

EFL Trainee-Teachers' Reflective Practice Contents During Practicum: Arba Minch College of Teacher Education in Southern Ethiopia in Focus

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Abstract

The main objective of this study was to assess pre-service EFL trainee teachers' reflective practices during practicum at Arba Minch College of Teacher Education, southern region. To this end, qualitative research was employed to conduct the study. The subjects of the study were 8 EFL trainee teachers in the year 2019/2020 G.C. Two data collection tools were used, namely interview and document analysis. Interviews were conducted to get in-depth data from the respondents regarding their reflective practice contents during practicum. Document review was made to collect supplementary data and to check the data gathered through interview. To this end, the data were analyzed thematically. The findings from reflective interview revealed that EFL trainee teachers were mainly interested in to reflect on contents like teaching practice, the practicum arrangements, the support they have been acquired, the instructional process and classroom management. The finding from documents like EFL trainee teachers' general reflection list and lesson plan also supported the findings from reflective interview.

Key words: Reflections, EFL trainee teachers, reflective contents

I. Introduction

Reflection has been numerously defined and interpreted by scholars; however, there is a common view among these definitions. It involves thinking about things for better understanding. The term is used in academic research to mean a form of mental processing (Moon, 2013). Taole (2012) regards it as the ability to form conclusions on what happened in the past or is happening now based on perceptions, experience and information to assist in guiding future actions. Thus, it is a process in which the student-teachers pass through reflective phases to think of an event for better future practice. Likewise, reflectivity in ELT education is defined as 'the trainee teachers' thinking about what happens throughout the training program and thinking about alternative means of achieving goals and aims' (Russell, 2006). Furthermore, reflective practice is an active process of exploration to treat unexpected events in the past, present as well as in the future environment (Otienoh, 2011). Russell, (2006) also argues that developing a critical and analytical look at their practices will help EFL trainee teachers improve themselves professionally.

Above this, contents of reflection on teaching learning process may take different shapes and passes through various levels. Al-issa and Al-bulushi (2010) state that “reflective teaching has been considered in the literature in English language teaching in particular as a substantial tool for student-teachers and teachers to use to understand the complex contexts of the English language and the social conditions that influence its teaching” (p.41). It could be viewed as a social process of negotiation or collaborative sense-making that enhances their cognitive development as they interact with different contents of reflections, collaborate with experts and peers (Asmawi, 2008). Similarly, Taole (2012) points out that the student-teachers can contribute to the body of knowledge as they reflect on their teaching practice, reflect on contents of reflections and reflect on the challenges they came across during reflection. But, teaching how to be reflective professionals has been neglected during the process of English language teacher education programs (Russell, 2006). Basically, student-teachers should be trained how to effectively reflect on their teaching practice. Thus, they can integrate their performance with decision-making, understand and adapt to change in unexpected circumstances (Killen, 2007). However, if they fail to reflect upon their practices, they will not teach effectively since they do not relate on what they have already known and learned to their practical experiences (Braun & Crumpler, 2004).

In the field of English language teacher education, reflection plays a prodigious role. It helps EFL trainee teachers to synthesize, analyse and evaluate what is really happening in the actual classroom during their teaching practice. Supporting this, Peacock’s (2009) teacher education program evaluation model also underlined the idea of ‘promoting the skill of reflection and self-evaluation as a teacher’ in teacher education programs (p.263). Moreover, reflectivity in ELT teacher education is considered as the teachers’ thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims (Peacock, 2009). However, educational researchers around the world have given trifling attention to examine whether or not EFL trainee teachers’ reflective learning practices are ensured in their stay at teacher education (Erginel, 2006; Zhu, 2011). Considering the importance of reflective practice, Ethiopia has also introduced the reflective practices in ELT education program recently (MOE, 2009). The objective of the program was to prepare a critically reflective practitioner who is competent enough in both subject area and pedagogic knowledge (MOE, 2009).

