

(Ali, interview 2)

The head of the department told that he had seen the document.

MA: Why don't you use that for the practicum?

HOD: That's too much theoretical and idealistic. We cannot implement it in our context.

MA: But your department has representation when that document along with other TE curriculum was being revised.

HOD: I know that but it is difficult to implement that in our school and with the current lot of student teachers and it is not binding on us.

(HOD, Interview 1)

Along with the general educators, I also interviewed the course teacher. She was the only teacher educator, who had background in English language teaching. She held high hopes about the practicum and the student teachers.

MA: What do you think your students are ready to implement the communicative approach while teaching English during the practicum?

CT: Of course. I think I have prepared them well to teach by communicative approach.

MA: Did you follow the HEC curriculum for English language student teachers?

CT: Not exactly. We have our own course outlines and we revise them frequently.

MA: Do you get any assistance from other university faculty to revise those courses?

CT: Yes, we help each other in professional matters.

(CT, Interview 1)

The student teachers presented a different picture on their preparation for the practicum. None of them told that they had been prepared to teach using communicative approach. However, one of the student teachers (Eman, interview 1) did suggest that she studied some material on communicative approach but did not actually understand and use it in the classroom.

8.1.2 Practice of Supervision and Evaluation

The previous section presented what the university faculty perceived of the student teachers and the practicum. In this section I will present findings on how they actually supervised the practicum. All the student teachers reported that the supervising teachers did not observe their class for a single time (see chapters 4-7). The only time they were observed for a few minutes were by the head of the department. The supervising teachers also confirmed:

Ali: Yes, that is true that I have not observed any class yet.

MA: But why?

Ali: We do not have much time. We take out only 1-2 hours daily from our teaching assignments and then we have to travel to a number of schools. We do not have any transportation as well.

MA: Then what do you do in schools?

Ali: We see the lesson plans, give our comments and sign them. That is our responsibility.

(Ali, Interview 2)

Further, the feedback provided on the lesson plans was not clear at all. Some instructions to improve the lesson plans read as: 'not a clear lesson plan', 'revise'

and 'could not answer objectives'. These were the only comments given on the lesson plans (see appendix L to see a sample of written feedback).

To add, all the visits of the supervising teachers as well as the head of the department were unannounced and the student teachers were texting each other to inform their fellows in other schools that the head of the department was on his way to their school (see chapters 4-7, particularly supervision and evaluation sections). The observations done by the head of the department made all the students worried and angry for a number of reasons. Although mentioned before, as a reminder, I am presenting one of the episodes on how the head of the department observed a student teacher:

The evaluator reads the lesson plan of the student teacher. He quotes a sentence from the lesson plan which read as: 'Teacher will be asked the following questions'. Then he asks the TR:

'Teacher will be asked or students will be asked the questions? You are teaching English and your own English is not good. Anyways, please tell me the specific objectives of your topic'.

TR: I will tell about a little exhibition.

EVAL: Please narrate 2-3 objectives. Why are you teaching this topic?

TR: The objective of this topic is to tell students about an exhibition.

EVAL: Ok, how will you test the previous knowledge of students?

TR: Students, what do you know about an exhibition?

Students remain silent.

TR starts reading from the textbook. 'An exhibition is....'

EVAL: Please ask questions related to the topic.

TR: Students, what did Akbar like best in the museum?

EVAL 2: You are supposed to ask this question after you have taught the topic.

TR: Students, what did other boys not like in the exhibition?

EVAL: Please relate you questions to the topic.

TR remains silent

EVAL: Suppose, you have taught the whole lesson in class, how would you recapitulate?

TR: Sir, I will summarize the lesson and tell the students what we have read in the topic.

EVAL: Please assess the students. Ask them questions which you would ask at the end of your teaching.

TR starts reading the text from the book. 'An exhibition is...'

EVAL: Start using the model (TR has made a model showing an exhibition). Please explain the model.

TR remains silent

That was the end of the lesson. All the evaluators stood up and left the room. The TR seemed confused and embarrassed and removed the charts from the walls of the classroom.

(Eman, Observation 5)

In the follow up interview, Eman burst into tears while reflecting her experience of being observed like that. The average duration of all the observations was 3-7 minutes. They only observed a part of the lessons and always started the questions even before the student teacher could speak a word. I asked Eman if she knew that she will be evaluated like this, she replied:

No, never. No one of us knew that stating the objectives mean too much to the supervisors. If I had known then I would have prepared the lesson differently. I spent a lot of money and time on buying visual aids and preparing charts but they never looked at them.

(Eman, Interview 3)

In my interview with the head of the department, I asked him the reason of supervising and observing the lessons in that manner. He quoted:

HOD: I want to teach them that teaching practice is not an easy task.

MA: Means?

HOD: I mean the student teachers should understand that they should work hard to pass the practicum. I want to express that if they do not work hard, they will fail.

MA: Do you think it will really make them work hard?

HOD: Of course. There are rumours that the head of the department and the supervising staff is very lenient towards the student teachers and teaching practice.

MA: Lenient means?

HOD: They think that we will pass them even if they do not work.

MA: Why do you focus too much on the lesson plan and the learning objectives?

HOD: I think that lies at the heart of teaching. If a student teacher cannot write learning outcomes of a lesson, how can what can he/she teach?

(HOD, Interview 1)

However, the supervising teachers and the cooperating teachers did not do any observation like that. In fact, they never observed the student teachers in class.

Another important feature of the practicum supervision was lack of collaboration among the practicum triad. In my interview with a cooperating teacher, I asked:

MA: How often do you meet the university supervisors?

CT: Which supervisors?

MA: The university faculty or the university lecturers.

CT: I have never seen them. I have never seen their faces. If one of them comes here, I wouldn't recognise who she/he is. Hahahahaha

(Cooperating Teacher 3, Interview 2)

The university supervisors also confirmed that they do not meet the cooperating teachers frequently.

The professional relationship between the student teachers and the university supervisors was characterized by certain negative feelings, for example, fear of observations and fear of failing in the practicum. The student teachers did a number of things to please their supervisors such as contacting their fellow student teachers in other schools to know the timing of the evaluation and wearing new dresses. It was believed by the student teachers that a good physical appearance was also

necessary to 'impress' the evaluators. In the follow up interviews after the evaluation, all the student teachers confirmed that they did it to impress the supervisors and get good marks. Their relationship, however, with the cooperating teachers seemed cordial because the cooperating teachers were happy that the student teachers were doing well to complete the course.

8.1.3 Conceptions of Student Teachers' Knowledge of Teaching

Majority of the supervising teachers and the cooperating teachers were critical of the subject knowledge of the student teachers. Even the course teacher was doubtful whether the student teachers did have command on the subject knowledge of English. In my interview with the course teacher, she argued:

CT: As a course teacher, I have noticed one thing.

MA: What?

CT: The subject knowledge of the student teachers is too weak. In fact, a grade five student from an elite English medium school has more content knowledge of English than these student teachers.

MA: What do you think why that is?

CT: The student teachers have severe deficiencies in English literacy from school level.

(Course Teacher, Interview 1)

This point of view also shared by the cooperating teachers and the head of the department. One of the cooperating teacher opined:

CT: I have been teaching for more than 25 years. I have never seen student with such weak content knowledge.

MA: How did you come to know that?

CT: I observed one student teacher teaching tenses. He translated all the sentences wrongly from Urdu into English. Further, he was teaching with the help of a study guide which is not allowed in our school.

MA: Who is responsible for this situation?

CT: I believe the teacher education institutions. They don't train them [the student teachers] well.

MA: What are the consequences of this deficiency?

CT: I think one can teach without teacher training if one has command on the subject but without subject knowledge, one can't teach.

(Cooperating Teacher 2, Interview 2)

It is important to note that the course teacher was putting blame on the schools and the cooperating teacher was blaming the teacher education department. However, it reflects the general level of English literacy of the students studying in public schools.

The head teacher was also critical of the pedagogical competency of the student teachers. In his interview he argued:

HOD: The [the student teachers] can't teach.

MA: Even after two years of teacher education?

HOD: I admit but that's the reality. They don't have the knowledge, the subject knowledge to teach. How can we train them?

(HOD, Interview 1)

Such conceptions of teacher knowledge were prevalent among all the stakeholders of the practicum; however, no one was ready to take the responsibility.

It is important to note from the above data that discrepancies between supervising teachers' beliefs and practices seem to be greater than that of the student teachers. Particularly, the course teacher was confident that she had prepared the student teachers to teach with communicative approach, however, none of the students knew about it. Further, all of the supervising teachers believed that the practicum is an opportunity for student teachers to practice what they learnt from the theoretical courses, however, none of them actually provided support to the student teachers; rather the student teachers were abandoned throughout the practicum.

Further, the teacher educators' views suggest that they knew about the communicative approach, surprisingly however, they did not seem to focus on it. It does raise the question if they had read the HEC guidelines or not.

The data also suggests that the contextual factors not only influenced the student teachers, they also influenced the teacher educators. They did not have enough time to observe the student teachers as their workload was already full. If teacher educators are not available for supporting the student teachers, the teacher education institutions will need to be ready for alternative arrangements, otherwise, the basic goal of the practicum will not be achieved. This phenomenon has implications for similar contexts elsewhere.

Overall, the data highlights that the stakeholders did not seem to conceptualize teaching and teacher learning on the basis of one or more emerging theories of teaching and learning. Looking at the practices of the student teachers, university supervisors and the cooperating teachers, their conceptions seem to be based on behaviouristic and teacher centered paradigms. Additionally, even if they had constructivist or socio-cultural conceptions, due to strong influence of contextual factors, they might have ended up doing the same practices. The data suggests a need for reforms not only in teacher education programmes but also in the contextual factors, such reforming the syllabi and the examinations to make them more favourable for using student centered and communicative approaches.

