Teacher Education and Professional Development in Intercultural Settings: The case of English as a Second Language (ESL) Namibian Student Teachers Trained in Zimbabwe

By

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Abstract
Globalisation in Teacher Education allows student teachers to acquire knowledge, skills, values and dispositions that enable them to operate effectively in cross cultural and cross-educational settings. Developing teachers from diverse contexts has become an important goal of the Great Zimbabwe University (GZU) in Zimbabwe. The institution has extended its teacher professional development influence to some countries within the Southern African Development Community (SADC) as provided for by the SADC protocol of 1992. This qualitative study presents an analysis of the challenges and experiences encountered in developing pre-service student teachers of English as a Second Language (ESL) in intercultural and educational settings with specific reference to undergraduate secondary school Namibian students being trained in Zimbabwe. This study is in the context of Teacher Development programmes at GZU in the city of Masvingo, Zimbabwe. Specifically, the study focuses on the analysis of the effectiveness of the practicum component of Teacher Preparation. This is the component that enables student teachers to integrate into practice the theoretical knowledge, skills, and competencies acquired during the first theoretical part of the teacher development programme. This paper is based on part of what took place in eight Namibian Senior Secondary schools during a ten-day TP Supervision operation involving nine student teachers of ESL. The purpose of the operation was to supervise and assess student teachers' teaching efficacy, identifying the challenges they were encountering in terms of pedagogical practice with reference to both pedagogical theory and the expectations of the host school system. The nine student teachers on TP in their home country participated in the study by teaching the observed English lessons and by taking part in the post lesson conference with this researcher. Their Teaching Practice is part of the on-going process of a four-year teacher preparation programme. Lesson observation/, post lesson conference and document analysis were used to collect data. This paper does not include the actual data but makes reference and pointed discussions to the findings. The findings showed that there are critical gaps in student teachers' ESL pedagogical practices in educational intercultural settings and perhaps in lecturers' supervision assessment model being applied. The study concluded that it is necessary to reconceptualise the existing arrangements in this training model to ensure that both the students and the country of students' origin derive maximum benefits consistent with the spirit and letter of the SADC protocol on which the collaboration is based.

Keywords: Teacher education, TP assessment & supervision, regional cooperation in education and training, intercultural education.

Background
The SADC Protocol on Education and Training

The Southern African Development Community (SADC) is an association of fifteen southern African countries formed in Windhoek in 1992 to replace the former Southern African Development Coordination Conference (SADCC) which had been in existence since April 1980. SADC is a treaty born out of a desire to create a community providing regional peace, security and economic development providing a legal framework for co-operation and regional integration among member countries. Regional co-operation and integration in higher education is regarded as one of the adequate responses towards globalisation and as such Policy documents including the SADC Protocol on Education and Training were formulated and signed by heads of states and governments in 1997 (Kamwendo, 2009). It came into force in 2000 and was reviewed in 2007. Ministers of higher Education saw the need for student mobility as critical in supporting higher education systems and in assisting to build the human capacity that contributed to sustainable development in the region. Article 7 of this Protocol states that members agreed to recommend to universities and other tertiary institutions to reserve at least 5% of and for students from SADC confirming that undertaking. It was hoped that students from member countries could benefit from foreign experience and expertise. The United Nations Educational Scientific and Cultural Organisation (UNESCO 2012) confirms that its mandate is to look into specific priority areas of education, training, research and development among member states and to guide the SADC Education and skills development programmes to ensure access to relevant and quality education and training.

Both Zimbabwe and Namibia are members of the SADC which share a number of things in common including their past colonial history and the desire to use education as a tool for social transformation (Ball 1994). The first fifteen years of independence 1980 - 1995, saw Zimbabwe make significant advances in higher education specifically in Teacher Education achieving impressive literacy rates, first of 80% and then above 90%. This made the country's education system by far one of the most effective in Africa (Ministry of Foreign Affairs 2011; Southern African Regional Universities Association SARUA 2009). SARUA is a membership -based organisation of Vice - Chancellors of public and private universities in the SADC region, which structures its activities across four focus areas. However, it is important to note that Zimbabwe's Education system was heavily compromised as a result of the detrimental economic disintegration between the years 2000-2012. Despite the down turn however, SARUA (2009) confirms that Zimbabwe's Teacher Education has remained higher than that of many of its SADC counterparts. It could be against this and other backgrounds that Namibia allows its young nationals to undertake Teacher Education programmes in Zimbabwe.

