Assessment of Feedback Given by Cooperating Teachers to Student-Teachers

Girma Gezahegn Belihu
Department of Foreign Languages and Literature, Addis Ababa University, Addis Ababa, Ethiopia
Email: girmagb@gmail.com; Tel: +251911419102

Effective feedback from cooperating teachers is of paramount importance in promoting student-teachers’ professional development. Taking this into consideration, the current teachers training program requires cooperating teachers to take part in practicum and provide written and oral feedback to student-teachers assigned to them. The current study, therefore, tried to investigate the nature and effectiveness of feedback given by cooperating teachers to student teachers. A questionnaire and interview were used to gather the necessary data. The findings of the study suggest that most of the subjects were satisfied by the practice teaching. The other outcome of the study is that most cooperating teachers observed their student-teachers’ classes very infrequently and gave them insufficient feedback. In addition, the feedback was given mainly orally and its focus was limited to few aspects of teaching. On the basis of these findings, the paper concludes that the feedback given by cooperating teachers is not as supportive and varied as it should be.

Key words: feedback, cooperating teacher, student teachers, teacher preparation, practicum

INTRODUCTION

Teacher preparation programs consist of what Ellis (1990) calls experiential and awareness raising activities. Experiential activities involve the student teacher in actual teaching. This occurs through teaching practices where the student teachers are required to teach actual students in real classrooms. On the other hand, Awareness raising activities are intended to develop the student teachers conscious understanding of the principles underlying language teachings and/or the practical techniques that teachers can use in different kinds of lessons.

This distinction, however, does not imply that the two types are mutually exclusive. Rather, teacher preparation encompasses both kinds. In other words, experiential and awareness raising practices cannot be separated as they can be combined in teacher preparation program. This can help not only to develop the student teacher’s know-how, but also to develop understanding of particular issues through reflection and evaluation.

As regards teacher education in Ethiopia, evidences show that until recently, it had been dominated by awareness-raising practices, while giving little attention to experiential activities. This is substantiated by MOE (1990), when it attests that the actual practice had been of traditional lineage.

MOE (2003: 10-11), further states that:
✓ The quality of courses and methods of teaching are theoretical and teacher centered.
✓ The practicum receives inadequate emphasis and is insufficiently implemented at all levels of teacher education.
✓ There is a mismatch between teacher education and school education.

The program was, therefore, described as producing teachers with deficient professional competence and unsatisfactory content knowledge.

Consequently, Ministry of Education designed in 2003 a new teacher training program that introduced a paradigm shift in teacher training practice. The program, unlike its predecessor, gives substantial attention to practicum. It is indicted in MOE (2003:11) document that the practicum is designed to broaden and widen the understanding
capacity of student teachers while they are on the training program. The document further states that the purpose of practicum is not only to ensure student teachers’ activity in putting learned skills of teaching into practice, but also to give background knowledge about the realities of existing school situation in primary/secondary level.

The attainment of the objectives of the practicum depends on many factors one of which is the active involvement of cooperating teachers and the feedback they provide to their student teachers. The current study was, therefore conducted to explore the nature and effectiveness of feedback offered by cooperating teachers to student teachers.

**Statement of the problem**

As indicated earlier, a new teacher training program that involves student teachers in intensive teaching practice had been implemented. To ensure its successful implementation, tutors and cooperating teachers are entrusted with the responsibility of assessing the student teachers’ performance and providing feedback on their progress and areas they need to improve.

MOE (2003), stresses that feedback and assessment should be an ongoing process whereby student teachers receive feedback on their strong sides and areas which they need to improve. According to the TESO guideline of MOE (2003), assessment areas include

- Knowledge and understanding of planning and preparation of learning experience.
- Teaching strategies, skills of classroom management, ability of monitoring the progress of learners and
- Skills of assessing, recording and reporting the performance of learners.

This apparently shows there is a need for continuous feedback throughout the practicum experience. That is, cooperating teachers need to observe and offer feedback to their student teachers during the duration of practicum.