Further, the policy document of Ethiopia also encourages EFL trainee teachers to reflect on school observation, reflective learning, peer teaching and independent teaching practice and portfolio development phases (MOE, 2009). Though the policy document encourages reflective practices in the ELT education program of Ethiopia, EFL trainee teachers’ reflective practices are the source of complaints in the context of this study. It seems that teaching how to be reflective practitioner has been neglected in the ELT education programs of this study. Furthermore, the course materials prepared by teacher educators did not encourage EFL trainee teachers to reflect on different contents of reflections rather they focused on theoretical concepts (Dereje, 2009). It has also been argued that when teachers teach in a routine fashion, they follow the designated textbooks or teach a lesson in the same way it was taught in the past without any effort to change or innovate. This mechanical way of teaching, according to McKay (2002), results in ineffective lessons and teachers become slaves to routine activities. Similarly, the English language course instructors did not impart the reflective practices in their classroom and did not encourage the EFL trainee teachers to engage in reflective

activities. By the same token Another problem dealt with in the practicum literature is the lack of integration between the theory and school-based teaching practice due to limited time given to teaching practice. This further prohibits EFL trainee teachers from reflective practices (Cohen, 1999; MOE, 2003).

The other problem is related to reflection is the linking of field experiences to theory require a lengthy time commitment of trainee teachers (Wentworth et al, 1999). However, it seems that it is difficult for college staffs to maintain adequate time and school visits for EFL trainee teachers to reflect on their school-based teaching practice. This is due to the reason that EFL trainee teachers are expected to complete all bulky theoretical courses with a little opportunity to reflect on their school-based teaching practice (MoE, 2003). Due to this reason EFL trainee teachers fail to achieve the essential skills, competences and proficiency which results from effective reflection and further help them in their future English language teaching in the second cycle primary schools. Similarly, EFL trainee teachers failed to identify reflective contents during practicum. Above this, no studies were conducted so far to examine EFL trainee teachers' reflective contents extensively on the context of this study.

Therefore, taking all these facets into consideration, it is vital and important to assess the EFL trainee teachers' reflective contents in three colleges of southern regional state in Ethiopia. Hence, this study sought to answer the following specific research questions.

2. Significance Of The Study

The findings of this study might help different individuals. Firstly, the finding of this study might help EFL trainee teachers to effectively plan, prepare lessons and develop skills in the use of fundamental procedures, techniques and methods of teaching. Secondly, the finding of this study might help EFL trainee teachers to develop creativity, reflectivity, problem-solving capacity, flexibility, power of self-critique and an independent and autonomous learning capacity which in most cases are ensured through reflective learning practices. Similarly, reflective learning practices might help EFL trainee teachers to be intrinsically motivated, and develop positive self-efficacy and internally-attributed locus of control for their learning engagements in their training and in their future teaching profession. Thirdly, this study might also be significant to teacher educators who are in the for front of the program and take the responsibility of imparting it to the trainee teachers.

Finally, the finding might guide the ELT educators on how to implement and support EFL trainees' teachers during course work and later in monitoring and controlling every activity of trainees' teachers during practicum and reflective practices in general.

3. Review Of Related Studies

Historically, reflection is traced back to the work of Dewey (1933) who defined it as "the active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it" (p. 9). He refers to the reflective practice as an intelligent action, important to make changes in the teaching process through the reconstruction of experiences (Pedro, 2005). Based on Dewey's work, Schon (1983; 1987) developed his theory, reflective practice for practitioners to mean the way of recapturing an experience, mulling it over, then attempting to

evaluate and reconstruct that experience (Loughran, 2002). Schon expands 'reflection' to consider knowledge in action which is central to the growth and development of all professions. Concerning the teaching profession, Schon (1983) emphasizes the role of the teacher's knowledge to react to different problem-solving processes. Therefore, for the purpose of this study, reflection is used in an educational setting, particularly when aEFL trainee teacher reflects on teaching experience during practicum.

4.ObjectivesOf The Study

The objective of the current study was to investigate EFL trainee teachers' reflective practice contents during practicum. Specifically, the study was intended:

- To examine EFL trainee teachers' reflective practices contents during practicum

5.Population And Sample

The population of this study were eight EFL trainee teachers at Arba Minch College of Teachers Education. The investigators used purposive sampling technique since the study was purely qualitative.