Zimbabwe and Namibia Education system before and after their respective independence (1980, 1990): A brief history.

The Education system of most Sub- Saharan countries including Zimbabwe and Namibia should always be understood in the context of historical colonisation based on philosophies of oppression and segregation. Before their independence 1980 and 1990, Zimbabwe was a former British colony known as Rhodesia while Namibia, formerly known as South West Africa, was a colony of South Africa. South Africa regarded Namibia as its fifth province (Grant 1996; Haache1994). Like other former colonies in the Sub- Saharan region, education provision in Zimbabwe and Namibia before

independence was based upon ethnic, racial and tribal lines   (Ministry of Education Sport and Culture- Zimbabwe 2005; Kamwendo 2009). In both countries, the systems were discriminatory and fragmented. Primarily, it should be underlined that Afrikaans and not English was enforced as the official language and the language of education explaining why Namibian student teachers have such entrenched challenges in using English. In Namibia again, eleven education authorities existed in the country, each one catering for a particular tribal or racial group. The main reason for this kind of education administration in the country was the entrenched apartheid system introduced by the South African regime. Because of this set up, the racial and discriminatory policies in place in South Africa had to be in force also in Namibia (Kasanda & Shaimemanya, (1998)**.** The Apartheid ideology from the South African rule had created serious inequalities and disparities in the quality of education between ethnic groups (Foucault1983). Furthermore, the content, pedagogy, and assessment practices of the pre-independence system did not meet the needs and goals of the Namibian people.

 Similarly, Zimbabwe's colonial education system was based on institutionalised racial discrimination characterised by glaring inequalities in the provision of education (Zindi 1996). Separate education systems existed for the black majority and the small settler community resulting in the lack of basic literacy for many black people (Riddell 1980).After gaining independence in 1980 & 1990 respectively, the Ministry of Education in both countries had a number of obstacles to overcome. Thus, the Ministry of Education each in its peculiar way and time, undertook comprehensive reform processes focused on access, equity, quality, democracy, and lifelong learning. In Namibia, *Vision 2030*, a national development agenda, was created in response to the needs of the education sector and called for an "innovative, knowledge based society, supported by a dynamic, responsive and highly effective education and training system. Namibia has been spearheading efforts to transform teacher education and the formal school education system since independence. It is against this background that Zimbabwe and Namibia alongside other Sub-Saharan countries, particularly the SADC countries, continue to work towards better education quality for all their citizens.

Introduction

Teaching practice is a vital component of the teacher preparation program in Teacher Education Institutions in the model of training used in Zimbabwe. It serves as an opportunity for student-teachers to be exposed to the realities of actual teaching and professional activities in the field of education (Smith and Lev-Ari, 2005; Wilson, 2006). Developing quality international pre-service teachers of English as a Second Language is a preoccupation of the Great Zimbabwe University in Zimbabwe through the Department of Teacher Development. Lecturers, TP supervisors, the school mentors and the student teachers who include international students from Namibia are the main players in this endeavour. This qualitative research paper reports on the challenges faced by Namibian student teachers of English undertaking the Bachelor of Education (B Ed,) programme at GZU. The number of Pre-Service student teachers of English in this study was limited to nine but adequate for the nature of findings being discussed. Such studies are never meant to be generalized but use the case study methodology to show-case the educational phenomena that similar settings can learn from. The paper therefore will provide GZU teacher educators with broad insights worth taking note of at this inception stage of their inter-educational and cultural teacher development phase of their programme.

The educational challenges documented were from the University supervisors who were the lecturers back in the University and the mentors who are teachers based in the schools where students are doing their practice teaching. The one-year TP component is part of the student teachers' four year on-going process of teacher professional development. The observations were from a single round of teaching practice supervision that was guided by three theoretical perspectives: Constructivism Brooks (1999), Post Method Pedagogy Kumaravadivelu (1994, 2003, and 2006) and Phenomenology Sergiovanni (1982). Kumaravadivelu three dimensional framework of post method pedagogy (particularity, practicality and possibility) was very relevant in the analysis of these teachers' pedagogical practices as was Sergiovanni (1982)'s phenomenological idea of supervisory model. A brief examination of each of these principles is necessary to understand how the student-teachers' classroom pedagogies and 'the assessment supervision during TP   were   analysed.

