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**THE ROLE OF LANGUAGE STUDENT-TEACHERS IN TEACHING PRACTICE BETWEEN EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO AND SCHOOLS OF TEACHING PRACTICE**

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**Abstract**

*This study examined the role of language student-teachers in teaching practice between Emmanuel Alayande College of Education, Oyo and the schools of teaching practice with the objectives of identifying the method of teaching and mode of interaction of language student-teachers and students, regular teachers and the head in the schools of teaching practice in order to detect how they increase or decrease the level of relationship between the selected institution and the schools of teaching practice. The study focused on the student-teachers from five (5) departments of the school of secondary education (language programmes) in the chosen college of education. It utilised questionnaires to collect data. The data collected were analysed using frequency counts and simple percentage. A sample of 50 respondents was selected for the population. The results of the findings revealed that there has been relationship between the college and the schools of teaching practice but it needs to be more strengthened by the student-teachers who are significant instrument for the task. The study recommends that language student-teachers should interact cordially with students, regular and head teachers, teaching practice committee should not relent in organizing seminar to enlighten and educate them about the necessary tips they need towards strengthening a better relationship between the college and the schools of teaching practice and achieving the objectives of teaching practice. Regular and head teachers should see these student-teachers as their children, young trainees and future colleagues in the teaching profession.*

**Keywords:** Role, language student-teacher, teaching practice, relationship and school.

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## **Introduction**

Teaching practice exercise has been of paramount importance in the system of education. It is an exercise to be registered by students for Colleges of Education, Faculty of Education in the university. It is an important aspect in the Teacher Training Colleges right from the establishment of the first teacher college of St Andrew's College of Education, Oyo. Teaching practice is compulsory for all students registered for the Nigeria Certificate in Education (NCE) programme with the course code EDU311. Its duration is one semester when students are in part three. The important areas of emphasis include: instructional planning and studies in teaching methods, instructional technology, micro-teaching, mentoring (model teaching, assessment, feedback report and host of others). The exercise involves a minimum of ten supervisors per student who assess them before the final computation of each student's teaching practice score (NCCE 2020).

Teaching practice is a practical teaching activity which gives the student-teachers the opportunity in an actual school situation to demonstrate and improve training in pedagogical skill over a period of time. It is a kind apprenticeship stage during which the students are sent out to acquire professional experience by translating all the educational theories they have acquired during training into practice. It is also a preserved professional preparation for interested persons aspiring to become teachers with a credible vision for sustainable human development (Adepoju, Oke Makinde and Ojo, 2008, Ojetunde, Salami and Adepoju 2015, Salami, 2014, Aglazor G (2017). Ojetunde, Salami and Adepoju (2015) reviewed how teaching practice exercise can be transformed through ethics. They saw that the supervisors, students and teachers are involved in the change. Therefore, they must abide by certain ethics to facilitate quality training of teachers. They noted various lapses and shortcomings that go with teaching practice and recommended the need for the school authority to give appropriate sanction to students and supervisors who violate any of the ethics.

Adepoju O. A., Okemakinde T., Oje I. (2015) in their ‘building an effective and productive teacher through a qualitative teaching practice exercise in teacher education programme’ viewed education as an important aspect of teaching-learning process. The article focused on how to ensure effective teaching process by ensuring a qualitative teaching practice exercise. They gave definitions of teaching and teaching practice, significance of teaching practice, reasons for the decline in teacher’s productivity. The study offered some recommendations.

This study fills the research gap of serving as an eye opener and enlightenment to the language student-teachers of the selected College of Education and other teacher training institutions far and near to their roles towards the establishment of a better relationship between their citadel of learning and the schools of teaching practice.

### **The school of teaching practice**

The school consists of human and material resources such as quality and high caliber language teachers, language norms audio-visual materials, books, and so on (Adebayo, 1995). The school is a community within the larger community in which the principal is being looked up to as the architect of human promoter. The school is a sub-system in which the formal education takes place (Olubadewo, 1995). The school of teaching practice consists of human and material resources such as the school, students/pupils, head teacher, teachers and non-teaching staffs. Teaching practice is probably the greatest milestone in the teacher training course. It is an event which takes place with children and within a school. It is necessary to learn about the school where one practices teaching as well as the children.

### **Language student-teachers**

Language student-teachers are children in the teacher training colleges studying languages. They are guests in the school of teaching practice in their area of specialization; French, English, Hausa, Arabic and Yoruba which is the focus of this study. They are on training where they assume the responsibility of transmitting to the young ones in primary and post-primary schools the accumulated knowledge and values they learnt in their training institution, for

instance, Emmanuel Alayande College of Education, Oyo. They are ambassadors as well as intermediary between the College and the Practicing School. Due to this, language teachers on training have the role to play in strengthening the relationships which have been built up over the years between the selected College of Education and various schools.