8.2 Summary of Key Issues

A number of issues emerge from the above evidence in relations to conceptualization of the practicum and the student teachers' learning to teach. One issue is varying conceptions of teaching and learning and the practicum. Further, none of the stakeholders was aware of what will happen during the evaluation of the practicum. Supervision of the practicum was limited to checking lesson plans and providing a few words of feedback to revise the lesson plan. Teacher learning was limited to writing behavioural objectives, preparing good charts, blaming teachers

for their lack of knowledge and answering a few questions during the evaluation rather than focusing on the teaching activity itself.

CHAPTER 9: DISCUSSION

9.1 Introduction

In this chapter I discuss the key findings in relation to the research questions of the study and with reference to literature in the field of teacher education in general and language teacher education in particular. The major aim of the study was to examine the pedagogical practices of English language student teachers during the practicum in Pakistan. As a reminder, I restate the research questions as given in Chapter 3:

1. What are the pedagogical practices of a group of English language student teachers in Pakistan during the practicum?
2. In what ways are the student teachers supported to teach during the practicum?
3. How do student teachers, teacher educators and cooperating teachers conceptualize teacher learning?

As I mentioned in chapters 1 and 2 that there is ample support in literature for the claim that the practicum can play a major role in student teachers' learning and provide opportunities to develop a contextualized understanding of the complexities of teaching, classroom management skills, lesson planning and the ability to interact with students, teachers and the curriculum (Farrell, 2001; Huling, 1998, Korthagen, Loughran & Russell, 2006; Richards & Crookes, 1988). Practicum placements in schools are considered to be a significant component of pre-service teacher education programmes for the development of teaching knowledge (Gwyn-Paquette & Tochon, 2003). Such goals of teacher education programmes in general and of the practicum in particular are also reflected in the teacher education curriculum of the Higher Education Commission of Pakistan (HEC, 2012a) The group of student teachers I selected for my study were studying in a public university which followed the HEC curriculum for all of their initial teacher education programmes. In ELTE perspective, HEC highlights that 'in addition to learning how to teach and integrate the four skills in an interactive, learner-centred manner, student teachers will gain an understanding of how grammar lessons and vocabulary acquisition can be incorporated into a communicative teaching approach' (HEC, 2012c, p. 9). The focus on 'learner-centred' and 'communicative approach' clearly highlights the

reform agenda of the government in relation to English teaching and English Language Teacher Education.

In my study the student teachers taught English for six weeks during the practicum. After observing each of the four student teachers five times and conducting four interviews with each (in addition to the interviews with the university supervisors and cooperating teachers), I identified three key issues for discussion: 1) Student teachers' practices and influence of prior learning experiences and contextual factors on their practices, 2) Student teachers' support during the practicum and 3) conceptualizations of teacher learning by the practicum triad. I will now discuss each of these in turn.

9.2 Student Teachers' Practices during the Practicum

The student teachers were teaching in three different schools but their practices were common in many ways and were characterized by the use of grammar translation method to teach literature and grammar, focus on writing skills, explicit error correction, writing lesson plans according to a given format and teaching to complete the prescribed curriculum during the six week practicum (see chapters 4-7 for details of these practices). The common types of activities for teaching a literature lessons were: reading of the lesson by the teacher, with translation, asking students to read aloud the text with and without translation, writing questions on the board, monitoring and checking the written work in the classroom, correcting the errors and assigning homework. The common routines for teaching a grammar lesson consisted of explaining rules of tenses in Urdu, writing structures of sentences on the board, translating the sentences according to the structure, asking students to write the sentences in their notebooks and finally assigning homework to translate and write similar sentences from the prescribed book. All of these practices seem to differ from the contemporary trends of second/foreign language teaching which emphasize the use of task based learning, the target language, learner-centred instruction and communicative approaches (Harmer, 2007; Hedge, 2001; Nunan, 1999) and the social and situated nature of teaching and learning the second language (Johnson, 2006, 2009).

Richards & Rodgers (2001) note that in the sixteenth, seventeenth and eighteenth centuries in England, while teaching Latin grammar, particular attention was given to rote learning of grammar rules, translation and bilingual writing practices in the classroom. To support these procedures of teaching, the textbooks consisted of grammar rules, vocabulary items and bilingual translation and the focus was on reading and writing rather than oral fluency. My study provides evidence of similar practices in the 21st century in Pakistan. These practices confirm the findings of other studies conducted in the context of Pakistan by Shamim (1993, 2008) and Rahman (2001). Shamim (2008, pp. 239-240) conceived of teachers' activities as "doing a lesson" or "doing grammar". 'Doing a lesson' consisted of activity types like 'reading the text (lesson) aloud by the teacher and/or the students; explaining the text, often in Urdu or the local language, giving the meanings of "difficult words" in English and/or Urdu/the local language; and getting the students to do follow-up textbook exercises in their notebooks'. 'Doing grammar' activities consisted of 'teaching and learning of a grammar item (with a focus on form only), and writing essays, letters, and so forth'(Shamim, 2008, pp. 239-240). Although the above mentioned studies were conducted in in-service context, they suggest that little may have changed since 1993 in terms of teaching English in public or non-elite private schools in Pakistan. This phenomenon calls for analysis and discussion of why teachers were teaching in this way and what were the factors that shaped their practices. My study provides evidence of three major influences on student teachers' teaching practices and pedagogical choices: 1) influence of prior learning experiences as learners/students of English, 2) influence of the school context which I would limit to classroom in particular and school in general and 3) influence of the socio-economic and political context. I will discuss these factors one by one in the next sections.

9.2.1 Influence of Prior Learning Experiences

'Teachers beliefs form a structured set of principles that are derived from experience, school practice, personality, education theory, reading and other sources'(Richards, 1998, p. 67). Prior experiences as learners of English include the experiences of student teachers of learning English at school, college and university levels.

Prior experiences of the student teachers seemed to exert a strong influence on their methods of teaching English during the practicum. None of the student teachers

explicitly desired to teach through communicative approach or student centred learning approaches. They were, in a sense, happy to carry out teaching activities in the way they were taught as learners and the cooperating teachers were happy to see that the course book was completed. My study supports the literature which reports that due to strong influence of their prior experiences and beliefs, it becomes difficult for the prospective teachers to think about alternative ways of teaching and learning (M. Borg, 2004; Grossman, 1991; Mak, 2011; Trent, 2011; Wong & Barrea-Marlys, 2012). Kwangsawad (2007) contends if teachers themselves learn English through traditional methods like grammar-translation, it is difficult for them to adopt newer and unfamiliar methods of teaching. Student teachers come to initial teacher education programmes 'with personal theories built from images of [their] teachers' (Roberts, 1998, p. 66) and personalization of experiences, beliefs and practices (Woods & Çakır, 2011). Three of the four student teachers in my study explicitly stated that they liked to follow the practices of their English teachers at school or college level. However, Eman (see chapter 5) argued that she did not like to teach her students in the way she had been taught by her previous teachers. She asserted that she did not like the translation method as it encouraged rote learning and hindered students' speaking skills. However, her teaching did not reflect what she had claimed to do. She taught in the same ways as other student teachers were teaching.

Along with other factors, the major reason provided by the student teachers for using the translation method was that the students were better able to understand what they were taught. This reason for using the L1 is noted in the literature – e.g. Cook (2001, 2007 and White & Storch (2012). To strengthen their argument, the student teachers quoted the examples of their school and college teachers who made them understand English lessons by using translation and repetition. Richards (1998) argues that trainee teachers filter much of the content of language teaching programmes through their belief systems and assume that 'their pupils will possess learning styles, aptitudes, interests, and problems similar to their own' (Kagan, 1992, p. 145). The student teachers in my study also seemed to be convinced that their pupils possessed similar mental capabilities and interests as theirs when they were learners of English at school level.

My study also provides evidence of situations where teacher education programmes leave student teachers' prior experiences and beliefs unexamined. During the training programme, the student teachers were asked to read and memorize material from the textbook as a means to pass the examination and, of course, to prepare for the practicum. Little consideration was given to what the student teachers already knew and had experienced as learners. The literature suggests that previous experiences and beliefs as learners of English can be deep-rooted (Phipps & Borg, 2007) and 'less explicit', which hinders student teachers' ability to explore other pedagogical options (Mak, 2011, p. 64) and may influence their teaching practices (M. Borg, 2004; Grossman, 1991). Hence, an initial teacher education program should not leave prior beliefs unexamined (Roberts, 1998). Success of teacher learning depends on 'what the learners themselves bring to the learning situations... no learning takes place in a vacuum...' for the student teachers bring a wealth of personal history, biographies and experiences to learning situations (Wallace, 1991, p. 3). The literature also notes that change in beliefs is possible when teacher education programmes provide appropriate opportunities for reflection (Borg, 2011; Clandinin & Connelly, 1987; Richards, 1998) which seemed to be missing for the students teachers in my study.

Further, teacher education courses and activities should also 'raise student teachers' awareness of their beliefs' and the influence of prior learning on their pedagogical practices (Mak, 2011, p. 65). Literature on language teaching research also supports the claim that the student teachers do not take interest in teacher education programmes if their priorities are different: addressing their concerns at the entry level is important (Roberts, 1998). If the student teachers have already built their understanding that they would prefer to teach using their preferred methods (translation, lectures in this case), it would be difficult to shape their beliefs if these are not understood at the beginning level. So, one explanation for the teaching practices that characterized the student teachers' work was the powerful influence of their own unexamined prior experience of learning English and probably of learning in general. Along with unexamined beliefs, the contextual factors also play an important role in maintaining the status quo. In the next section I will discuss the context.