  Brooks, (1999) says that Constructivism is the philosophical and scientific position that stipulates that knowledge arises through a process of active construction. It is an epistemology that advocates that the study of learning is about how we all make sense of our world, and that reality hasn't changed. Phenomenology in supervisory practice is concerned with how pre-service teachers make sense of their field experiences-what they value, feel, describe, and what it means to be a pre-service teacher. With phenomenological supervisory practice, the emphasis is more on interpersonal skills, the helping relationships of, reflectivity, trust, rapport, the collegiality and collaboration than on "the method" of diagnosing and prescribing Sergiovanni (1982). Phenomenology focuses on three aspects or questions about what goes on in the classroom, what ought to be going on and a general study of classroom life. Kumaravadivelu (1994; 2003; 2006) three dimensional framework of post method pedagogy – particularity, practicality, and pedagogy of possibility strongly questions the historical and theoretical traditions that have defined the knowledge base of second language teacher education. The parameter of particularity purports that the sort of techniques that teachers use depends on where, when and whom they are teaching. It asserts that for any language pedagogy to be relevant, it must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals in a particular institutional context embedded in a particular milieu. The parameter of practicality advocates for the applicability of methods in real situations otherwise the practice –theory relationship will not be realised. The pedagogy of possibility points to the need to develop theory forms of knowledge and social practices that work within experiences that people bring to pedagogical setting.

For assessing their students' teaching practice, GZU supervisors use a structured supervision instrument that allows them to give accurate descriptions and explanations of the student teachers' real world of teaching focusing on documentation and lesson delivery. Depending on what they find in their assessment, they draw the student-teachers attention to areas of concern for improvement. They use a post-lesson conference with the student teacher and the mentor re-visiting the student's lived classroom experiences, focusing on the constraints encountered in their daily teaching practice and their possible solutions (Mascolol & Fischer, 2005).

The study identified the multiple challenges faced by the international students trained outside the country (in this case Zimbabwe) to go back for teaching practice and the actual teaching career in their country of origin as a concern. Since the Namibian government sends students to be trained in Zimbabwe, the assumption is that they trust that these students will come back home with expertise and strengthen their education system. By accepting to train these students, the Great Zimbabwe University is similarly confirming that it has the capacity to do so in line with the SADC protocol and the Namibian government's expectations. If the training raises many professional concerns, this

can be viewed as a serious problem. This partnership therefore, deserves to be reviewed because it touches on a number of fundamentals regarding teacher preparation, teacher practice and educational outcomes in Sub-Saharan Africa.

The study therefore attempts to shed light on the following questions:

a) What challenges do student teachers face in Teacher Development in intercultural settings?
b) What could be the possible causes of the problems?
c) How best can the challenges be mitigated to produce effective ESL teachers?
d) To what extent are teacher preparation programmes at GZU responsive to inter-cultural educational curriculum and consistent with regional expectations?

Teaching Practice Content Knowledge in the Context of Teacher Development

Teacher training institutions including Great Zimbabwe University embrace the goal of developing future teachers who have the necessary efficacy to handle classroom pedagogy. Generally, B.Ed. pre-service teachers need to have in-depth knowledge of the specific subject they specialize in including the skills involved in its effective teaching to enable all students develop to their full potential. They learn to approach curricula and pedagogical decisions as thoughtful knowledgeable practitioners with an understanding of the social, cultural, historical, and political contexts of schooling and curriculum. Teacher educators at GZU start from an awareness of the fundamental questions of what they should teach, why they should teach, how it should be taught, and for what purpose. In addition, they want their student teachers to know what is appropriate for the different age and school levels they teach and for families, and communities in which they teach. Therefore, "teaching methods" are not promoted in isolation but grounded in a research - based on the understanding of the relationship between content and pedagogy and child development. At GZU, ESL teacher preparation programs are module courses that emphasize reflection on the nature of the subject matter to be taught, the goals for teaching, and the assumptions and implications of choosing specific teaching techniques at varying levels.

There is a general belief and effort to ensure that theory and practice are deeply intertwined. As such, students are encouraged to reflect upon their practice to perfect their teaching skills. We believe that future teachers should be able to use knowledge gained through both research and practice to construct pedagogical environments where quality teaching and learning can take place. GZU student teachers have a unique opportunity to understand the relationship between theory and practice throughout their course of study, as field experiences and student teaching take place concurrently with the courses about the teaching and learning of specific subjective matter mentioned above. While challenging in terms of time for both students and lecturers, this approach encourages students to bring insight and questions from their classroom experiences into their courses, and vice-versa, and to develop the habits of reflective practitioners. However, the process of preparing teachers to the expected levels of efficacy based on reflective decision making and adequate content knowledge for service is a challenging task. Scholarship about teacher development suggests that pre-service teacher efficacy is significantly influenced by the teacher preparation programme and field experiences. Teachers must have comprehensive understandings of teaching and learning subject matter, learners, as well as the relationship of these components in the educational process.