### **Emmanuel Alayande College of Education, Oyo**

The St. Andrew's College, Oyo (Emmanuel Alayande College of Education, Oyo) was established as a Grade II Teacher's College by the Church Missionary Society (C.M.S.) in 1896 and it ranked as the oldest Teachers' Training College in Nigeria. In 1976, the clamour for its upgrading to an NCE awarding institution began. The Oyo State Government acceded to this request in October by upgrading the College to a campus of the then Oyo State College of Education, Ilesa. In March 1983, the supervision of the College was transferred to the Oyo State College of Education, Ila-Orangun. The College gained autonomy as a full-fledged College of Education on 1st October, 1985 (<http://bms-ng.com>).

The school's mission is to train students who will be equipped to analyse and undertake teaching and learning and research works in education. Her vision is to position the school on a centre of excellence in teaching and learning Emmanuel Alayande College of Education, Oyo (<http://eacoed.edu.ng>).

Her statements of mission and vision including the core values also showed that the Emmanuel Alayande College of Education, (EACOED), Oyo, is an autonomous institution with the primary objective of producing highly qualified teachers in courses of instruction leading award of the Nigeria Certificate in Education (NCE) and the Bachelor's Degree in Education, the latter as far as the resources available may permit (<http://eacoed.edu.ng>).

This informs us about the high level of integrity the products of this institution are expected to have if the students undertake qualitative teaching and learning in their respective schools and departments. They are thereafter expected to go and import quality pedagogy to younger children outside their campus to make them linguists right from their preteen age. They represent the good image of their institution in their relationships with the students, the regular staff members with the inclusion of the head teacher.

### **Statement of the problem**

Language student-teachers have been found neglecting their roles in the course of teaching practice exercise. They did not regard the students they met in their school of practice as theirs. Likewise, they failed to accept and take to instructions of some regular and head teachers. This leads to their rejection in some primary and secondary schools and surely affects the smooth running of teaching practice exercise. It has negatively affected the long-term accumulated relationship between the College and the schools of teaching practice.

### **Objectives of the study**

This research aims at examining the roles of language student-teachers in teaching practice between Emmanuel Alayande College of Education, Oyo and schools of teaching practice. It investigates the types of class activities and teaching methods language student-teachers use towards the creation of a better relationship between them and the students. It looks at the student-teachers' activities with the regular language teachers in the school. This will assist the researcher to detect the type of relationship between both groups. This study finds the reactions of the student-teachers to the voice of the highest authority during the period of teaching practice exercise which will reveal the particular kind of relationship between the two parties. It is therefore prepared towards the achievement of the established objectives of Teaching Practice of the National Commission for Colleges of Education (NCCE, 2015, 2020) that gave the reasons why teaching practice is a mandatory component of teacher training:

1. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
2. To provide the forum for student-teacher to discover their strengths and weaknesses in classroom teaching and provide opportunities to enable them address their strengths.
3. To familiarize student-teachers with real school environment as their future work place.
4. To provide student-teachers with an opportunity for further acquisition of professional skills, competence, personal characteristics and experience for full-time teaching after graduation.

5. To help student-teachers develop a positive attitude towards the teaching profession.
6. To serve as a means of assessing the quality of training being provided by teacher training institutions.

### **Research Questions**

1. Do language student-teachers have good method of interaction with students in the school of teaching practice?
2. Do language student-teachers relate well with regular language teachers in the school of teaching practice?
3. Do they have time for interaction with the head of the school of teaching practice?

### **Significance of the study**

This study will be useful to language student-teachers, head and regular language teachers in various schools of practice, training schools, Colleges of Education, Universities and teaching practice team. The trainers should not relent in the successful training of language student- teachers. It will be useful towards producing quality language student teachers in primary and secondary schools. It will let teaching profession last longer with successes. It would make Emmanuel Alayande College of Education, Oyo remain a reliable and excellent institution towards achieving her vision and mission in the universe.

It would help language student- teachers identify their roles and put them into practice. They would know the importance of regular language teachers in the school and learn from their various experiences for future use. They would be cognizant of the role of the head teachers and have interest in their instructions. It would help them realise the need to create and establish a better teacher/student relationship since without readiness of those learners learning cannot take place in class.

This study would also be significant to the authorities in the various schools of teaching practice. The result of the finding would guide them to see the need to assist in the training of these language student-teachers. They would be able to think of and apply new methods of approaching our young trainees in keeping the profession living and active.

### Research Design

This study adopted frequency count and simple percentage to collect and analyse data for the study. Questionnaire was used to collect relevant information.