9.2.2 Influence of the School Context

In the school context I include the factors such as cooperating teachers, other school teachers, head teachers, pupils, fellow student teachers, textbooks/curriculum and examination requirements. Schools are considered practice fields for student teachers (Korthagen, Loughran & Russell, 2006). My study suggests a strong influence of the school context on the pedagogical choices and practices of the student teachers. The student teachers were directed by the cooperating teachers to complete the coursework as soon as possible whereby leaving less time and opportunities for them to involve students in the teaching learning process. The practicum began in mid-April and ended at the end of May. Summer holidays in Pakistan begin from the first week of June. So all the teachers were keen to finish the coursework and assign homework to their students which they would complete during summer break. In addition to completing the course, one of the student teachers who wanted to use English as a medium of instruction was discouraged by the cooperating teacher saying that her method of teaching does not suit the course objectives. The cooperating teacher explained that the student teacher to prepare her students for the examination which includes questions on translation from English into Urdu and vice versa, hence, she cannot take risks. These findings are consistent with evidence in literature which suggests that factors such as large class size (Richards & Pennington, 1998), covering the course material and managing time to answer students' questions (Johnson, 1996), difficult working conditions, heavy workload (Crookes & Arakaki, 1999) and pressure of exams (Orafi & Borg, 2009; Yan, 2015) may exert negative influence on 'language teachers' ability to adopt practices which reflect their beliefs' (Borg, 2003b, p. 94).

Evidence from my study does not reflect the current literature in the field of teacher education and language teacher education which highly recommends that the teacher education in general and the practicum in particular should engage teachers in and provide them with opportunities to reflect and explore their own leaning (Farrell, 2001; Huling, 1998; Korthagen, Loughran & Russell, 2006; Richards & Crookes, 1988; Schön, 1987). Much of what teachers need to learn must be learnt in and from practice rather than in preparing for practice (Ball & Cphen, 1999; Hammerness, Darling-Hammond & Bransford, 2005). The student teachers in my study were not provided with freedom and opportunities to teach in the ways they wanted to teach.

The case of TR2 reflects the strong influence of school context in which any new teacher, regardless of her knowledge and capabilities might have ended up teaching the way school and cooperating teachers would have liked her to teach. Other student teachers had limitations of time and could not find an environment where they could take initiatives to engage students in the learning process as they would have liked to. The contents and the method of teaching were pre-planned by the school teachers and the student teachers were directed to carry out teaching to finish the course.

In addition, my study also provides evidence that even if the student teachers had been provided with opportunities and freedom to teach, they might have ended up teaching in the ways they actually taught. None of the student teachers showed strong beliefs and intent to teach differently except spending more time on students' involvement in lessons. They explicitly told that they did not know much about the current trends in language teaching and they were not trained to teach through communicative method or conduct performance based assessments.

Further to the above mentioned limitations, it is also important to note that the cooperating teachers and other school teachers encouraged the student teachers to use translation and teach from examination point of view. These findings supports Yan's (2015, p. 10) study who reported that the 'instructions were teacher-centred, textbook-centred and test-centred...'. Further, teachers were evaluated on exam results of students which barred teachers to experiment new pedagogical practices.

This, in a sense, instead of challenging and providing opportunities for reflection, further strengthened their prior beliefs which I have discussed in the previous sections. Mak (2011, p. 63) presented a case of a student teacher who 'regarded the in-service teachers she observed as role models and their teaching practice as evidence to solidify, rather than change, her existing beliefs about language teaching'. The student teachers in my study explicitly claimed that the school and college teachers were their role models. It is important to note that the cooperating teachers and class teachers in the practicing schools also represented the same class of teachers whom the student teachers believed to be their role models. Hence, they

did not explicitly challenge the class teachers except demanding some more time to engage students. The student teachers were happy to maintain the kind of teaching advocated by the class teachers. The evidence from my study suggests that if the practicum is made a learning experiences for the student teachers under the supervision and support of the university faculty and the cooperating teachers, it might simply strengthen the prior beliefs in the student teachers, thus promoting an inherently conservative system in which the same practices are passed from one generation of teachers to the next. The intervention and the effective role of the teacher education institutions along with the practicing schools are needed to make the practicum a meaningful learning experience according to the needs of the current theories of learning and teaching.

It is also to be noted that notions of a good or successful teacher are also related to the school context. My study provides evidence that despite having no freedom to choose curriculum topics of their own and limited pedagogical choices, the student teachers were considered to be successful teachers by the cooperating teachers and other school teachers though the university supervisors and evaluators had different opinions which I will discuss later. Although the student teachers' practices did not reflect the current theories and methods of teaching English as recommended in literature and the HEC (2012c), they were considered successful teachers and appreciated by the school teachers. The class teachers were pleased that the student teachers had taught the course well in time.

This evidence suggests that strong influence of school system can limit the potential impact of teacher education programmes on the prospective teachers. Instead of challenging the influence of school related factors, the student teachers seemed to be happy to be a part of the system or the status quo (Orafi & Borg, 2009). This can be further explained by the fact that the student teachers' over-riding concern was to pass the practicum; keeping everyone else happy was seen to be one strategy to help them pass (Ong'ondo & Borg, 2011).

9.2.3 Influence of Socio-Cultural Factors

Apart from the school context it is also important to discuss the influence of socio-cultural context on the teaching practices of the student teachers. The student teachers in my study belonged to middle or lower middle classes of society. As discussed in chapter one, they all received their education in government Urdu medium schools. In Urdu medium schools, English is taught by 'rote learning...the schools are... with no heating in the winter. Some schools in the cities do have fans but none are air-conditioned. Students sit on hard benches and memorize lessons by singing them in a chorus' (Rahman, 2004, p. 307). It has been witnessed that in these schools, teachers as well as students have low proficiency in English (Rahman, 2002; Shamim & Allen, 2000). It is important to note that two of the cooperating teachers in schools, the course teacher, university supervisors and the head of the department were critical of the language proficiency and content knowledge of the student teachers. It is not surprising as all of them had limited or no opportunities of practicing communication skills in schools as well as outside schools (Coleman, 2010). 'The linguistic inadequacy of teachers and learners in English... may lead them to resist the use of participatory approaches and/or inquiry-based learning, which may eventually have a damaging effect on the teaching and learning of concepts and on critical thinking' (Shamim, 2008, p. 242). In my study, the student teachers explicitly maintained that their experiences as learners did not help them develop the required language proficiency. The course teacher noted that the level of English proficiency of the student teachers seemed to be equivalent to that of grade 5 students at elite English medium schools.

Apart from the constraints and influences of the school context, the student teachers did not make an attempt to use English as a medium of instruction or to encourage participatory and inquiry based learning. Even Eman, who, in the initial interview had wished to teach in English, ended up teaching through translation method and focussing on structure rather than fluency. It is worth mentioning that the Methods course teacher at the university, despite recognizing the linguistic inadequacy of the student teachers, taught the Methods course through textbook reading and rote learning to help them pass the examination. She spoke English in class but it was limited to reading the text from the book recommended for the course. All the student teachers maintained that she did not provide them with opportunities to

speak English in class. This phenomenon suggests that due to low proficiency in English, the student teachers might not have been able to use current theories and methods to teach even if they were provided with opportunities to do so. This finding is consistent with Orafi & Borg (2009, p. 252) who report a study in the context of Libya which reflects reactions of teachers 'to a curriculum which promotes novel practices they feel ill-equipped to implement, which challenge their beliefs and experiences, which threaten their authority...'

9.3 Student Teachers' Support during the Practicum

One of the research questions of my study focussed on in what ways the student teachers were supported during the practicum. In relation to support, three main aspects which I discuss below are supervision of the practicum, evaluation of the practicum and attitude of the evaluators. The most important issues emerging from my data are that the supervision was based on looking at the lesson plans and the evaluation was based on the performance of the student teachers during the final lessons instead of making it a continuous assessment throughout the practicum.

9.3.1 Supervision of the Practicum

In the literature on teacher education, the process of supervision generally involves observations of student teachers' teaching and holding post-observation discussions with the student teachers in which the supervisors provide feedback to improve teaching during the practicum (Bailey, 2006; Stimpson, et al., 2000). In addition, supervision also involves assessment of the student teachers based on classroom observations. Although, teacher education programmes in my context do mention teaching practice as an important component of pre-service programmes, no detailed document was available in the university to explain how the practicum would be supervised and what the roles of the supervisors and the evaluators would be. Only verbal guidelines were provided to the student teachers. Interestingly, each supervisor provided his/her own version of guidelines as no written material was available. No schedule of supervisory visits was available to the student teachers. However, there was a common understanding among the student teachers that the university supervisors would visit their schools, observe the classrooms and provide feedback to improve their teaching. This finding highlights lack of supportive

environment and clear cut guidelines for the practicum (Smith, 2010; Tillema & Smith, 2009).

The data in my study shows that the supervision was limited to checking the lesson plans of the student teachers to see whether they were prepared according to the template and a set pattern provided by the department. Throughout the practicum, the university supervisors never visited the classrooms except the head of the department who went to a classroom a few days before the final lessons. The supervisors went to schools, met the student teachers in their 'staff rooms' collected the lesson plans registers and provided unclear feedback on lesson plans if they considered that necessary. Their feedback contained a few words and centred round the layout of lesson plans, writing correct behavioural objectives and identifying grammatical errors. Literature considers this type of feedback as the lowest level (Harrison, et al., 2005). Teacher educators have shown concern on the quality of feedback provided to the student teachers. Sadler (1998) highlights that quality feedback is 'not just the technical structure of the feedback (such as its accuracy, comprehensiveness and appropriateness) but also its accessibility to the learner (as a communication), its catalytic and coaching value, and its ability to inspire confidence and hope' (p. 84). Explaining the usefulness of feedback to the student teachers, Smith (2010, p. 38) points out that feedback is and should be 'detailed meaningful information essential to the learner and the teacher (mentor) when planning future steps in the learning process'. I did not find evidence of this type of feedback in my study.