The teacher education programmes have to be continually revised in order to keep abreast with modern trends and more so in their inception phases. It is in this context that the challenges that

emanate from developing ESL teachers in intercultural settings with special reference to nine Namibian pre -service student teachers on TP in their home country are critically examined. The Namibian bilingual students are undertaking a four-year Pre-Service Bachelor of Education (B Ed) degree in Zimbabwe specialising in the teaching of ESL. The purpose of the study is to analyse and highlight the nature of the challenges and the factors that contribute towards them to recommend possible solutions. It again establishes the extent to which educational cultural differences can impact on student teacher practices and effectiveness. From these, it is envisaged that possible intervention strategies minimise the problems could be figured out. Analysing the classroom pedagogies of pre-service teachers on Teaching Practice is an important undertaking for the Teacher preparation programme. It can provide crucial information for the review of both the college-based curriculum and the teaching practice activities themselves.

Methodology

This is a qualitative case study research study (Bogdan & Biklen 2007; Creswell 2009; Patton 2002) attempting to highlight some of the challenges faced by both student teachers and the Teacher Development programme in inter-cultural and inter-educational settings. Specifically, the paper focuses on the experiences of student teachers, university supervisors, and mentoring teachers in ESL during teaching practice. The study was based on lesson observations, post lesson conference and document analysis to collect data. Lesson observation is a systematic inquiry within the goal of informing practice in a particular situation in order to discover what works best in their classrooms. It is intended to provide evidence of the quality of teaching and learning in the classroom. Observations can capture the naturally occurring processes and events of the pedagogical episode. The GZU uses a structured observation protocol to determine the focus of the lesson observed and the post lesson conference. An observation protocol according to this research refers to a document that spells out how supervisors conduct lesson observations during supervision. Weiss et al (2003) says that it consists of sections, which require supervisors to make descriptions and judgements on how well pre-service teachers 'instructional practices conform to the expected standards. The GZU observation protocol consists of four sections namely documentation, lesson delivery and its three phases (introduction, lesson development and conclusion) and a section on pupils' exercise books. Supervisors are required to document for each section, the evidence of what transpires during the lesson.

 Part of the validation of findings was achieved through the triangulation inherent in the observation protocol as indicated above. The documents analysis is a reliable technique of gaining insight into phenomena – utilizing documents that were developed with no relationship to the study that utilizes them. It is a qualitative technique where documents are examined and interpreted by the researcher to give voice and meaning to the assessed topic (Campus 2011). It is a process of analysing the content of any product such as letters, reports, assignments, diaries and records for insights into the research issue (Harvey 2012; Leedy & Ormrod, 2001). In this study, documents analysis included the student teachers' classroom records including the TP file, the Schemes of Work, the Detailed lesson Plan (DLP/s),the Resource file and other necessary records of work including the school period allocation schedules. The purpose was to examine the content provided in order to assess the quality of student's performance and to supervise them on grey areas. Adepoju (1998) says that the term supervise comes from the word ''Super Video'' meaning to oversee.

Procedure

This researcher was responsible for teaching (alongside other lectures) the bridging course as well as other ESL courses to Namibian student teachers in Zimbabwe. As such, she had to be among a four-member team of supervisors who went to Namibia for TP supervision thus got automatic authority to conduct the study. Data analysis was done as soon as it was collected.

GZU- assumptions and expectations of TP stakeholders

Student teachers

  Student teachers who go for a year's TP are those who have spent two years in the campus getting tuition across academic areas. These student are expected to have acquired a reasonably deep content and professional knowledge of the subject they teach, the skills and understanding of teaching and learning needed to help learners develop to their full their potential. They are expected to learn to approach curricula and pedagogical issues as thoughtful practitioners with knowledge of the social, cultural, historical and political contexts of schooling and children's home environment. Students are expected to be aware of what they should teach, why they should teach in the overall aim of becoming effective teachers; how and why they should teach. ESL Teacher Preparation modules emphasise reflection on the subject to be taught and the assumptions and implications of choosing specific teaching techniques at varying levels. Student teachers are expected to be able to link their theoretical knowledge with practical knowledge.