It should, however, be noted that, cooperating teachers need to have adequate skills in supervision to discharge their supervisory duties. Researchers (e.g. Berg, 1986; Killian and McInture, 1987), indicate that cooperating teachers trained in supervisory skills provide significantly more feedback and promote more positive and collaborative internships than those who have not received training. Cooperation between the classroom teacher and student-teacher is improved when the cooperating teacher receives training in providing specific feedback (Painter and Brown, 1779). Unfortunately, few cooperating teachers are trained to give specific feedback to their student-teachers and lack of communication and feedback from the cooperating teachers is one of the most commonly reported problems among field-experience students (Sorthall and King, 1979). In addition, Tannechil and Zakrajsck (1988), for example, reported that cooperating teachers left their student – teachers alone in the classroom for long periods of time, resulting in less feedback during a critical time.

The finding of local research made thus far also suggest that practicum supervision is not being conducted as effectively as it should be. For example, Hailu (2006), indicates that most of school-based mentors under the study were not well experienced in the teaching profession in general and in English Language in particular. He further reports that the subject did not attend training, workshop, seminars etc on the mentoring and they have no access to materials on the subject, The study by Almaz (2006), suggests that there is little, if any, professional relationship among practicum participants Kindalem (2005), also concludes that practicum is not effectively implemented due to lack of awareness, loose relationship and coordination and low level of commitment.

Building on the findings above, the present qualitative study sought to answer the following questions.

1. Do cooperating teachers provide effective feedback to student- teachers?
2. Is the feedback provided by cooperating teachers considered useful and appropriate by student teachers?
3. What is the nature and focus of the feedback provided by cooperating teachers?

**Objectives of the study**

As stated earlier, in the current teacher training program, student-teachers are supposed to undergo actual teaching practice, while they are studying at their colleges and universities. The aims of the practicum courses are to enhance the trainees’ teaching skills and awareness about their profession.

The attainment of these aims depends on many factors. One of these is the supervision conducted by college supervisors and cooperating teachers and the subsequent feedback they provide to their student teachers.

Accordingly, tutors and cooperating teachers are entrusted with the responsibilities of supervising, guiding and giving feedback to student teachers. It is anticipated that by doing these, they can foster change in the trainee’s teaching skills.

However, very little, if any, is known about the nature and effectiveness of the feedback provided by both. The present qualitative study, therefore, sought to investigate the nature and effectiveness of feedback given by cooperating teachers to student teachers more specifically, it sought to identify whether cooperating teachers were providing feedback and whether the feedback was considered useful and appropriate by student teachers.
REVIEW OF RELATED LITERATURE

Objective of practicum

As noted by Arslan (2018-97-106 professional development programs are of crucial importance for teachers in terms of expanding current teacher knowledge, improving in-class behaviors and teaching skills. That is to say, the teachers act as both teaching agents and researchers who are in pursuit of acquiring field knowledge for meeting the profession’s requirements. One of such programs is practicum, whose objective of practicum is to effect change through multiple activities. It is also to produce competent teachers who can meet the demands of the society as well as the demands of the students in the classroom (Schofield, 1972). Practicum is, therefore, believed to help student-teachers to have opportunities to practice, get support from experienced professionals and become efficient teachers.

In other words, the goal of the help offered to the student—teacher is for the student teachers to develop the independent capacity to make informed teaching decisions and to assess the impact of those decisions on both their own and their students’ learning (Freeman, 1989).

Richards and Nunan (1990: 101), say that practicum or teaching practice has consequently become a central component in many teacher education programs. With reference to language teaching, they note that

It is through the process of teaching a class of foreign language and receiving feedback that the student teacher has a chance to apply knowledge and skills gained elsewhere or to develop strategies for handling different dimensions of a language lesson (1990:101)

Ben Pertez (1994), further notes that school experience is extremely important and practical. It helps reduce student teachers’ anxiety about teaching and to test their practical teaching skills. Practicum is, therefore, recognized as the most important aspect of pre-service teacher education.

According to on line web page (WWW lis.UIUC. edu), the objectives of practicum programs are to help students’
- gain practical experience based on the understanding and application of theoretical knowledge.
- observe the analysis of and solutions to problems arising in professional school settings.
- develop a professional self awareness
- apply their class learning to real world situations, thereby helping the student to conceptually integrate classroom and real-world experiences
- interact with colleagues in professional school environment
- gain confidence, competence and satisfaction in completing individual projects gain insight into personal skills and attributes.