Further, the university supervisors explicitly complained that they had no time to visit the classrooms. They were already over-burdened at the department. Besides teaching and research at the university, they had to visit 4-5 schools each day in hot weather. Similarly findings have also been reported in the context of Kenya (Ong'ondo & Borg, 2011).

Literature in the field of teacher education recommends that the purpose of supervision is to help student teachers improve teaching (Intrator, 2006) through supervisors' feedback (Darling-Hammond, 2006) and to support the socialization

process of the student teachers in the community of practice (Johnson, 2006). The evidence provided in my data does not reflect such notions. Rather, my data supports the view that unguided field experiences and a loosely planned practicum may create obstacles in student teachers' learning (Darling-Hammond, 2006). The student teachers in my study were never observed prior to their final evaluation lessons and they could not know how they could improve their teaching with the support of the university supervisors.

An important factor for the success of the practicum is the collaboration between the university and the schools (Darling-Hammond, 1994, 1998; Korthagen, Loughran, & Russell, 2006; Zeichner, 2010). Data in my study shows that little collaboration existed between the university supervisors and the cooperating teachers. The cooperating teachers did not know who the university supervisors were. One of the cooperating teachers said that he had never seen the university faculty. The university supervisors, though held meetings with the head teachers, never attempted to meet the cooperating teachers so as to develop some sort of collaboration. In my context, the schools are not paid for the practicum placements of the student teachers. The university faculty also seemed to be uninterested to meet the cooperating teachers. Same was the case with the cooperating teachers. What the school teachers cared the most was the completion of the coursework before the summer vacation. Ong'ondo & Borg's (2011) study also highlights on lack of collaboration between university supervisors and the cooperating teachers.

9.3.2 Evaluation of the Practicum

As I mentioned earlier, the supervision during the entire practicum was based on checking written lesson plans of the student teachers but the evaluation of the student teachers was based on observations of classroom teaching. The student teachers were confused till the end about how they will be evaluated. There was no fixed time for evaluation though the student teachers were informed of the days or the dates on which the evaluation would be held. On the day of evaluation, the student teachers waited for the supervisors for the whole day. They were so nervous that they were continuously exchanging text messages with their fellow student teachers in other schools so as to know when the supervisors would come to their

school, as the supervisors were busy in evaluations in those schools. This type of phenomenon has been referred in literature as a dilemma of assessment (Tillema & Smith, 2009).

There were no written guidelines provided to the student teachers about the criteria of evaluation. The university supervisors, the student teachers and the cooperating teachers were interpreting the evaluation differently. The female student teachers believed that nice and colourful dresses, preparation of good charts and models and neatly written lesson plans would give them good marks. Literature suggests that contradictions and disagreement among the practicum triad and lack of supportive assessment environment are major issues in conducting valid and reliable assessment of the practicum. Disagreements have also been found on what to assess and how to assess the practicum (Smith, 2010).

On the day of evaluation, all of them were wearing brand new dresses. It looked like they were prepared for some celebration or religious festival as people prefer to wear new dresses on religious festivals in my context. My study supports the findings where student teachers attempt to conform to supervisors' demands to please them as an attempt to get good marks (Brandt, 2006; Levis & Farrell, 2007; Ong'ondo & Borg, 2011). As opposed to the views of the student teachers, the evaluation proforma contained division of marks allocated to different categories of evaluation. Out of total 60 marks, 30 marks were allocated to lesson plans, 10 to attendance, 5 to overall performance and the remaining 15 marks were allocated to 13 statements. The qualifying marks were 50%.

It is important to note that the evaluation was only summative and no formative evaluation was done during the practicum though the literature suggests that 'much of the evaluative work supervisors do is formative in nature' (Bailey, 2006, p. 184). On average each evaluation lesson was observed for 3-7 minutes. The focus of evaluation in my study does not seem to conform to the current principles of language teacher evaluation which can be summed up as: '1. to encourage reflective practice; 2. to empower and motivate teachers; 3. to assess all aspects of a teacher's professional activity; 4. to take account of students' views and 5. to promote

collaboration' (Murdoch, 2000, pp. 55-56). In addition to all this, there was also a contradiction between what occurred during the evaluation lessons and what was written in the teaching practice evaluation proforma.

These practices of supervision and evaluation limited the potential development of the student teachers during the practicum. Supportive supervision, with classroom visits and constructive feedback and an evaluation based on shared meanings within a supportive environment could have added significantly to the student teachers' learning. The loosely planned practicum seemed to be a missed opportunity. These findings seem to be contrary to the recent literature which recommends building professional communities and socialization in schools by collaborating among the practicum triad (Hodkinson & Hodkinson, 1999; Tsui & Law, 2007). Rodgers & Keil (2007) argue for supervising students teachers with multiple support from school and the university. Further, there should be an interlink among the student teachers, academics and the communities of practice (Hammerness, Darling-Hammond & Bransford, 2005; Korthagen, Loughran & Russell, 2006; Zeichner, 2010).

9.3.3 Attitude of the Evaluators

The practicum is a time when the student teachers feel nervous of being observed for evaluation (Levis & Farrell, 2007; Medgyes & Malderez, 1996; OngOndo, 2009). In my study the data shows that the evaluators tried their best to confuse the already nervous student teachers. The chief evaluator, who was also the head of the department, had been doing that for the last thirty years at different places. He claimed that he was doing that to make the student teachers work hard. Instead of holding post observation conferences as suggested in literature (Soslau, 2012), the evaluators interrupted the student teachers during the lessons and started asking questions. During the average 4-7 minutes of the final teaching observations, the student teachers were busy answering the questions rather than focusing on teaching. It seemed to be an interrogation rather than observation. It did have a negative impact on the credibility of the student teachers as all the questions were asked in front of the students. One of the student teachers cried after the evaluators left the classroom. Others were uncertain about their grades. Literature suggests that it is

hard for the student teachers to 'take in feedback immediately after a lesson' due to 'high emotional temperature' (Roberts, 1998, p. 157) but my student teachers were provided feedback on the spot, in front of their students and all the evaluators. Literature highlights important issues in assessment of teaching. Marshall (2005) notes that supervisors generally evaluate a small part of teaching of atypical lessons. Evaluating isolated lessons do not provide a complete picture of instruction. Further, fear of supervision and evaluation also increases teacher isolation. One of the student teachers burst into tears after the evaluators left the room.

In addition to asking questions, the evaluators seemed to be in a hurry. They wanted to finish the evaluation as soon as possible which was one of the reasons they focussed on asking questions rather than listening to and looking at what the student teachers were teaching. The head of the department, in his interview maintained that he wanted to teach the student teachers a lesson, which they would pass on to the students of the next academic year. The lesson was that they should work hard during the practicum and it was very difficult to get good marks until and unless they prepare well for the practicum. These practices of evaluation are not consistent with the current literature which recommends that the evaluators' and supervisors' role is to be supportive and reflective (Bailey, 2006), a trustworthy colleague (Chamberlin, 2000) and a source of encouragement for the teachers to identify and solve issues in teaching (Murdoch, 1998).

All the student teachers maintained that they should have known in advance what was to be expected from them in the evaluation. It seemed to be shocking for them to undergo a difficult time during the evaluation. They wanted to be assessed against some clearly defined criteria. They could have done well if they had a formative evaluation phase which was missing from the practicum despite the recommendation in literature that 'much of the evaluative work supervisors do is formative in nature' (Bailey, 2006, p. 184). My study provides evidence of loosely planned practicum which confused and discouraged the student teachers in the end rather than encouraging and motivating them. The attitudes of the university supervisors towards the student teachers limited the extent to which the practicum could function as a positive learning experience for the prospective educators.

9.4 Conceptualizations of Teacher Learning

This study found evidence of contradictions held by the student teachers, the methods course teacher, university supervisors and the cooperating teachers in conceptualizing teacher learning. Teacher learning has been conceptualized differently in different theories of learning such as behaviourism, constructivism and socio-cultural theory (Jarvis, 2005; Mitchell & Myles, 2004; Northfield & Gunstone, 1997; Ong'ondo & Jwan, 2010; Roberts, 1998; Williams & Burden, 1997; Windschitl, 2002).

Differences were identified in the notions of teaching and learning held by the course teacher and the student teachers. The course teacher argued in her interview that the purpose of the training of teachers was to enable the student teachers to use the communicative approach in teaching' and believed that teaching at secondary level should 'enable students to express themselves in the target language so that they could have full command on English and the communicative functions of English'. The student teachers, on the other hand, throughout the practicum and in the following interviews, did not mention the concept of communicative teaching rather they supported grammar translation method consistently and used this method in all the lessons they taught. Such contradictions and contrasts need not to be worried about, rather tensions need to be acknowledged and underlying reasons behind these tensions need to be explored and teacher education programmes which encourage the student teachers to explore their beliefs and their links with the practices are highly likely to do well (Phipps & Borg, 2009). To the contrary, however, no explicit effort was made in my study to discuss these contradictions.

In addition, in the view of the head of the department, teacher learning seemed to focus on the development of subject knowledge, using 'models' and 'charts' during teaching and writing specific objectives in a lesson plan. His views about teacher learning seemed to be based on the behaviourist theory of learning (Roberts, 1998, p. 243).