5.1. Techniques Used in the Present Study

Reflective practices by its nature requires qualitative analysis. Hence, thematic analyse was employed to analyse the data

5.2. Data Analysis and Interpretation

In this study, thematic analysis (Dorneyi, 2007) was conducted to analyze the qualitative data coming from the two distinct sources, the semi-structured interviews and focus group discussions. Likewise, Lapadat, (2010) states that "thematic analysis is a tactic for reducing and managing large volumes of data without losing the context, for getting close to or immersing oneself in the data, for organizing and summarizing, and for focusing the interpretation" (p.2). To analyze the interview data, notes will be taken during interview and audio-recordings of the interviews will be transcribed verbatim and the answers will be codified and categorized based on the literature available on reflectivity. To ensure the credibility of the subsequent transcription of data, the participants were asked to review and verify the transcripts of the interviews. Bracketing and coding will be then performed in order to identify themes, which will be selected based on the recurring of the ideas in the participants answers. In addition, to reduce the researcher bias or eliminate over-analysis of data, a colleague was asked to assist in the decoding and theme-analysis process.

Furthermore, the data gathered through focus group discussion were analyzed textually and organized thematically in line with the findings from interview. Finally, the data from document review were analyzed in accordance with the findings from interview and focus group discussion.

5.3. Results

The objective of this study was to investigate EFL trainee teachers' reflective contents during practicum. To this end, EFL trainee teachers were asked to answer the question "What do EFL trainee teachers reflect on their teaching practice"? In other words, it is intended to understand the content of pre-service teachers' reflection, and to become aware of their concerns, thoughts and

dilemmas during practicum. Hence, the focus is on what pre-service teachers reflected upon during practicum. The content analysis revealed the following recurrent themes: EFL trainee teachers' reflections on the teaching practice and practicum arrangements. The results obtained from the aforementioned themes are presented and discussed below.

5.3.1. EFL trainees' reflections on their teaching practice

This section presents the EFL trainee teachers' reflection on their classroom teaching practice. EFL trainee teachers' teaching practice was one of the potential activities to exercise reflection by designing and delivering open-ended, thoughtful and demanding tasks in order to transfer the lesson and its implementers towards questioning assumptions and to look something new in approach as well as in understanding. In order to do this, interview was made with eight EFL trainee teachers to check how they reflect on their independent teaching practice. With regard to the teaching practice, EFL trainee teachers expressed their feelings.

Accordingly, three EFL trainee teachers (S1, S3 & S8) had similar opinions and reflected their feelings as follows. They felt that the teaching practice is an essential part of the English language teacher training program. They added that it is the teaching practice that prepares them to become an English teacher. They added that through teaching practice they learned a lot as beginners. Furthermore, they reflected that the teaching practice phase socialize them to the real classroom teaching environment. Moreover this, the teaching practice lets them prepare lesson plan, design activities, give feedbacks on students work, deliver the lesson on the given time, and evaluate their students at the end of each lesson. Above this, as indicated in their reflective thought they really enjoyed all the lessons. In addition, they felt that they want to be real teachers at schools. For example (S1) said "I felt that I really want to be a teacher. It was a marvelous feeling. The lessons made me feel great about myself". She also said, "I understood how I should behave while teaching at least to some extent. In the end, it was a great teaching experience" (S1).

Similarly, S2 and S3 reported that they had the same feelings to be real practitioners at schools. Moreover, they claimed that independent teaching practice is a pillar for their teaching life. For example, (S1) said, "through this teaching practice I learned how to manage classroom during teaching". (S2) on the other hand said that he had got adequate opportunities to engage in teaching activities. He also added that the independent teaching practice phase helped him to build up good relationships in the school. Likewise, (S3) said, "it is the independent teaching practice which helps me to take self-responsibility for every classroom interaction".

As a result, she explained that he was satisfied with the teaching practice phase of the practicum. She also said that the teaching practice contributed a lot to develop self-responsibility as a real teacher. In general, based on the above interview data, it is possible to conclude that EFL trainee teachers reflected positively to the teaching practice. As it can be seen in their reflections, the teaching practice socialized them into classroom teaching. In addition, with the help of the teaching practice EFL trainee teachers planned a lesson properly. In addition, EFL trainee strived to design different activities, gave feedback to their students at the end of each lesson. Moreover this, through teaching practice, EFL trainee teachers built a good relationship with the cooperating teachers. They

also developed a self-confidence as teachers at school. All in all, their reflection indicated that they developed self-responsibility of their teaching practice.

Regarding the teaching practice, S8 forwarded his view as follows.