Mentors

Mentors have a critical role to play in supervising student teachers on TP   (Nyaumwe and Mavhunga, 2005; Ndamba and Chabaya, 2011). Mentors are expert classroom practitioners who are expected to provide expert advice, guidance and sets of alternatives. Through their guidance, student teachers are exposed to a variety of stimulating teaching methods and worthwhile alternatives (Shumbayaonda in Shumba, 1992).In this study that takes place in intercultural settings between Zimbabwe and Namibia, mentors are co-operating teachers to whom GZU student teachers of English are attached. They are presumed to have the desired expertise in using supervisory skills which enable them to elicit student teachers' concerns and to encourage reflection (Strong and Baron, 2004; Norman and Feiman-Nemser, 2005; Hennissen, Brouwer, Korthagen and Bergen, 2008).

University supervisors

Lecturers in Teacher Education institution have their workload in the teaching of students in both undergraduate and postgraduate courses. They are also involved in research and TP supervision. This means they are responsible for supervising student teachers on practicum in schools, and in conjunction with mentoring teachers observing student teachers and evaluating their progress. Supervision of student teachers leads to assessment (Shaw (1999) of their performance and aims at providing feedback to help the student teacher gain insight into their performance so that it is valuable to their professional growth (Tillema, 2009). This is intended to provide evidence of the quality of teaching and learning in the classroom, identification of good practice and weaknesses

that need to be addressed and all problematic and crucial issues that arise during TP as well as to comment on and provide a general assessment of students' progress on their termly reports.

Lesson observation and supervision is carried out to determine the student teacher's performance through the lesson quality. Usually, a high lesson quality is one that is characterised by a number of positive aspects including the teacher's ability to match the learning goals and instructional activities to the developmental levels of the learners and building on levels of understanding. It is one where a teacher provides multiple opportunities, engage student with the content and increasing the grasp of targeted concepts. In high quality lessons, learners are provided with the opportunities to draw connections and related phenomenon. Relevant examples that help student to connect to experiences are given as a way to enhance their understanding. Learners also demonstrate proficiency of standards and learning outcomes. The Teacher's day to day practices address the diverse needs and characteristics of all learners. On the contrary, a low quality lesson is one that is devoid of some of the said characteristics. Both mentors and university supervisors expect student teachers to perform highly by preparing as well as delivering high quality lessons.

Results and discussion

 The results of the study indicated that there are critical gaps in student teachers' ability to integrate theory into practice and, student teachers, university supervisors and mentors who are directly involved in TP activities observe several challenges in the student teachers' pedagogical practices . The findings reported below were presented and discussed according to data collection instruments used.

Document Analysis

Findings in this regard indicated that there were a number of challenges that student teachers encountered in documenting their work. Chief among these were; failure to complete the termly schemes of work and other documents which the university expected to be completed at the beginning of each term. . When asked why this was the case, they indicated that school administrators did not allow them to scheme for a whole term. The reasons given were that pupils' progress needed to be monitored weekly and therefore only weekly scheming could be consistent. According to the University supervisors, the little work that had been done in this regard was not adequate according to the University expectations. With respect to other aspects of their documentation some students were unable to formulate SMART aims and objectives. In cases where they had managed to frame good and achievable objectives, they failed to develop class activities that would properly link with the intended goals of the lesson hence failing to achieve their goals. Evaluating lessons was a difficult task for most student teachers. In most cases their evaluations could be described as flimsy since they lacked the necessary details needed to gauge the quality of instruction. Another observable trend which was more of an irritation that fundamental to pedagogical assessment was the way the work was heavily flawed with gross errors of spellings, grammar and expression. As a result, it was sometimes difficult to understand what student teachers wanted to put across. Other documents such as the resource file, extension and test records did not have anything. When asked why those documents were empty most students had this to say;

  "Tests are administered at school level so we cannot give individual tests hence we do not have the individual test records"

"Mentors do not know how to help us in extension work because they too are not familiar with such issues".

It is difficult to make a resource file because we do not know what information is required and even if we did, we do not know where to get the information from.