The cooperating teachers and the class teachers in schools conceptualized teacher learning during the practicum as the student teachers' ability to teach with grammar translation method, preparing students for the examination and completing the coursework well in time. According to them, these characteristics were necessary to be a successful teacher in that context. The differences were also visible in the evaluation of the practicum. As discussed in the previous section of this chapter, the student teachers believed that pretty dresses and the use of models and charts would get them good grades. This conceptualization of evaluation led them to prepare those topics for the evaluation lessons for which they could develop models and charts. Hence, most of the student teachers selected topics on Road Safety, Urban and Rural Life and Exhibitions. Two of the student teachers preferred to teach Science topics so that they could develop good models and charts. It shows that the practicum had demotivational impact on them in terms of teaching English. It takes away the major aim of the practicum, which, ideally should focus on creating pleasant experiences and opportunities of teaching (Farrell, 2001; Huling, 1998; Korthagen, Loughran & Russell, 2006; Richards & Crookes, 1988).

In addition to the above conception about teaching, learning, practicum and the evaluation, all the stakeholders blamed one another for poor preparation of the student teachers. The cooperating teachers and the head of the department criticised the student teachers for their poor proficiency in English language skills. They argued that it was the responsibility of the student teachers and the schools and colleges from where they obtained their B. A degrees. The methods course teacher also criticized the student teachers for their linguistic inadequacy. Interestingly, in turn, the student teachers blamed the course teacher in particular and other faculty in general for not providing them opportunities to develop their language skills during the programme. Further, the student teachers also blamed the university supervisors and the head of the department for not observing and providing them with feedback during the practicum. The cooperating teachers complained that the university supervisors were not willing to develop collaboration with them. None of the stakeholders was willing to take the responsibility for student teachers' development of learning to teach. To elaborate such a situation Zeichner (1992) rightly says that it is difficult to guarantee that student teachers will be supervised by able and

competent supervisors and historically supervision culture has resisted change and maintained 'status quo' in face of reforms (Rodgers & Keil, 2007).

My study provides evidence of lack of consensus in understanding teacher learning and what exactly the student teachers and supervisors are required to do during the practice teaching. My findings are not consistent with the current literature in teacher education which argues that there should be an interlink among the student teachers, academics and the communities of practice (Hammerness, Darling-Hammond & Bransford, 2005; Korthagen, Loughran & Russell, 2006; Zeichner, 2010). Further, constructivist and social constructivist theories of learning in general (Roberts, 1998; Williams & Burden, 1997) and communicative language teaching in particular for English language teaching propose to create expanded learning opportunities for the prospective teachers that will better prepare them to be successful in 'enacting complex teaching practices' (Zeichner, 2010, p. 89). In addition, dialogue, reflection and discussion on language teachers' awareness of contradictions (Phipps & Borg, 2009), which literature considers important elements of teacher education were missing throughout the practicum.

CHAPTER 10: CONCLUSIONS

10.1 INTRODUCTION

In this chapter I provide brief summary of the study and identify the contributions and limitations of my study.

10.2 Summary of the Study

I conducted this study to analyze the pedagogical practices of a group of English language student teachers and support provided to them during the practicum in Pakistan. In terms of my context, the practicum is a key component of pre-service teacher education programmes in Pakistan. The need for research on teacher preparation and teacher education arises out of the government's initiative to improve teacher quality and reform teacher education to make teaching more student centred (Government of Pakistan, 2009). The reform agenda is elaborated in the National Education Policy 2009 as 'reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce' (Government of Pakistan, 2009, p. 33). Along with the government, a number of authors have showed concern on the quality of teachers being produced by the teacher education institutions and have called for reforms in teacher education programmes and teacher preparation to improve quality of teaching in Pakistan (Khan, 1994; Mirza & Rashid, 2008; Shamim, 2008; Siddiqui, 2007). My study fits well into this reform agenda so as to document evidence and contribute to improve the teacher preparation through improvement of the practicum. Further, in terms of literature in the field of teacher education in general and the practicum in particular, my study responded to the call for research on what actually goes on during the practicum (Darling-Hammond, 2006b; Hammerness, Darling-Hammond & Bransford, 2005).

By methodology, the study was qualitative and used case study approach. I selected four student teachers, two supervising teachers, one course teacher, four cooperating teachers and the head of the department as participants in my study. The student

teachers did six weeks practicum in public secondary schools. I generated data through classroom observations of and interviews with the student teachers and other participants and through documents such as lesson plans, outline of methods course, reflective journals and the textbooks of English for grades 9 and 10. I analyzed data through thematic analysis and reported the findings individually for each student teacher.

The findings suggest that the student teachers' practices mainly focussed on a set of behaviouristic skills such as writing lesson plans according to a set pattern, teaching grammar rules, teaching literature with Urdu translation, writing drills, preparing students for examination and completing the coursework in time. The supervision of the student teachers was limited to correct layout errors in the lesson plans. In terms of support provided to the student teachers, the classroom teaching was never observed by the university supervisors. The final evaluation of the practicum was conducted in an environment of authority, interrogation and interruption on the part of the evaluators. Further, the criteria of evaluation were not clear and the student teachers and evaluators had different perceptions of evaluation. The relationship among the student teachers, university supervisors and the cooperating teachers was limited. In relation to conceptualization of teacher learning by the practicum triad, the study found contradictions about the notion of what constitutes teacher learning to teach. The contradictions were held strongly by the student teachers, supervising teachers and the head of the department and no explicit and sustained effort was made by the teacher education programme to raise awareness of beliefs about learning through dialogue and reflection.

10.3 Contributions of the Study

My study makes important contributions in the field of teacher education in general and English language teacher education in particular. I will discuss the contribution of my study in relation to my context, methodology and the existing literature in the field.

In the context of Pakistan, as I mentioned in chapters 1 and 2, no published work has so far appeared on what actually goes on during the practicum experience in

preservice teacher education programmes. Although there have been some studies conducted on English language teaching, those were either limited to in-service teachers' use of teaching methods or were not based on empirical data. My study is the first to provide evidence of what occurred during the practicum. The evidence emerged from my study can be useful for reform agenda to improve quality of prospective teachers as proposed by the government in the National Education Policy (Government of Pakistan, 2009) and also strongly recommended by the HEC (2012a, b & c). As the practicum is the only opportunity for the student teachers to enact their learning from the university based course work, any reforms without improving and re-organizing the practicum are not likely to succeed. My study informs of the challenges the reform agenda can face from the stakeholders of these reforms.

In relation to methodology, my study involved not only the student teachers but also other stakeholders responsible for teacher preparation. I collected data from multiple sources so as to include the perspectives of the student teachers, university teachers and the cooperating teachers in schools. My study points to the lack of consensus and coordination among the stakeholders which resulted in limited learning of the student teachers from the practicum. Using multiple sources of data strengthened my findings. Further, using qualitative methodology in my context was a challenging task, because, in Pakistan, the researchers in the field of teacher education have not been trained to conduct qualitative studies. The general tradition of research in teacher education adopts quantitative methodology using surveys and experimental designs.

In relation to the existing literature my study has added that the school and the contextual factors exert strong influence on the teaching practices of the student teachers. It has also suggested that in the contexts and situations where student teachers are not appropriately supervised and supported, their teaching practices would likely be based on their previous learning experiences as learners of English, hence, it would minimize the impact of the teacher education programmes. If student teachers are not encouraged to reflect on their beliefs and practices, they are likely to follow the status quo forces already present in the school context. My evidence has

suggested that after spending two years of preparing teachers in the universities or teacher education institutions, it is necessary to take the practicum as a seriously organized activity; otherwise, the time and effort of the previous two years are not likely to be very effective. Further, my study provides empirical evidence on how assessment of teacher education programmes in general and the practicum in particular could be an experience full of nervousness and anxiety. If the student teachers are not aware of their roles and expectations during the practicum from the start, the practicum could end up exerting unpleasant and negative influence on the student teachers.

My study has also suggested that it is important to recognize contradictions among teacher education stakeholder about teacher learning. Teacher education programmes which fail to recognize these contradictions are less likely to contribute to teacher development during the practicum in particular and could potentially end up in a frustrated manner.

In terms of finding at a broader level, although the literature often comments on the teaching practices which are problematic, empirical data of these is not normally available and my study illustrates just how unproductive, in terms of teacher learning, the practicum experience can be. My findings suggest that such a practicum could de-motivate the student teachers and result in negating all the investment spent on the teacher education programmes particularly in the contexts where financial resources are already limited. Further, the literature does comment on the role of the universities and teacher education institutions in making and shaping the student teacher's practices, a little attention is given on the socially-situated multiple factors which shape the practicum. My study provides evidence that even if the teacher education institutions do everything right; the socio-cultural and school related factors need to be addressed if the practicum is to be made a meaningful learning experience.

10.4 Limitations of the Study

Along with the contributions, I would also describe a few limitations of my study. These limitations are particularly related to the methodology. Firstly, during the initial interviews with the student teachers and the course teacher, I found out differences on the aims, contents, resources used and the methods adopted to teach the course on 'Methods of Teaching English'. It would have been better for me to observe the course teaching and capture the data myself. The teaching of that course finished 2 months before the practicum. As I was busy in studying my taught modules of EdD and preparing for upgrade, it was not feasible for me to travel to Pakistan at that time. However, in the initial interviews with the student teachers and the course teacher, I made sure to collect as much information about the course as possible. The course related information was useful to see the influence of the university course on student teachers' conceptualization of teaching and the practicum.