For me teaching practice is part of the course I have taken so far in the classroom. It is directly related to micro teaching I have been practicing in the classroom. The only difference is micro-teaching takes place with my peer group during course work whereas this independent teaching phase is a bit wider than micro-teaching. Here, you are expected to cover every task and activity by yourself as an actual English teacher in the school. I really enjoyed and took sole responsibility to impart what were really expected from me as a to be teacher. Besides, I built a good relationship with the students within the first three weeks although I couldn't teach the topics so effectively. Throughout these four weeks, I had to teach the topics without going into detail. However, I was able to preserve the good relationship I built with the students(S8).

As it can be seen from the above interview data, it is possible to say the trainee teacher enjoyed the teaching practice and found it happy. This is indicated in his reflection clearly. He associated a teaching practice with the micro teaching he practiced during the coursework. This helped him to practiced teaching easily. Furthermore, he developed sense of responsibility for his own teaching as an actual teacher in the school. In general, the trainee(S8) reflected in his teaching practice positively.

Similarly, S2, S4 and S5 forwarded their reflection on the independent teaching practice as follows.

It is the independent teaching phase which aspired me to accept the teaching profession. Frankly telling, I was highly disappointed during the course work by thinking about my future life as a teacher, but the independent teaching practice phase totally changed my negative feeling towards the teaching profession. I learned how to take my own responsibility on my work. Now, I am a teacher and I am proud of being as a teacher. Furthermore, during my teaching practices, I realized that the relationship I built with the students can continue to exist throughout the lessons, and it is quite strong. For instance, I saw that when I enter the class in a calm manner with a smiling face, students also start to smile and the lesson goes on in a positive mood(S2).

The above interview data indicates that the EFL trainee aspired to be a teacher due to the independent teaching practice. The teaching practice totally changed his negative feeling he developed during course work. Besides this, the trainee was happy of the relationship he built with his students. He built a strong relationship with his students. As a result, the trainee had positively realized the teaching practice. On the other hand, S4 and S5 had similar views regarding the teaching practice. They reflected that independent teaching practice is quite unique and it is a way to long lasting ladder to the teaching profession. They also explained that they have got enough knowledge about teaching during independent teaching practice phase. They also viewed that through independent teaching practice they socialized themselves to the school environment, to the teachers, to the students and to the classroom tasks.

Furthermore, they learned how to overcome the challenges they faced during teaching practice. For example, S4 said that the independent teaching practice phase taught him a lot how to manage large

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classroom, how to deliver a lesson and how to manage time properly. He also liked his teaching practice more than every activity he came across during his course work. Furthermore, he explained that he started his teaching practice with the perception that he would not have difficulties in the internship due to the theoretical knowledge he obtained during the course works at college. On the contrary, he argued that the difficulties he had during his teaching at school allowed him to realize his weaknesses. He also viewed that the problems he experienced related to time management helped him think another means to mitigate the problems.

For S5 independent teaching practice is a stage where she learned a number of things as a trainee teacher. In her reflection, she expressed that she observed and noted many problems which needs serious attention to make the teaching profession attractive and interesting. For example, shortage of students' textbook, mismatches between the course he has taken during the course work and real classroom teaching. She also stated that she is forced to cover the lesson given by the classroom teacher as per the given time for teaching practice rather than giving opportunity for students to think and reflect on their own learning. She also added that preparing a lesson, delivering a lesson, assessing students and correcting students work in the classroom were parts of her work burden during teaching practice. As she explained all these helped her to think different alternatives to overcome the challenges. In general, based on the above EFL trainee teachers' reflections, it is possible to conclude that EFL trainee teachers realized the teaching practice as a path to teaching profession. They emphasized that the teaching practice helped them to socialize themselves to the school environment and to the teaching profession.

As indicated in their reflections independent teaching practice is a stage where they learned a number of things as trainee teachers. During the teaching practice stage, they tried to put the theory they have learned so far in their course works into practice. Further, as they reflected the independent teaching practice is a stage which helped them to observe different classroom problems. All in all, EFL trainee teachers reflected positively towards their classroom teaching practice.

Similarly(S6) said:

the independent teaching practice was good and helpful to develop my teaching skills and skill of reflection during classroom teaching. However, the school's tradition of English language teaching in primary schools were not designed in a way that promotes reflective practices rather it is controlled by teachers' activities. In addition, students are only expected to do all the activities given in their textbook. So, I have got a little opportunity to reflect on their activities.