Judging from what student teachers said about documentation, it was clear that there was need for workshops to make mentors aware of the assumptions and expectations of the GZU regarding student teachers' documentation of their pedagogic practices. It appeared that many mentors needed refresher courses to get ideas aligned to GZU expectations. This can be the one way to ensure that they can   assist novice teachers efficiently thus minimising the gap between theory and practice. This is echoed by Range etal (2011); Sullivan & Glanz (2000) who say that novice teachers need constructive feedback about their strengths and plans for remediation to alleviate weaknesses.

Observation

 Results from classroom observation revealed that student teachers had serious instructional challenges. The majority of the student teachers would not use correct intelligible grammar and were unable to maintain connectivity through the lesson. It was noted that student teachers lacked command of both the subject matter and the language of instruction resulting in ineffective communication to sustain an interactive classroom discourse. In some cases, general classroom control was weak as some failed to handle the learners who became a bit rowdy thus distracting the smooth flow of the lesson. The majority of the students were limited in the use of instructional techniques employing teacher based instruction based on the question-answer strategy with the teacher as the only source of information. Little opportunities were provided to learners to construct their own knowledge. None of the student teachers observed used group work as a strategy to ensure maximum participation by every learner. When asked why they did not use group work, all student teachers said that learners in Namibia did not want to be bothered in doing group work and would normally protest should a teacher attempted to do that. According to student teachers, learners want a teacher who gives them notes to write and not to think for themselves. In some cases, poor examples were given and it made it difficult for learners to link that example to the target concepts. One student teacher said his learners threated to report him to the principal if he continued to ask them to make their own notes. In one case where pupils were actively involved in the lesson, the teacher disappointed them when she failed to handle their responses well by giving inaccurate information. Lack of confidence in teaching English in the presence of a supervisor was another great problem. Some student teachers panicked when they saw the university supervisors and this impacted negatively on their teaching. A case in point was when one student teacher almost cried when she saw this researcher and said that she did not know what to teach .When asked to teach what she had planned for the day, she replied that she was not sure if that was agreeable to the supervisor. In short, these were some of the challenges that were noted. Teaching composition or free essay writing was a serious problem for those student teachers who attempted it. They did not have a technique of presenting the learning content to their learners especially in argumentative composition. As a result their teaching remained an elusive goal.

Additionally, most students heavily relied on information from the books and would actually teach with a book in their hands. When asked why they would not use their lesson plan as reference, they said that they became confident when using the book because they would not make mistakes. Others said that they copied from their mentors who always referred to books. This is a practice that is contrary to research about teaching that discourages teachers from reliance on text book. That both student teachers and learners relied heavily on text book suggest lack of resourcefulness where the teacher could utilise the situation by asking learners to bring some old reading materials such as newspapers and magazines for use during the lessons. Obanya (2002) lamented the idea of heavy reliance on textbook by saying that curriculum materials had to be perceived in what they really

were, not just text books because communicative skills were not acquired through textbooks but through a natural way. Student teachers said they found it very difficult to explain certain concepts and ideas in a manner that was comprehensible to learners resulting in excessive use of code switching. While code switching is a valuable linguistic tool that is used to aid learning, pupils' proficiency in the target language will be compromised if it is excessively used.

 Jones (1996) in Wolfaardt, (2005) adds that due lack of exposure to the target language, learners continue to lag behind their required level of language proficiency and the majority never really reach the desired language proficiency levels in English. In the same vein, Cook said that, if teachers or learners were not fully conversant with the use of English, it was difficult to sustain their activities, hence meaningful and interactive classroom discourse was compromised and code switching took centre stage.   While it was possible to alleviate some of that challenges, it was equally difficult to deal with other challenges. A lot more needed   to be done to allow student teachers to explore various teaching techniques and to vary their teachings styles.   It could be deduced that the fact that student teachers did not know how to assist learners to generate ideas during composition writing was an indication that they had inadequate training to handle specific aspects of language instruction.

Post Lesson Conference

 Post conferences were slightly different from the other experiences in that both the student teachers and the supervisors were actively engaged in discussions that helped novice teachers to improve their practices. In that case, student teachers got the opportunity to relate the issues that hindered their effectiveness in doing their work. The most crucial issues that emerged from the discussions were as follows;

- Lack of co-operation on the part of some mentors
- Inadequate knowledge about what to teach especially in essay writing
- How to handle the discrepancy between the university and the school expectations
- Lack of suitable strategies to teach certain concepts
- Lack of knowledge on how to handle group work
- Not having the confidence to teach especially given the low proficiency levels in the language of instruction
- Inability to handle pupils' responses.
- Failure to write meaningful evaluation after teaching the lesson
- Inability to formulate meaningful and measurable aims and objectives