It can, therefore be concluded that practicum provides an opportunity in which knowledge and skills related to teaching can be developed. In other words, practice teaching is an essential component of EFL teacher preparation program since student-teachers have the opportunity to make connection between the content of the course they have studied at university. i.e. EFL Methodology, and its application for classroom teaching.

Practicum supervision and feedback

Supervision and feedback play a critical role in promoting trainees’ professional development. Therefore, in most teacher preparation programs, student teachers spend a period of time in their study at a university or college in real situations under the supervision of a supervisor from the program and a cooperation teacher from school he/she is assigned to.

Successful implementation of supervision during student teaching is predicated on the ability of those supervisors to furnish systematic observation and feedback. Properly conducted, the process is data based and nonjudgmental. When objective observation data are used to provide feedback about the teacher’s performance, the teacher can accept the information as a valid representation of what really happened in the classroom (Wilkins Canter 1997)

Used during student teaching, supervision can help student teachers not only to recognize strengths and weaknesses and reach short term goals but also set the stage for a lifetime of reflective practice.

As regards the supervisor’s role, Sandholtz and Shannon (2000), indicate that it is not only as a subject matter expert and only to focus on pedagogical strategies for teaching a particular discipline but he/she is a leading subject matter resource for student –teachers. Regarding cooperating teachers’ role, Adey and Speedy (1993) and Hawkey (1978) note that a cooperating teacher can play significant role in the success of student-teacher in his/her practicum. They, therefore stress the need to establish a good degree of cooperation between the student-teacher and cooperating teacher.

Following supervision, there should be feedback conference, where the supervisor and the student teacher evaluate and interpret the data, discuss strengths and weaknesses and make suggestions for the next class (Wilkins-canter 1997). Woolever (1985), and Black and Heathington (1987), note that feedback needs to be frequent and delivered when practice and other opportunities are available. Barnes and Edwards (1984), reported that the most effective cooperating teachers
where clearer and more specific in their communications. Although cooperating teachers are sometimes tentative about making negative or constructive comments, student-teachers need specific feedback about their teaching. In a summary of effective supervision technique, Morehead and Waters (1988), Acheson and Gall (1992), concluded that feedback should be specific to the student teacher’s performance and relevant to his/her needs.

Research findings also describe effective feedback as that which is frequent, specific, continuous relevant to the student-teacher’s needs and delivered by cooperating teacher trained in delivering feedback.

Research studies also stress the need for continuous feedback throughout the duration of the practicum. In connection to this, Mills (1980) Tannehill and Zakrjesck (1988), note that cooperating teachers need to observe and offer feedback to their student-teachers throughout the practicum experience. This contrasts with the model of “total teach” which occurs when student teachers are given total responsibility during the practicum experience.

Assessment and feedback in the new practicum

Assessment and feedback from tutors and cooperating teachers can highly enhance student teachers’ teaching skills and can help the trainees to identify their strength and weaknesses. Regarding this, McCormic and Pressly (1997), report that assessment plays an important role in that it provides student-teachers with feedback on their progress and opportunity to demonstrate what they have learnt and to improve their weaknesses.

In recognition of this, MOE has given due attention to assessment in the current practicum. MOE (2003) underlines that assessment should be an ongoing process whereby student teachers receive feedback on their strong sides and the area which they need to improve. The document also identifies two areas that should be given emphasis. These are:

a. Academic and professional skills (Subject knowledge, methodology, classroom behavior etc)
b. Good citizenship and ethical values (diligence, respect for the teaching profession, the role of the teacher, within a community).

According to MOE (2003), assessment areas include:

a. Knowledge and understanding of planning and preparation of learning experience.
b. Teaching strategies, skills of classroom management, ability of monitoring the progress of learners.
c. Skill of assessing, recording and reporting performance of learners.

The guideline also underlines that priority must be given to continuous assessment. The main purpose of this is to follow up the student-teachers’ progress and to identify those who have and have not mastered a particular knowledge and skills and respond immediately and effectively to the trainees’ real and perceived problems.

To effect this, cooperating teachers are required to visit each student every lesson. During each visit, the school teacher is supposed to sit with the student-teacher before his/her class discussing his/her lesson plan and giving recommendations and instructions regarding teaching. Then the cooperating teacher has to attend the student teachers’ lesson sitting in the class and taking notes on the student-teachers’ performance. After class the supervisor, the cooperating teacher and the student teacher have to sit together and discuss the lesson. The supervisor should also give written recommendation to the student teacher to use it in the subsequent lessons. In each visit, the supervisor and the cooperating teacher fill an evaluation form assessing the student-teacher’s performance.