The above interview data indicated that teaching practice was helpful to develop the trainee's skills of reflection. But, the school tradition of English language teaching prohibited him from reflecting on his own teaching. The trainee forced to complete the activities designed in the textbook. He was also responsible to give correction on students work each time. As a result, the school tradition of English language teaching did not allow him to reflect on his own teaching freely.

On the other hand, S7, expressed his feeling as follows.

I realized independent teaching practice as a basement for my future teaching profession. It is me who practice teaching in the actual school environment as a novice teacher. In addition, the

independent teaching practice is the most powerful stage of practicum which guides me how to plan a lesson, how to manage the classroom, how to control misbehaving students and how to manage the given time properly. All in all, I enjoyed a lot from independent teaching practice phase(S7).

The above interview data on EFL trainee teachers' reflections on their classroom teaching revealed that EFL trainee teacher was intensively describing and showing what is found in the classroom and what to be done during classroom instruction. In fact, it is also difficult to conclude that the EFL trainee teacher was sufficiently prepared even to describe the things found in the textbook as intended because in his pre discussion with EFL trainee teachers, the researcher saw some trainee teachers who did not do well-organized presentations or who did not properly deliver their lessons. Some other lesson presentations as the researcher checked, let alone for the students they teach, were not clear even for the EFL trainee teachers themselves though they were striving to convince the class. Furthermore, EFL trainee teachers' positive reflections on independent teaching practice showed that EFL trainee teachers' reflections were influential in the formation of professional identity among them. Although the independent teaching practice had their first teaching experience for EFL trainee teachers, their self-reflections indicated that they were able to build a good rapport with the students.

As a result, it is possible to conclude that EFL trainee teachers' teaching practice was one of the potential engagements to exercise reflection by designing and delivering open-ended, thoughtful and demanding tasks in order to transfer the lesson and its implementers towards questioning assumptions and to look something new in approach as well as in understanding. Therefore, in order to see how EFL trainee teachers practice their teaching, making reflection on their own teaching is crucial and important.

5.3.2. EFL trainee teachers' reflections on practicum arrangements

To examine student teachers' reflection on practicum arrangements, data were collected in the mid of their independent teaching practice. Eight EFL trainee teachers were asked to reflect on the practicum arrangements. Since reflection is a continuous process, the EFL trainee teachers are expected to make certain reflections to see and revise their practicum learning engagements from the beginning. Regarding the practicum arrangements, S1 reflected that the timing of the practicum was not appropriate and enough to practice the theory. In other words, the teaching practice comes at the end of all course works. She added that as EFL trainee teacher he is expected to finish all courses before independent teaching practice. As she indicated in her reflection, only 4weeks were given for the independent teaching practice. She also emphasized that as prospective English teachers for the second cycle primary schools, the given time for the practicum is not sufficient. She further explained the time allotted for independent teaching practice should be rearranged to practice the theory effectively in the actual school environment. Furthermore, S1 said that the allocation of the host schools was another problem of practicum arrangement. In this point the researcher asked her another question. The researcher further asked the trainee to reflect on the allocation of the host school. He was asked as follows.

Researcher: How the allocation of the host schools was a problem?

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S1 reflected that she personally suffered a lot during her teaching practice due the school where she was assigned to teach. It was so far from the main road and she could not get any means of transport during her teaching practice except motor bicycle access in a few cases. Above this, the school cooperating teachers and the college supervisors play a little supportive role during teaching practice.

From the above EFL trainee interview result, it is possible to conclude that the practicum arrangement in general and the follow up mechanisms by the concerned individuals are not encouraging to practice teaching independently in the schools. What **S1** tried to explain was relatively sound because she did show the status of the practicum arrangement clearly. She also tried to reflect that it discourages students to make a sort of analysis between what they have learned during the course work and what they have done during their teaching practice. Regarding the host school, she claimed that the host school was far from the place where she lives. In general, as it can be seen in her reflection, the practicum is not well arranged to attain its goals.

With regard to the practicum arrangement, **S2** argued that though he did not make any adjustments, he recognized and appreciated the importance of the practicum arrangement to prepare him as a teacher. Furthermore, **S2** explained that he was very much surprised of the practicum arrangements. He recognized its importance positively; however, the time given for independent teaching practice phase deviates the overall aim of the program in ELT education. He added that the ELT education program was basically designed to produce reflective teachers, but the given time for teaching practice prohibits him from being reflective in his action. Only four weeks are given for the teaching practice with limited time table from the school. In addition, as a trainee teacher he is expected to cover the given chapters from the school teacher. This prevents him from practicing different levels of reflection in a given time. Another point to be realized is that these four weeks come after he has finished all course works in the last semester of third year. In other words, he boldly said that the practicum program is poorly arranged without considering its important by the concerned body. Hence, he suggested that it must be rearranged to make real reflective teachers for the future teaching.