Discussion with the student teachers revealed that they encountered many problems. Some students said that their mentors were too busy to assist them and advised that they stick to what their training institutions required them to do. Others said their mentors were very helpful but were also limited in terms of subject matter knowledge. One student voiced the sentiment that there was lack of proper coordination between the university and the beneficiary ministry. The main causes of the mismatch between teaching styles of Namibian pre-service teachers of English and the expectation of their Zimbabwean university supervisors may lie in different perceptions of what constitutes good teaching during internship and above the lack of close collaboration between the University and the beneficiary Ministry in Namibia. To allow quality teaching on the part of the student

teacher, it is important critical that the pre-service teacher and the mentor maintain a positive relationship with the cooperating teacher who provides an opportunity to practice teaching in the classroom. Student teaching is most fundamental for future teachers' professional development. After student teachers reiterated their experiences with mentors, this researcher noted by that what was usually expected of mentors during TP was not the case during this operation. Lack of co-operation by the mentor is likely to create an un pleasant relationship between the two thus influencing the student teaching practices. Lack of adequate content knowledge to present to pupils suggests that student teachers' exposure to the target language content is limited and prohibiting. .This might also suggest why the majority of them used books during lesson presentation. The majority of students confirmed that they did not see the relationship between their practical experience and the theoretical knowledge they acquired from the university. Some of the principles learnt at college did not apply in their situation. A specific case cited was the use of group work that according to student teachers has no relevance in Namibia. Most students did not have the confidence to teacher in the presence of the visitor and this compromised their performance. More practice is needed before students go for TP and this should be the responsibility of the training institution. Student' proficiency levels in the language of teaching were prohibiting and this resulted in poor communication between the teacher and the learners making classroom discourse in effective. Some student teachers were unable to handle student's responses. Wrong answers were accepted as correct and vice versa. Where the teacher needed to explain why certain answers were correct while others were wrong, most of them found it difficult due to low language proficiency levels.

Mentors sentiments about TP

Discussions with mentors about student teachers' pedagogic practices indicated that;
- Some students did not fully apply themselves and were less co-operative making it difficult to help them.
- In Namibia teachers use a different system of everything so student teachers find it difficult to incorporate what they learn from GZU into the reality of the Namibian schools

- GZU should make an effort to liaise with the Namibian Ministry of education and to agree on what student teachers are expected to do without breaking some of the policies for example on tests, time table and on whole term scheming .

Conclusion
This study attempted to examine and highlights some of the key issues that reflect the complexity of teacher professional development in intercultural and inter-educational settings with special focus on the TP processes- student teacher classroom pedagogies and supervision. . Lesson observation, post lesson conference and document analysis revealed that there were critical mismatches between what is expected and what goes on in the classrooms. In that regard, it was noted that there was need for some mentors to acquire the necessary competency as classroom supervisors to develop supervisory behaviours and activities that are critical to the education of pre-service teachers. Teacher Education institutions such as the Great Zimbabwe University interested in developing students teachers in regionally diverse settings including Namibia must treat their teacher development model more critically to take care of the cultural and linguistic differences between

itself and the student teachers and mentors in an off campus practicum. It was concluded that an analysis of what transpired during TP regarding classroom pedagogies of pre-service teachers, mentors' roles and university lecturers' supervisory models could be carefully analysed to inform the Teacher preparation programme back in the Department. This will obviously provide crucial information for the reviewing of both the college-based curriculum in general and the teaching practice activities in particular. The study concluded that GZU could develop effective Namibian student teachers of English if supervisors took cognisance of the critical issues and, again if the forms of TP supervision assessment were tailor–made to suit the pre-service teachers' contexts. This could be done through a systematic way for teacher educators to periodically review course content to ensure that problem areas were included in the curriculum.

Recommendations

In view of the foregoing discussion, this study recommends that;

- Namibia Pre-service Student teachers of English should be empowered in the development of reflective practice and self-evaluation during their college based tuition.
- Namibia student teachers should be trained in ways of maintaining and enhancing on-going personal language competence.
- Training in the critical evaluation, development and practical application of teaching materials and resources
- Student teachers be trained in team-working, collaboration and networking, inside and outside the immediate school context.
- Student teachers should be provided with on-going support to improve classroom implementation of the least used strategies and methods with which teachers have difficulty.

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