### Population and Sample.

There are five departments in the school of secondary education (Language programmes), Emmanuel Alayande College of Education, Oyo. They are Departments of French, English, Arabic, Hausa and Yoruba. Random sampling technique was used to select the number of students in each department. This is due to limited number of French student-teachers in the school.

### Research Instrument

The instrument used in the collection of the data was questionnaire. The questionnaire was in two sections A and B section. Section A dealt with the biographical data of respondents while section B consisted of fifteen (15) Items expected to give answer to the research questions. This questionnaire was validated by experts in General Education and Language Departments.

### Data Collection

The questionnaires were administered by supervisors from the school of secondary education (Languages programmes) to each of the respondents. The questionnaire forms were collected after proper filling by each respondent.

### Data Analysis and Results

The data collected were analyzed using frequency counts and simple percentage.

### Results

**Table 4.1:** Result of the respondents on the basis of department

List of Departments.	Responses	Percentage %
<b>French</b>	12	24
<b>English</b>	20	40

<b>Yoruba</b>	11	22
<b>Arabic</b>	05	10
<b>Hausa</b>	02	04

**Question 1:** Do language student-teachers have good method of interaction with students in the school of teaching practice?

**Table 4.2:** showing the contribution of the language student-teachers' method of interaction with students in the school of teaching practice.

VARIABLES	Agree	%	Disagree	%	Total percentage %
<b>I create group work for carrying out projects for students.</b>	35	70	15	30	100
<b>I allow students to form group for themselves in carrying out projects.</b>	15	30	35	70	100
<b>I permit regular language teachers to form group for students.</b>	30	60	20	40	100
<b>I don't give room for the use of group work among students at all.</b>	14	28	36	72	100
<b>I invite form teacher to form group students in carrying out project.</b>	30	60	20	40	100

**Question 2:** Do language student-teachers relate well with regular language teachers in the school of teaching practice?

**Table 4.3:** showing the mode of interaction between language student-teacher and regular language teachers in the school of teaching practice.

VARIABLES	Agree	%	Disagree	%	Total percentage %
<b>I listen to regular language teachers to learn from their experiences.</b>	40	80	10	20	100
<b>I do not have interest in old school experiences.</b>	40	80	10	20	100



I only relate with my colleagues in our staff room.	30	60	20	40	100
I concentrate on my teaching activities in the school.	45	90	05	10	100
I am always busy writing my lesson notes in the staff room.	30	60	20	40	100

Question 3: Do they have time for interaction with the head of the school?

**Table 4.4:** showing the mode of interaction between language student-teachers and head teacher in the school of teaching practice.

VARIABLES	Agree	%	Disagree	%	Total percentage %
I am usually available whenever the head teacher talks to student-teachers about the school, its discipline, its aims, its staffs and its students.	40	80	10	20	100
I always await other student-teachers who attend meeting with the head teacher to come back and pass information to me.	28	56	22	44	100
I do not always have interest in the head teacher's talk.	30	60	20	40	100
I attend to my students during the head teacher's talk.	35	70	15	30	
I consider the head teacher's talk as waste of time.	30	60	20	40	100

### Data Analysis

Table 4.1 gave the number of the respondents on the basis of departments in the school of secondary education (Language programmes), Emmanuel Alayande College of Education, Oyo. It showed the number of respondents that responded

to the instrument. They were 12 (24%) from the department of French, 20 (40%) from the department of English, 11 (22%) from the department of Yoruba, 05 (10%) from the department of Arabic and 02 (04%) from the department of Hausa.

In table 4.2 it showed the relationship between language student-teachers and students in the practicing schools. It clearly indicated the responses accordingly. In item 1, 35 (70%) of the respondents agreed that they create group work for carrying out projects while 15 (30%) disagreed. Item 2 revealed that 15 (30%) asserted that they allowed students to form group for themselves in carrying out projects while 35 (70%) disagreed. In item 3, 30 (60%) agreed with the instrument that they permit regular language teachers to form group for students whereas 20 (40%) did not agree. Item 4 showed that 14 (28%) of the respondents agreed that they don't give room for the use of a group work among students at all whereas 36 (72%) disagree with the instrument. In item 5, it is declared by 30 (60 %) of the respondents invite form teacher to form group students in carrying out project while 20 (40%) did not agree with the instrument.