Method of Data Collection

The study used both descriptive and qualitative methods. Descriptive research or determines and describes the way things are. It involves collecting data to answer questions about people’s opinion on some topic or issue. As this purpose of the method was found to fit the objectives of the study.

Qualitative research is the collections, analysis and interpretation of comprehensive, narrative and visual data in order to gain insight into a particular phenomenon of interest. The purposes of qualitative research are to promote a deep and holistic understanding of a particular phenomenon such as an environment, a process or even a belief.

Given the different but complementary purposes of the two methods, it was understood that using both would enable the study to achieve its objectives.

As regards the tools, a questionnaire and interviews were used to collect the necessary data.

The questionnaire

One set of a questionnaire was prepared and administered to the subject of the study after they had completed their practice teaching. 85 copies of the questionnaire were distributed of which 75 were duly filled in and returned. The questionnaire comprised closed and open-ended items. The first 4 items were intended to elicit the subjects’ opinions of the practicum. The remaining 11 items dealt with the nature and effectiveness of the feedback given by the cooperating teacher.

Interview

Interviews permit researchers to obtain important data they cannot acquire from other tools. Taking this into consideration, the study used semi-Structured interviews
with 10 of the subjects. The aim of the interviews was to elaborate and clarify the responses to the questionnaire. The interviews were made after the subjects completed their practice teaching.

**Subjects of the study**

The subjects of the study were seventy-five English major Student-teachers who did their practice teaching at 10 secondary schools. All of them were from Department of English Language Education, A.A.U. The decision to involve all of the student teachers in the study was made to obtain representative data that would give an insight into the topic of the study.

**DISCUSSION OF FINDINGS**

**Student teachers’ opinion of their practice teaching.**

The first four items in the questionnaire were intended to find out the student-teachers’ opinion of the effect of the practice teaching. The first item asked the students the extent to which they practice teaching met their needs and expectations. The following table shows their responses to the question.

**Table 1: Responses of student teachers’ opinion of their practice teaching**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>61</td>
<td>81%</td>
</tr>
<tr>
<td>Adequately</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td>Not much</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>A little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the table, the vast majority, i.e. 71 (94%) responded that the practice teaching met their needs and expectations a lot and adequately. On the other hand, only 4 (6%) of the subjects reported that the practice teaching did not meet their needs and expectations that much.

In the third item, the subjects were asked if their teaching skill had improved after they completed their practice teaching. The responses to the item are presented below.

**Table 2: student teachers’ opinions of the impact of practicum on their skills**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved a lot</td>
<td>67</td>
<td>89%</td>
</tr>
<tr>
<td>Improved a bit</td>
<td>8</td>
<td>11%</td>
</tr>
<tr>
<td>Stayed the same</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that 67 (89%) of the respondents appeared to feel that their teaching skill has improved a lot after their practice teaching, while 8 (.11%) of them replied that their teaching skill improved a lot. The responses, therefore, suggest that the vast majority of the student teachers seem to feel that practice teaching has helped them to improve their teaching skill. In the interview the subjects reported that they have now better awareness of how a lesson is taught. One of them also pointed out that his classroom management skill as well as lesson preparation and delivery has improved a lot as a result of the practice teaching.

**Table 3: Respondents’ level of satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extent</td>
<td>52</td>
<td>69%</td>
</tr>
<tr>
<td>To some extent</td>
<td>13</td>
<td>17%</td>
</tr>
<tr>
<td>A little</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>6%</td>
</tr>
</tbody>
</table>

The above table shows that 69% of the respondents reported to have been satisfied by their practice teaching to a large extent, while 17% of them were satisfied to some extent.

As indicated earlier, the first four items in the questionnaire were intended to find out the student-teachers’ opinions of the practice teaching. The responses to the items suggest that the vast majority of the subjects appeared to be satisfied by the practice teaching as it increased their confidence as teachers and improved their teaching skills.

**Frequency of meetings**

As stated earlier, cooperating teachers are supposed to meet student teachers assigned to them before they start teaching. In addition, they are required to frequently observe their classes and give them feedback on their strengths and on areas they need to improve on the basis of each observation.