Secondly, I was not permitted to video-record the observed lessons or take photographs. I consider it as a limitation because video recording and pictures could have provided more insights into the teaching practices and interactions of the classrooms. To cope with this limitation, I took detailed notes of the classroom teaching during my observations. Thirdly, I feel that the duration of the practicum seemed to be short as only six weeks were allocated to the practicum. As teaching and teacher learning are complex issues, it might not be feasible to get detailed insights into pedagogical practices and learning of the student teachers. However, I included multiple sources so as to get as richer data as possible. Further, the duration of the practicum for M. A. Education programme in Pakistan is not longer than six weeks in any of the teacher education institutions. Hence, I could not help it.

Lastly, I have included only four student teachers in my study. It might be considered a limitation in my context where quantitative studies are common. Due to time and word limit constraints, it would not have been feasible to include more student teachers in my study. Further, I acknowledge that only one male teacher was included in my sample. The reason for this is that there was only one male student teacher who opted to teach English. So it was not possible to select another male

student. I also acknowledge that I generated all my data from urban and public schools only. Private and rural schools were not included in my study. The reason for this exclusion is that majority of the student teachers from public sector teacher education institutions are allocated to teach in public schools only and those too in urban areas due to access issues. None of the student teachers went to rural schools. Hence I had to collect data from urban schools only.

10.5 Implications for Practice

Based on the analysis of the data and the context, I have identified the following implications which can be considered to make the practicum a pleasant experience for the student teachers, which, in turn, could contribute to the development of learning to teach.

10.5.1 Linking University Courses to Teaching Subjects at Schools

The university based courses need to be linked to the teaching of English at schools. Some of the university supervisors and cooperating teachers expressed reservations on the subject matter knowledge of the student teachers. This issue can be addressed by looking closely at what is being taught in schools and then relating the university based ELT courses. Along with the methods course, the content improvement courses in English needs to be strengthened. As I discussed in the context chapter that most of the student teachers attend Urdu medium public schools, they are not able to develop their English language skills. The teacher education institutions should accept this reality as a challenge rather than blaming others and avoid taking the responsibility.

I would suggest introducing subject specific teacher education programmes in Pakistan. This would include a Master degree in ELT rather than general M. A. Education or B. A. Hons. programmes. Currently, the M. A. Education programme includes only one or two courses relating to teaching of a chosen subject. Subject specific programmes will provide enough opportunities for the student teachers to address gaps in their linguistic proficiencies so that the poor proficiency might not

be a barrier to thinking about alternative approaches to teaching English. If teachers are proficient in English at school level, it is highly likely that it will develop English literacy of the school students as well. The current structure of pre-service teacher education programmes in my contexts or similar contexts elsewhere, does not allow space and time to focus on the development of content and pedagogical knowledge to teach English. In view of HEC's reform agenda to propagate communicative approach to teach English, I consider this proposal as immediate and necessary.

10.5.2 Re-organization of the Practicum

There is a clear need to re-organize the practicum and re-define the roles of all the stakeholders involved. My study provides evidence that there was no manual for the practicum and the student teachers, the university supervisors, the cooperating teachers and the evaluators did not have any meaningful criteria about how the practicum would be supported and assessed. Each teacher education institution should share the aims and goals of the practicum. The student teachers need to be included in the discussions on what exactly is required of them. This re-organization might include the following sections:

10.5.2.1 Re-conceptualization of the Practicum

Debate on the theoretical component of teacher education programmes in general and the practicum in particular is required to sort out what types of teachers we need to produce. To respond to the 21st century teacher education, the teacher education institutions would need to sit together through the cooperation of the HEC, in the context of Pakistan, to decide which approaches of language teaching need to be adopted to teach English. Currently, the HEC revises the curriculum for teacher education programmes after every 2-3 years, but a central policy on English language teacher education has not been developed. The communicative language teaching has only been recommended by HEC, and has not been officially introduced. If this process is done at some central level, it would be convenient to gather resources for its implementation at national level. Until some central level policy is not formulated, the strong influence of school and examination factors would continue to bar the potential development of the student teachers because the

examination system encourages wide use of translation and rote learning. The re-conceptualization would also impact the examination system later on.

10.5.2.2 Creating a Learning Environment for the Student Teachers

The university faculty should need to build links with the practicing schools so as to provide more space and freedom to the student teachers at schools. This freedom would encourage them to teach in the ways they would prefer to teach rather than entirely following the instructions of the cooperating teachers and the class teachers. Remunerations can be allocated for the cooperating schools so that the school teachers build interests in supporting the student teachers. The remuneration can be in the form of money or fee waivers to pursue higher education at the universities. It will develop a sense of ownership among the school teachers.

The supervision of the practicum needs to be improved. For this I would suggest that there might be workshops and seminars for the university supervisors to let them know what they are required to do during the supervisory visits. Observations of student teachers' teaching and post observation meetings should be central to supervision. Similarly, the cooperating teachers can also be invited to participate in those workshops and seminars. It will build connections between the university and the practicing schools. The culture of discouragement during the supervision and the evaluation lessons has long been disregarded in the literature. The current trends focus on collaboration, discussion, support, socialization and creating pleasant environments for learning. All this can be done at the institution and the school levels. The role of the head of the department is central to it.

10.6 Further Research

A number of issues have emerged from my data. I will discuss these turn by turn. Firstly, I would suggest studies on the student teachers' practices and their relationship to student learning. My study did not include the learning of 9th and 10th grade students in it. It would be interesting to understand what the pupils think of the student teachers. The students' perspective would help us understand what

more can be done to expand teacher cognition research. Further, the students' perspective would be helpful for the student teachers to reflect on their teaching practices and modify them accordingly as a part of their learning and development.

Secondly, I would suggest studies which, along with the practicum, also look deeper at what actually goes on during the training of the student teachers at the university. This will help in getting insights into how the student teachers were trained and then looking at the relationship between their training and the teaching practices at schools.

Thirdly, studies that focus on the student teachers who have higher language proficiency in the second language or English and go to private schools for the practicum would be an interesting addition to the literature on language teacher education. It would provide varied perspectives on the practices of the student teachers in prestigious private schools. Further, the student teachers teaching in rural areas can also highlight additional insights.

Fourthly, I would suggest studies on peer-observations by the student teachers and post-observation discussions and reflection and how it contributes to their learning to teach. Lastly, I would suggest replicating the present study in other contexts so as to get further insights into the teaching practices of the student teachers and what factors influence their practices.

10.7 Concluding Remarks

The present study has been a wonderful experience for me. I come from the context where quantitative research is largely conducted in the field of teacher education. Most of the researchers use questionnaires, selected large samples, or conduct experiments. I was not familiar with how to conduct a qualitative research when I began my EdD back in 2009. The taught modules and regular supervisions helped me a lot in broadening my thinking in terms of research paradigms other than positivism. I am extremely happy at the end of my journey that I have been able to

complete a qualitative study which will go a long way in my professional career as a teacher educator in Pakistan.

My study has provided me with opportunities to look into the issues surrounding pre-service teacher education in Pakistan. This understanding will help me when I return home and join the teacher education institution to educate the student teachers. I have recognized that teacher learning and teacher education are complex areas and require equal level of complexity to address these.

I also acknowledge that I belong to the same context where my student teachers came from. I studied in government schools in Pakistan in remote rural areas with limited opportunities of developing English language skills. It took me a long time to come to terms with the academic writing required for the doctoral level. Those were hard times, but, looking back, I would say that it was worth doing all those initial efforts and then moving forward to complete this work.

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APPENDIX A: Outline of the Course on ‘Methods of Teaching English’

Methods of Teaching English

Course code EDU-719A

Credit hrs: 3

Course objectives

At the end of the course the student teachers will be expected to be:

1. familiar with the four language skills - Listening, Speaking reading and writing
2. identify and prepare activities for developing four skills
3. apply modern methods and approaches teach English effectively
4. prepare lesson plans of Prose, Poetry, Composition and Grammar
5. Effective use of audio visual aids.
6. measure and evaluate the students’ progress during teaching of English

This course will cover the following topics.

Concept of language

What is language?

Aspects & characteristics of human language

Importance of the English language in Pakistan

Bilingualism

Sociolinguistics

Psycholinguistics

Aim & objectives of teaching English

Methods of teaching the English language

a) Old methods

- Grammar Translation Method
- Direct Method
- Audio Lingual Method
- Structural approach

b) New methods

- Dr. West’s Method
- Substitution Method
- Bilingual Method
- Communicative approach

Teaching four skills in the English language

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Teaching Prose & poetry

Teaching composition & grammar

Teaching audio visual aids in teaching the English language

Problems of teaching the English language in Pakistan

Assessment of teaching

Lesson planning for teaching English language

Suggested readings:

- Parrott Martin. (2003) Grammar For English Language Teachers Great Britain: Cambridge university press.
- Rob, Nohand (1993) Conversation Oxford University Press
- Shanker, Prem (2004) Teaching of English. New Delhi: APH Publishing Corporation
- Sheikh N.A. (1998) Teaching Of English As A Second Language. Lahore: caravan book house.

APPENDIX B: Teaching Practice Evaluation Sheet

Teaching Practice Final Evaluation Sheet

Course: Teaching Practice

Programme: M. A. Education

Date: 26-05-2011

Total marks: 60

Student's Name: _____

Student No: _____

Topic _____

Sr. #	Model Lesson 1
1	Voice level
2	Speed of talk
3	Clarity of talk
4	Mastery of the language
6	Clarity of content
7	Relevance of content to topic
8	Order of content arrangement
9	Depth of understanding
11	Connectivity in talk
12	Presenter's contribution in conclusions
13	Eye contact with students
14	Time management
16	Answers to questions

Overall performance: (05)

Attendance: (10)

Lesson plans: (30)

Name of external examiner: _____

Signatures: _____

APPENDIX C: Consent Form

ENGLISH LANGUAGE STUDENT TEACHERS' DEVELOPMENT OF PEDAGOGICAL KNOWLEDGE DURING THE PRACTICUM IN PAKISTAN: INFORMATION SHEET

Who is doing this research?