In table 4.3 it related level of interaction between language student-teachers and regular teachers in the practicing schools. In item 1, 40 (80%) of the respondents agreed that they listen to regular language teachers to learn from their experiences whereas 10 (20%) disagreed with the instrument. Item 2 showed that 40 (80%) of the respondents agreed with the instrument while 10 (20) of them disagreed. Item 3 revealed that 30 (60%) of the respondents agreed that only relate with their colleagues in their staff rooms whereas 20 (40%) disagreed with the instrument. In item 4, 45 (90%) affirmed that they concentrate on their teaching activities in the school while 5 (10%) said otherwise. In item 5, 30 (60%) of the respondents confirmed that they are always busy writing their lesson notes in the staff room while 20 (40%) disagreed with the instrument.

In table 4.4 it revealed relationship between language student-teachers and head teacher in the practicing school. Item 1 showed that 40 (80%) of the respondents are usually available whenever the head teacher talks to student-teachers about the school, its discipline, its aims, its staffs and its students whereas 10 (20%) of them disagreed with the instrument. Item 2 showed that 28 (56%) of the

respondents agreed that they always await other student-teachers who attend meeting with the head teacher to come back and pass information to them whereas 22 (44%) did not agree with the instrument. In item 3, 30 (60%) of the respondents affirmed the instrument that they do not always have interest in the head teacher's talk while 20 (40%) disagreed. Item 4 revealed that 35 (70%) agreed that they attend to their students during the head teacher's talk whereas 15 (30%) disagreed. Item 5 stated that 30 (60%) of the respondents consider the head teacher's talk as waste of time on the contrary 20 (40%) did otherwise.

### **Discussion of Findings**

The findings showed that language student-teachers created group work for carrying out projects for their students but did not know the secret behind having a better student-teacher/students relationship which lies in allowing those students to form their groups by themselves since they know themselves better than the student-teacher, regular language and form teachers. This leads to wide gap between the student-teacher and students. It creates hatred between them. Students are divided in thoughts, actions and reactions. Then, they start preferring their regular language teachers to the language student-teachers.

The results of the findings also showed that language student-teachers listened to regular language teachers as if they were learning from them but within them they did not have interest in their experiences they counted as old instead they related with their co-student-teachers, got busy with writing their lesson notes and concentrated on teaching activities in the school. They did not realise that a better relationship with the regular language teachers improves the relationship with their training institution and gives invitation to the coming language student-teachers from the college.

The findings of the study also indicated that language student-teachers are usually available in their school of practice during the time of the head teacher's talk unfortunately some of them did not have interest in his talk. They awaited other student-teachers to come and feed them back. Some attended to their students and others considered his talk as waste of time. They forgot that failure to cooperate with the head teacher could debar the continuity of good relationship with the college and delay the attainment of objectives of teaching practice exercise.

## **Conclusion and Recommendations**

### **Conclusion**

The role of language student-teachers in teaching practice is significant towards strengthening the good relationship between Emmanuel Alayande College of Education, Oyo and the schools of teaching practice. Inability to perform some roles expected of student-teachers in general and specifically language student-teachers during the compulsory teaching practice exercise has been weakening the long-term good relationship between the college and the teaching practice schools. They must attend punctually the orientation seminar organised by the college in order to be more enlightened and educated about the necessary information that would be useful during the exercise. They must regard the school of teaching practice as theirs, regular language and head teachers as their parents, teachers and trainers. This would aid the achievement of objectives of teaching practice exercise. This would also improve and ascertain a better relationship between the College and the school of teaching practice.

### **Recommendations**

The following recommendations are suggested to the grand stakeholders in the educational sector for consideration.

- Language student-teachers should play their roles towards strengthening the long-term relationship between their institution of learning and the schools of teaching practice.
- Emmanuel Alayande College of Education should keep on sending their language student-teachers to practice teaching with detailed information and instructions during orientation.
- The head teacher should not relent in giving instructions to these young teachers on training, they are your children and future hands in the field.
- Activities of regular language teachers and good knowledge of the basic factors of practicing teaching would be of good help to the student- teachers towards the building and development of better relationships between the College and the school of practice.

- Language student-teachers should not allow anything to create a wide gap between the students and themselves. Likewise they should go against creating hatred among the students. Students should not be allowed to be divided in thoughts, actions and reactions. They should create friendship to disallow them preferring their regular language teachers to themselves.
- They should put into practice all the teaching methods they learnt in ensuring excellence teaching and learning of their subjects in the class.
- They need to pave way for their successors who will later go outside the campus to practice teaching.
- They should always allow students to form groups for themselves since they know one another better. It should not be the role of either the regular language teacher or that of the form teacher.
- Language student-teachers should not look low on the integrity of the regular teachers instead they should be humble to learn from their experiences. Head teacher is the number one person in the school; language student-teachers should give them their due respect and take to their instructions.
- Language student-teachers should do the right thing at the right time.
- Other researchers and critics should go further to fill other gap soonest.

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