Items 6-13 in the questionnaire were, therefore, intended to find out if cooperating teachers did these tasks. The responses to the items are presented and discussed below.

In the 6th item, the student teachers were asked if they had a meeting with their respective cooperating teachers before they started teaching. In responding to the item, all of them reported to have had such a meeting. In the next item, they were asked to indicate the purpose of the meeting. The responses to item are presented below.

**Table 4: Meetings with cooperative teachers**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orient you about the students</td>
<td>29</td>
<td>39%</td>
</tr>
<tr>
<td>Explained the school’s rules and regulations</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Showed you how to prepare lesson plan</td>
<td>21</td>
<td>28%</td>
</tr>
<tr>
<td>Gave you advice on how to manage class</td>
<td>19</td>
<td>25%</td>
</tr>
</tbody>
</table>
As can be seen from the above table, the cooperating teachers used the first meeting mainly to orient the student teachers about the students and to show them how to prepare lesson plans. Some of them also said that their cooperating teachers advised them how to manage their classes and explained the rules and regulations of their schools. Responses from the interview also indicated that cooperating teachers oriented the student teachers to the teaching and administrative procedures in the schools. The subjects also disclosed that the cooperating teachers helped them to be familiarized with the demands of teaching and the students.

The training role of cooperating teachers obviously involves classroom observation to support new teachers and to provide assistance to their special needs. Accordingly, attempts were made to find out if they cooperating teachers discharged these responsibilities.

Item 7 in the questionnaire asked the subjects how frequently their cooperating teachers observed them while they were teaching. The following table presents the responses to the item.

**Frequency of the classroom observation**

<table>
<thead>
<tr>
<th>Item</th>
<th>No</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>43</td>
<td>57%</td>
</tr>
<tr>
<td>Twice</td>
<td>21</td>
<td>28%</td>
</tr>
<tr>
<td>Three times</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Four times</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Five times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than five times</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that 43 (57%) of the subjects reported to have been observed by their cooperating teachers only once, while they were teaching and 21 or 28% of them reported that they had been observed twice. Only 6 (8%) and 5 (7%) were observed four and five times respectively.

Those interviewed disclosed that their cooperating teachers disappeared after introduction them to their students and came back on one of the days of their last week of their practice teaching. They further indicated that such cooperating teachers came back to fill in evaluation forms based on one lesson observation.

On the other hand, the few student teachers who reported to have been observed three or four times reported that their cooperating teachers provided them with useful information.

They added that they had chances to discuss their teaching experience.

The responses suggest that although the problem varies from school to school, in general classroom observation by cooperating teachers took place infrequently. In other words, there seems to be general agreement among most of the subjects that classroom observation by cooperating teachers was not sufficiently frequent. Furthermore, cooperating teachers tended to evaluate student-teachers before accumulating reliable and abundant evidence of the student – teachers’ teaching performance.

It is obvious that student teachers should have chances to talk about their teaching experience with their cooperating teachers through meetings and discussions. Such meetings and discussions are important because they provide opportunities for the student teachers to identify their strength and weaknesses.

Taking this into account, item 8 in the questionnaire asked the subject if they had a meeting with their cooperating teachers after each observation. In responding to the item, 41 (55%) replied that they did not have any meeting, while 34 (45%) reported to have a meeting with their cooperating teachers after each observation.

**Format and focus of feedback**

As mentioned earlier, the current teacher training program requires cooperating teacher to provide student teachers with oral and written feedback on their strengths and areas they need to improve. In line with this, the subjects were asked in the questionnaire if they had meetings with their cooperating teachers, if they were given feedback, and the kinds of feedback they were given.

Of the 75 subjects who took part in the study, only 36 reported to have a meeting with their cooperating teachers and been given feedback. As regards the format of the feedback, the overwhelming majority of the student teachers 28 (82%) reported that the feedback was oral while only 6 (18%) replied that they had been given both oral and written feedback.

The subjects were also asked to show the focus of the feedback from those listed in the questionnaire. More than 50% of them responded that the feedback focused on:

- Their teaching performance
- Their strong sides
- Areas they need to improve
- Classroom management

During the interview, some of the subjects explained that their cooperating teachers commented on their teaching performance and gave them advice on how to improve it. Others disclosed that their cooperating teachers gave more attention to their weak sides and told them what they should do to manage their classes.