The study is being conducted by Muhammad Farooq Asif.

Why are you doing this study?

This study aims to understand the development of pedagogical knowledge in English language student teachers during six week practicum as a part of their pre-service teacher education programme in Pakistan.

What will participating in the study involve?

As cooperating teachers, you will be asked to participate in 3-4 individual interviews during the six week teaching practice. You will be asked for your views about the development of the knowledge of teaching English in student teachers. If you agree to participate, you can withdraw from the study at any time. Interviews will last around 30-40 minutes, but can be longer or shorter depending on how much you have to say about the student teachers and teaching practice. All the interviews will be audio recorded.

The interviews will be conducted at your chosen venue and at your convenient time. It will be preferred to conduct interviews at the school to avoid inconvenience of travelling.

What will you do with the information you collect?

The data collected from interviews will be kept confidential and your names or any other details will not be identified in the report of this research project or in any additional publications based on this research. In addition, your responses collected for the project will not be disclosed to your colleagues or any other person.

What are the benefits to me of participating in this study?

The project provides you with an opportunity to discuss your views about English language trainee teachers and your experiences about the teaching practice. It may help your development as a teacher of English and as a supervisor of trainee teachers.

Thank you for reading this information sheet. Please complete the section below and return your form to me. If you have questions about any aspect of the study please do contact me.

I agree / do not agree (delete as appropriate) to participate in this study.

Name	Signature	Date
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APPENDIX D: Sample Lesson Plan

STEPS	SUBJECT MATTER & METHOD	SUMMARY 54 OF BLACK BOARD	STEPS
	<p>Teaching Aids:- i:- Text book ii:- White board. iii:- Board marker. iv:- Duster. v:- Pointer.</p> <p>Teaching Methodology:- Teacher will use grammar-translation, questionnaire method and lecture method during lecture.</p> <p>Announcement of the topic:- Teacher will announce the topic in front of students and write it on board.</p> <p>Previous knowledge:- Teacher will check students previous knowledge by asking some questions about women asies.</p> <p>Presentation:- Teacher will present the topic "Women Asies I" and write it on board. The lesson will be taught in two steps.</p>		

APPENDIX D: Sample Lesson Plans

SUMMARY 54 OF BLACK BOARD	STEPS	SUBJECT MATTER & METHOD	SUMMARY 55 OF BLACK BOARD
		<p>Step 1 :- Teacher will read the lesson with translation and narrate all the lessons. Teacher will also explain the difficult words of the meaning.</p> <p>Step 2 :- Student will read by themselves and ask the teacher in time of difficulty.</p> <p>Assessment :- Teacher will assess the students by asking some questions of the topic.</p> <p>Home work :- Teacher will ask to students to learn all the chapter with translation as a home work.</p> <p>She is very good teacher. She has full command on her lecture.</p> <p><i>[Signature]</i> 22/11</p>	

APPENDIX E: Sample Lesson plan with Feedback

Objectives

General objective:-

To enable the student to know what is English and its importance in our daily life. Also read all data about importance of English and teachers give the knowledge about use of English in our life.

Specific objective:-

To identify the knowledge of student about road safety and tells student how we safe the road when we travel on the road.

A.v Aids:-

Chart, Model,

Previous knowledge:-

Teacher will ask following question from the student to check the previous knowledge.

- (i) What do you know about road safety
- (ii) How we safe the road side during traveling on the road.

APPENDIX E: Sample Lesson plan with Feedback

Announcement:-

After check the previous knowledge of the student teacher will announce the topic in the class and also write the topic on the white board.

Presentation:-

STEP-1 :-

After the announcement of the topic in the class room teacher will read the topic from the book and all points about topic like what is road safety and how we safe the road during traveling on the road.

STEP-2 :-

After read the all points or explanation about topic teacher will clear the all difficult points and tell what are the road safety.

Receptulation:-


After presentation teacher will summarize its lecture and ask short question from the student.

APPENDIX E: Sample Lesson plan with Feedback

Home work:-

After reception teacher will announce in the class, all students write the lecture on the note book and read it properly from book.

MR upk the mark



Could not answer objectives

APPENDIX F: Interview Guide for the Student teachers

The first interview

Background information about the participants as well as information about the methods course they studied

What pedagogical knowledge the student teachers were familiar with

Teaching approaches used by the course teachers

Topics studies

Perceived outcomes of the practicum

Preparation for the practicum.

The second and third interviews

How student teachers were teaching during the practicum

Planning and presentation of lessons

Teaching learning strategies to support students' learning and student teacher's own learning

Conceptualizations of teaching and the practicum

Supporting factors and barriers in their practices

Supervision

Interaction with peers and supervisors and cooperating teachers

Testing and evaluation of students, and other issues related to the practicum.

The fourth interview

All the above themes and student teachers' overall experiences as teachers during the practicum

Evaluation Experiences.

APPENDIX G: Interview Guide for the Course Teacher

Background information

Information about the methods course

Topics covered in the course

Teaching approaches adopted during the course

Goals and expected outcomes of the course

Conceptualization about student teachers' learning

Preparation for the practicum

APPENDIX H: Interview Guide for the supervising teachers, cooperating teachers and the head of the department

The first interview

Background information about the participants

Previous experience of supervising/mentoring the student teachers

Goals and expected outcomes of the practicum

Schedule of student teachers' observations, evaluation of lesson plans and classroom teaching

Purposes of observations and final evaluation of the student teachers

The second and third interviews

How student teachers were doing the practicum

Observed problems

Achievement of the goals of the practicum

Student teachers' learning as English teachers

Support provided to the student teachers

Student teachers' learning to teach from the practicum

Evaluation of student teachers' learning as English language teachers

Conceptualizations about student teachers' teaching and learning

Any other issues

APPENDIX I: Sample piece of reflective Writing

My learning experience is very good. I am enjoying this period. I have to teach three classes 9th Jinnah & Johar and 7th Jinnah. My supervisors are co-operative but some time i feel difficulty. I want to teach students with my own method but they force me to follow their method. If lesson is lengthy i divide it into two parts and give lecture to students according to it. So that they can easily understand and learn. But my supervisors force me to give them the whole lesson. So students cannot prepare their lessons in good manner. On the next day they all stand up in the class with blank faces with the reason because the lesson was lengthy so they cannot prepare it. I understand their problem and try my level best to over come it. This is the problem that I have faced in school.

APPENDIX J: Sample lesson of Literature

Chinese Wisdom

Back in the third century A.D., the Chinese king sent his son Prince Tai to a temple to get education from the great master Pan Ku. Prince Tai was to succeed his father as a king. Pan Ku was to teach the boy the basics of being a good ruler. When the prince arrived at the temple, the master sent him alone to the Ming-Li Forest with the advice to meditate and discover the various sounds in the forest. After a year, the prince was to return to the temple to submit his findings of the sounds before the great master.

When Prince Tai returned, Pan Ku, the great master at the temple asked the boy to describe all that he had seen and heard during his stay in the forest.

"Respected master," said the prince, "I could hear the cuckoos sing, the leaves rustle, the humming birds hum, the crickets chirp, the grass blow, the bees buzz, and the winds whisper". When the prince had narrated all that he had experienced, the master ordered him to go back to the forest again. He told him to stay there for another year to listen to what more he could hear. The prince was puzzled by the master's new order. "Had he not already discerned every sound and explained everything to the master?" thought the prince.

He went back to the forest again for one year more with the advice to meditate and discern various sounds in the forest.

For many days and nights, the young prince sat alone in the forest listening to the sounds more attentively. But he heard no sounds other than the ones he had already heard. Then, one morning, as the prince sat silently beneath the trees, he started to discern faint sounds unlike those he had ever heard before. The more closely he listened, the more audible and clearer the sounds became. The feeling of enlightenment enveloped the boy. "These must be the sounds the master wished me to discern!" he reflected.

When Prince Tai returned to the temple, the master asked him what more he had heard. "Respected master," responded the prince reverently, "when I listened most closely, I could hear the unheard sound of flowers' opening, the sound of the sun's warming the earth and the sound of the grass with the morning dew."

The master nodded approvingly.

"To hear the unheard," remarked Pan Ku, "is a necessary discipline to be a good ruler. For, when a ruler has learned to listen closely to the people's heart, hearing their feelings uncommunicated, pains unexpressed and complaints not spoken of, only then can he hope to inspire confidence in his people. He can understand when something is wrong, and meet the true needs of the citizens. The demise of states comes when

APPENDIX J: Sample lesson of Literature

leaders listen only to the superficial words and do not penetrate or look deep into the souls of the people to hear their true opinions, feelings and desires.”

EXERCISES

1. Answer these questions.
 - i. Why and where did the king send his son?
 - ii. Where did the master send the prince?
 - iii. After how long was the prince to return to the temple and what was he to describe?
 - iv. What did the prince describe to the master when he returned from the forest after a year?
 - v. What did the great master order the prince to do after he had finished his stay in the forest?
 - vi. Had the prince discerned every sound already?
 - vii. What happened when the prince went back to the forest?
 - viii. What were the remarks of the master when the prince had explained him all about his new experiences in the forest?
 - ix. What are the characteristics of a good ruler?

“The demise of states comes when leaders listen only to the superficial words and do not penetrate or look deep into the souls of the people” means:

The leaders of a state like to hear the people praising them. All the time, they love to listen to the good things said about them. The people use artificial and superficial words to praise them. As years pass by, leaders become used to this kind of attitude. They do not look deep into the souls of others and cannot understand their feelings. They do not like to hear any thing said against them even if it is true. States ruled by such people do not flourish well. They do not make progress, and fail as a nation. We must speak true of others when they are wrong, so that they may correct themselves.