As it can be seen from S2 reflections, it is possible to say that the time arranged for practicum is not enough. As indicated in his reflection S2 recognized and understood the importance of teaching practice positively; however, the time for practicum is not enough to practice reflection. He also stated that reflection is the main reason why the ELT education program was designed though the time given for teaching practice was not enough. In addition, he argued that the practicum program is poorly arranged without considering how much the practicum is important. Therefore, based on S2's opinion, it is possible to conclude that the practicum arrangement is not supportive to practice teaching and reflection.

On the other hand, **S3** reflected her feeling as follows.

I do not have a complaint on the importance of the practicum arrangement, but my point is the given time for practical attachment is completely oppose the theoretical courses I have taken during the course works. It is unthinkable to practice teaching as a beginner within four weeks interval. I fail to practice teaching effectively due to the time given for teaching. I personally need the teaching

practice must be given parallel to the course work. For me giving teaching practice at the end of last semester is not worthwhile in making future teacher.

The above interview data indicates that S3 had no complain on the importance of practicum, but the time given for teaching practice is not enough to cover the given lesson and to practice teaching efficiently. She suggested that the practicum must be rearranged to practice the theory effectively.

Supporting S3's view, along with providing a framework for linking the theoretical aspects of teacher education with practice opportunities (Allen & Wright, 2014), teaching practice must be given parallel to the course works. This helps student teachers to improve their individual teaching competences (Smith & Lev-Ari, 2005). Furthermore, with the help of the teaching practicum experiences, student teachers in language teacher education programs try to put their initial theoretical knowledge on language learning and teaching into practice. The effectiveness of this practicum period is no doubt dependent on the efforts of several parties including not only student teachers but also college supervisors, cooperating or mentor teachers at schools, school administrators, and so on. Supporting S3's reflection, S4 for instance, explained that the time given to the teaching practice is not enough. He also stated that though the time given to the teaching practice is too short, he expressed that he learnt how he should prepare himself to cover the course with the given specified time. But he still suggests that the time given to the practicum is too short and it should be rearranged parallel to the course works to practice teaching successfully. On the other hand, S5 felt discomfort with the practicum arrangements due to the time given to the practicum. She also failed to identify the needs of his students within the given four weeks' time interval. She further explained that his micro teaching experience was better than the teaching practice. As she explained he can teach more cursorily to his friends at college, because they do not have any difficulty in understanding us.

However, she contends that the teaching practice experience is a little bit different from the college experience he had so far. She also reflected that she failed to practice teaching effectively due to the duration of the practicum. In other words, she forgot what has learnt during the course work, because the practicum comes at the end of the last semester. Due to this, she forgot the methodology course which she has taken to support his current teaching practice. In addition, she felt that teaching practicum which is the core part of the ELT education program has got a little attention than other theoretical courses. As she explained in his reflection, she has spent a large amount of time by taking theoretical courses than professional teaching practice. This is seen in the four weeks' time interval given for the independent teaching practice phase. Therefore, she concluded that the arrangement of practicum particularly for teaching practice is not sufficient to prepare future English teacher.

With regard to the practicum arrangements, S6, S7 and S8 have similar opinions. For example, S6 felt that he feels discomfort due to the arrangements of practicum. As to him practicum is the first and the most important part in ELT education program. It is practicum that makes him a future teacher; however, it is not properly arranged to meet the intended aim of practicum. He added, he is forced to complete all the bulky theoretical courses before independent teaching practicum. He further explained that the independent teaching practicum is arranged in the last semester of the course only for four weeks. This arrangement disappointed him and he suggested the independent

teaching practicum must be arranged parallel to the theoretical courses to support EFL trainee teachers, unless as to him it does not fit with its aim.