While most of the subjects liked the feedback, they said that it was not sufficient. They said that they would have been benefited more if their cooperating teachers had visited their classes frequently and given them feedback after each lesson.
The subjects' opinion of the Effectiveness of the feedback given by cooperating teachers

The last part of the questionnaire was intended to find out the student teachers' opinions of the effectiveness of the feedback given by their cooperating teachers on their teaching skills.

The responses indicate that 25 (33%) of the student-teachers appeared to have found their cooperating teachers' feedback to be useful and helped them to:
A. be more confident than before
B. improve preparing lesson plan
C. improve their classroom management skills

These subjects also reported that the feedback they received from their cooperating teachers helped them to some extent in the following areas:
A. To teach effectively
B. To improve their teaching skills

The interviewed subjects disclosed that their cooperating teachers praised their performance and also suggested what they should do to improve their weaknesses. They further mentioned that these comments highly encouraged them and boosted their confidence.

Contrary to the above student teachers, the vast majority of the respondents i.e., 50 (67%) seemed to have found their cooperating teachers' feedback as ineffective. This is manifested in their responses in which they indicated that their cooperating teachers hardly helped them improve the following:
A. Make them more confident
B. help them teach effectively
C. improve their teaching skills
D. prepare lesson plans
E. improve their classroom management
F. improve their teaching methodology
G. know different ways of teaching

Some of the interviewed student-teachers disclosed that since their cooperating teachers observed their classes only once or twice, they could not give them sufficient feedback. They added that, because of this, they were not able to get feedback on their strength and weaknesses. Others indicated that their cooperating teachers came to their classes and the feedback they give to student-teachers hardly helped them improve the following:
A. Make them more confident
B. help them teach effectively
C. improve their teaching skills

Some of these student-teachers said that their cooperating teachers told them that they evaluated them favorably, or praised them without giving them specific feedback. These student-teachers unanimously believe that they would have liked to get feedback from their cooperating teachers so that their teaching experience would have been a learning experience from them.

CONCLUSION

As stated earlier the purpose of the current paper was to investigate the nature and effectiveness of the feedback given by cooperating teacher to student teachers. A questionnaire and interviews were used to gather the necessary data.

The finding of the study suggests that most of the student-teachers who took part in the study appeared to enjoy the practice teaching experience and to feel that it has helped them to be confident and to improve their teaching skills. Consequently, they reported to have been satisfied by the exposure to the actual classroom setting.

The other findings of the study are that cooperating teachers infrequently observed their student teachers' classes and so did not provide them with sufficient feedback.

In addition, when feedback was given it was mainly oral and focused on limited aspects of teaching. It can, therefore, be concluded that virtually all of the student teachers did not receive specific data-based feedback on the strengths and weaknesses of their teaching and their overall teaching performance. In short, there the findings of the study suggest that:
• Currently supervision is not frequently made.
• The cooperating teachers are unprepared to provide student-teachers with a clear specification of how their teaching behavior must change.

Implications of the findings of the study

The findings from this study suggest that there are grounds for concern because of the gap between recommended supervisory feedback practices and those found to be commonly practiced during the student teachers teaching practicum. This indicates that cooperating teachers do not seem to understand the purpose and potential of their role and the feedback they give to student teachers. This study, therefore, suggests that the following recommendations may help to narrow the gap:
1. Cooperating teachers should be given opportunities for supervisory training through a graduate program, in-service program or workshops. Such training courses can give cooperating teachers the opportunity to better understand their roles and the importance of feedback.
2. Cooperating teachers need to have the skills necessary to effectively conduct supervision and give appropriate feedback.
3. Training cooperating teachers to offer feedback through supervision need to have support from universities and schools.
4. Student-teachers should also be encouraged to take on an active role in the supervisory process. They should also be encouraged to ask their cooperating teachers for more feedback and to initiate feedback.
conferences. To this end, university supervisors should equip student teachers with techniques that would facilitate these processes.

REFERENCES

Ellis, R. 1990. Activities and procedures for teacher preparation In Richards and Nunan (eds) PP 22-36.

George Allen and unwin Ltd.

Accepted 1 October 2019


Copyright: © 2019 Belihu GG. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are cited.