APPENDIX K: Sample of Grammar Component

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	viii. How to Keep our Town Clean		4
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PREFACE

English has been recognized as the language of modern knowledge, technology and international communication in the National Education Policy of 1979. It has, therefore, been given the status of a compulsory subject from class I to B.A.

An analysis of the educational needs of our students shows that they require functional knowledge of the English language as a living entity and not as a subject to be learnt and eventually forgotten.

It was with this end in view that the Textbook Board charged us with the responsibility of writing a new book of English grammar and composition for Classes IX-X.

We have done our best to produce a book which will discourage the abominable habit of rote learning and help the students to express themselves in simple and correct English. We hope the students and the teachers would find it useful.

We would welcome further suggestions from teachers and students.

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APPENDIX K: Sample of Grammar Component

Exercise

1. کسان کے پاس دراتی آتی تھی۔ 2. تمہارے بھائی کے پاس بندوق تھی۔ 3. ہمارا نوکر بندوں کا کانسٹبل نہیں رکھتا تھا۔
4. ان کے پاس ایک نایل تھا۔ 5. اندھے فقیر کے پاس لپ کیوں تھا؟ 6. کیا کھوڑا کام ڈھولوں پر کرتا تھا؟
7. نعلی کے پاس ایک بیج کڑا تھی۔ 8. اعز کے پاس کتنے لوگ تھے؟ 9. ہمارے پاس کوئی گھڑی کتنی تھی؟
10. کیا اس شہر کا ٹھنڈا گھر تھا؟ 11. اس دربار پر لپ کیوں نہ تھا؟ 12. چالیس روپیہ کیوں نہیں رکھتا تھا؟ 13. گاڑے کے پاس دو
- چوڑیاں تھیں۔ 14. کھلاڑیوں کے پاس سامان نہ تھا۔ 15. کیا اس گائے کے سینک آنے تھے؟ 16. کیا جہاز میں کوئی
- سفر نہ تھا؟ 17. آپ کے مکان کا تالہ نہ تھا۔ 18. میرے سانگیں کے ساتھ کئی تھی۔ 19. سکول کا چڑا جی نہ تھا۔
20. سکول کے دفتر میں قاعدہ نظم کی بڑی تصویر تھی۔

Vocabulary:

1. sickle, 2. pistol, 3. bridle, 4. saddle, 5. hound, 6. clock-tower, 7. horns.

LESSON - 4
PRESENT INDEFINITE TENSE
(ACTIVE VOICE)
AFFIRMATIVE SENTENCES

Look at these sentences:-

1. He reads good books.
2. Nasima always speaks the truth.
3. They come to school in time.
4. You take a bath daily.
5. I get up early in the morning.
6. We do our work ourselves.
7. The goat gives milk.
8. Parrots talk.
9. The shoe-makers make shoes.
10. Karim cleans his teeth.
11. You deal in sugar.
12. I wear new clothes.
13. Girls sing songs.
14. Hard working students get prizes.
15. Najma washes the clothes clean.

We see that third person singular subject takes first form of verbs with "s" or "es" but the plural and "I" take the first form without "s" or "es".

Exercise

1. گیلڈر شام کو چیتے ہیں۔ 2. میں اپنے بھائی سے چاکر کرتا ہوں۔ 3. ہم ہر روز اخبار پڑھتے ہیں۔ 4. اہم علم پر پنے جوتے
- خریدتا ہے۔ 5. غریب آدمی مشکل سے گزر رہا ہے۔ 6. امیر آدمی غریبوں کو کھارٹ کی ٹکاؤ سے دیکھتا ہے۔
7. مرغیاں سارا سال اٹے دیتی ہیں۔ 8. کیا آپ دوسروں کو آکر بڑی پڑھاتے ہیں؟ 9. میں تیرا جاتا ہوں۔
10. یہ لڑکا ہمیشہ شور مچاتا ہے۔ 11. خدا ان کی مدد کرتا ہے جو اپنی مدد آپ کرتے ہیں۔ 12. ہم بنک سے روپیہ ہر روز نکالتے
- ہیں۔ 13. تم جو سوتے رہا نہ ہوتے ہو۔ 14. دوپٹے کو سینے کا سہارا۔ 15. سورج مغرب میں غروب ہوتا ہے۔

Vocabulary:

1. howl, 2. lives from hand to mouth, 3. looks down upon.

Exercise

1. ہم کبھی کبھی اچھا بگھر جاتے ہیں۔ 2. بچے چڑا گھر کی سیر سے لطف اٹھاتے ہیں۔ 3. میرا دوست مجھے ہمیشہ
- مشورہ دیتا ہے۔ 4. جو بہت کرتا ہے اس کا پھل پاتا ہے۔ 5. آپ ہر سال ہزار روپے پنشن ادا کرتے ہیں۔ 6. میں ٹی کی ادا لگی ہر
- ماہ کی دس تاریخ تک گزرتا ہوں۔ 7. یہ تصاب 4 کم ہوتا ہے۔ 8. یوگا نما گھڑیاں 5 بیچتا ہے۔ 9. لاٹھی آدمی کا ادرس آگاتا
- ہے۔ 10. غریب لڑکا بڑی مشکل سے گزر رہا ہے۔ 11. حکامی ہر پنے سے پریشانہ ہاندہ تھے۔ 12. ڈاکٹر مریم کو
- آرام کا مشورہ دیتا ہے۔ 13. کسان آج کل گندمی فصل کاٹتا ہے۔ 14. وہ اونچے آدمیوں میں اٹھتا بیٹھتا ہے۔ 15. یہ شخص ہر آدمی کو
- دھوکہ دیتا ہے۔

Vocabulary:

1. now and then, 2. enjoy, 3. advice, 4. butcher, 5. sub-standard goods, 6. greedy,
7. black money, 8. hardly makes both ends meet.

While translating negative sentences we use "does not" for third person singular subject and "do not" for plural subject and "I" followed by the first form of the verb.

Here are some examples:

1. He does not take exercise regularly.
2. She does not always speak the truth.
3. They do not do their own work.
4. You do not go for a walk in the evening.

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**APPENDIX L: First Phase Coding for one Student teacher based on interview
and observation data**

1. Background qualification
2. Undergraduate subjects
3. Primary and secondary schools attended
4. Prior experience of teaching
5. Elective courses in M. A. programme
6. Favourite subject in M.A. programme
7. Favourite teacher of English and why
8. Orientation for the practicum
9. Selection of school for the practicum
10. Aims of the practicum
11. Personal goals for the practicum
12. Study Guides
13. Writing questions on the board
14. Homework
15. Checking homework in class
16. Time too short for error correction
17. How to manage time
18. Asking questions about the topic to teach
19. Teaching a story
20. Teaching poetry
21. Reading the text aloud
22. Assigning revision tasks
23. In class error correction
24. Physical Punishment to student teachers
25. Word by word translation
26. Sentence by sentence translation
27. Teaching as if in a hurry
28. Writing lesson plans
29. Receiving feedback on lesson plans
30. Supervisory visits
31. Presenting final lessons
32. University supervisors
33. Cooperating teachers
34. Class teachers
35. Evaluators

APPENDIX M: Second Phase coding for one Student teacher based on interview and observation data

Biographical Information

- Educational history
- Elective courses
- Why Teaching English?
- Teaching experience
- Favourite teacher and how you would like to be taught English?

Organizing the Practicum

- Practicum orientation
- Goals of the practicum
- Choice of schools
- Choice of supervisors

Teaching during the practicum

- Observing class teachers
- Observing supervising and cooperating teachers
- Lesson presentations
- Availability of teaching resources
- Aims of teaching English
- Lesson planning
- Feedback

Conceptualization of the practicum

- Aims of the practicum
- Issues and challenges of the practicum
- Future career as a teacher

Supervision of the practicum

- Seminars/ conferences
- Classroom observations
- Feedback by university supervisors
- Working with cooperating teachers
- Process of supervision
- Clarity and awareness of supervision

Assessment of the practicum

- Awareness of the process of assessment
- The evaluators
- Selection of lessons for evaluation
- Preparing A. V Aids
- Fear of evaluation

APPENDIX N: Third Phase coding for one Student teacher based on interview and observation data

1. PEDAGOGICAL PRACTICES OF ENGLISH LANGUAGE STUDENT TEACHERS

Planning and teaching of English during the Practicum

- Familiarising with the subject matter
- Preparing lesson plans for lesson teaching for the first time
- Teaching approach for teaching English i.e. communicative approach or other teaching methods
- Knowledge of learners
- Assessing pupils

Factors affecting the practicum

- School factors including class teacher and the cooperating teacher
- Socio-cultural factors like value of English and English literacy
- Examinations and results
- Influence of university supervisors

2. SUPPORT OF ENGLISH LANGUAGE STUDENT TEACHER DURING THE PRACTICUM

Support by University Supervisors

- Supervision schedule
- Supervision process
- Fear of Supervision
- Feedback on supervision and type of feedback; general, specialist
- Attitude of supervisors

Support by Cooperating Teachers

- Professional relationship with the cooperating teachers
- Guidance in terms of teaching strategies
- Autonomy and freed to teach provided by cooperating teachers
- Issues with the cooperating teachers

Evaluation of the Practicum

- Clear guidelines and criteria for evaluation
- Selection of lessons and Preparation of lesson plans for final lessons
- Overcoming the fear of evaluation and boosting confidence

3. CONCEPTUALIZATION OF TEACHER LEARNING

- Issues in conceptualization of teacher learning
- Notions of teacher learning held by the practicum triad
- Role of the practicum in development of teacher learning
- Role of the teacher education programmes