S7 also shares the S6's opinion. He asked himself. "Why at the end of last semester?" Asks this question when the researcher asks him to reflect on the practicum arrangements. He explained that he personally hates the time arranged for the practicum program. The last semester is not a good time for graduating class students. As he explained he needs refreshment in the last semester as a graduating class student than suffering teaching practice in the host school. He also explained that the time given for teaching practice is not properly meet with the overall goal of the program. Moreover this, he also said that due to the reasons he mentioned earlier the program fails to meet its core aim. Therefore, it must be arranged along with the supportive courses to meet its target(S7).

S8 also supports the ideas reflected by all other students. He explains the practicum arrangement needs revision to make the practicum program fruitful. He said that they practiced micro teaching and other related teaching practice in the actual classroom during course work with their peer groups. That might not support us effectively for actual independent teaching practice in the school. Teaching in the school and in front of peer group is quite different. He further explained that EFL trainee teachers can easily manage the challenges they face in front of their peer groups at college whereas, it is very difficult to manage the problems they come across in front of students at school. In other words, S8 explained that the independent teaching practice needs a lengthy of time to mitigate such kind of problems. But the time arranged particularly for teaching practice is very short to practice teaching effectively and meaningfully to become a real teacher in the future. In addition, the last semester is not a good time to practice teaching. Hence, the teaching practice time should be rearranged parallel to the professional courses than giving independent time at the end of the whole semester(S8).

In general, the trainees expressed nearly similar opinions regarding the practicum arrangements. Self-reflections of EFL trainee teachers indicated that the teaching practice is not arranged well and needs revision parallel to the course work. They also suggest that the teaching practicum should be arranged parallel to professional courses during course work. Furthermore, they also emphasize that teaching at a real classroom is a remarkably new thing for them that is incomparable to the microteaching experiences at the college courses. Lack of experience in this respect also reflects on the problems they come across during teaching practices, as they have different difficulties in keeping a balance in the language use to make it appropriate to the students' language levels as well as in managing the class discipline and preserving the authority.

Regarding this, they reflected that the time given for teaching practice is little to cope up with this problem and the practice needs a lengthy of time to mitigate this problem. In other words, they were not interested in the practicum arrangements though they the favor of the program for their professional growth. In connection to this idea, Deneke et al. (2015) also agreed that the current teacher education modality had affected the trainee's interest towards the practicum arrangement. He further argued that the given time to practice teaching is too short and mismatched to put the bulky theoretical courses in to practice. In general, EFL trainee teachers' self-reflection revealed that they had negatively reflected on the time arranged for practicum. They also suggested the rearrangement of time for practicum parallel to the course work during actual classroom course work at the college.

This result is further checked the result from document review. Accordingly, the results obtained from the document review revealed that EFL trainee teachers were mainly interested in to reflect on contents like teaching practice, the practicum arrangements, the support they have been acquired, the instructional process and classroom management.

Furthermore, the focus group discussion results revealed that though EFL trainee teachers faced some problems during teaching practice, the benefit they gained from teaching practice weighed greater than the challenges they came across. Hence, they needed to reflect on their everyday teaching practice, the instructional process and the way they managed their classroom during instructional process.

6.Recommendations

- An increase in the duration of teaching practice exercise in the ELT education program may be recommended, as a longer period would provide ample time for the practice of professional activities associated with teaching by trainees.
- The ELT education program has to work hard and give enough training to EFL trainee teachers on how to reflect on their own teaching experience successfully.
- The time given for teaching practice is not well arranged. Hence, it must be rearranged to make real reflective teachers for the future teaching profession.
- Reflective practice was a forgotten area in the context of this study. Hence, further research should be encouraged by the concerned body to come up with the solutions for the problems mentioned in this study.

7.Conclusions

This study aimed to identify EFL trainee teachers' reflective contents during practicum. As indicated in the finding of this study, EFL trainee teachers' intended to reflect on their teaching practice and practicum arrangements. Hence, there appears to be a need to enable pre-service EFL trainee teachers to expand the scope of their reflective contents to broader grounds towards ethical, social, and contextual considerations. This enabled them to look at their experiences from critical perspectives rather than using knowledge solely to direct their practice for instrumental instructional delivery during their teaching practice. It is important for beginning teachers to realize that instructional decisions and educational practice are context bound. This can be achieved through deliberate inclusion of goals, purposes, values, and constraints of education. Therefore, EFL trainee teachers should keep and engage in practicing different reflective practices to develop professional identity and to have all rounded development for their future carrier.

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