

Student Teachers' Cognition in Literature Teaching: From Planning to Planting

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Abstract

Teacher cognition is one of the many factors perceived to influence in literature teaching. What teachers believe and think affect their teaching. Therefore, this study was conducted to explore student teachers' views in literature and literature teaching and how such beliefs were reflected in their plans and actual teaching. In the conduct of the study, triangulation method which included survey, observation and interview were employed as part of the quantitative analysis while content analysis was used in qualitative part of the study. The result indicates that there is congruence between the student teachers' (STs) view in literature and literature teaching. In addition, it was evident that their plans were religiously executed. However, it was uncovered that the STs' views in literature and literature teaching were not congruent with their lesson plans (LPs) in which, the divergence was found to be dominantly influenced by their early education.

Keywords: congruence, lesson plan, literature teaching, teacher cognition, student teacher

Introduction

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it is no wonder that it is hard to find great teachers. All students have had hundreds of teachers in their lifetimes. A very few of these teachers were remembered as being exceptionally good. What are the qualities that create an excellent, memorable teacher? Why do some teachers inspire students to work three times harder than they normally would, while others inspire students to skip class? Most importantly, what do teachers believe in and think or plan that make or break their teaching in general?

A belief as described by Incecay (2011) is a mental state that is believed to be true by the person holding it, although the individual may know that alternative beliefs may be held true by others. According to the assumption, beliefs can influence thoughts and actions of individuals. While teacher cognition refers to the unobservable cognitive dimension of teaching-what teachers know, believe and think. Teacher cognition includes beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives which are about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities and self (Borg, 2006).

Johnson (1994) as cited by Incecay (2011) concluded that research on teachers' beliefs shares three basic assumptions: First, teachers' beliefs influence both perceptual and judgment which, in

turn, affects what teachers say and do in the classroom. Second, teachers' beliefs play a crucial role in how teachers learn to teach that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. Third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs. While information about students, such as ability, sex, and classroom behavior, were commonly found to influence what teachers believe in. The immediate classroom and wider school environment were also found to be influential. The latter includes 'extra-classroom pressures in the school such as administrators and policies and in the community (such as parents) [which] set boundaries on teachers' pedagogical decisions.

Literature is characterized as writings of expression and form, in connection with ideas of permanent and universal interest (dictionary.reference.com/browse/literature). Literature teaching, on the other hand, is a different matter (Gutierrez, 2004). There are diverse, but not opposing approaches to teaching it. On one end, literature is seen as "caught," that is, in the process of analysis and discussions in class, students will naturally catch the ability to read appropriately. Then, there is transmissive mode of teaching, where the teacher retreats to teaching literature. Teaching literature ensures the formation of individuals who are familiar with the significance of tradition. This perspective is built on the assumption that literature (the object of the literary critical) expresses the tradition (or society's values and beliefs). Thus, studying literature is essentially like studying and learning about society's values and beliefs.

Pre-service teaching which is commonly called *Student Teaching or Practice Teaching*, an integral subject in teaching or education course. Pre-service teachers are required to practice their teaching profession in a specified time either in-campus or out-campus or both. CHED Memorandum Order No. 11, series of 1999 which specifies the Revised Policies and Standard for Teacher Education and CHED Memo No.30, series of 2004 states that practice teaching is the key phase and the most important experience in the pre-service preparation of future teachers. As a valuable component of the Bachelor of Elementary and Bachelor of Secondary Education Curriculum, it is designed to provide the student teachers with opportunities to put into practice the learning competencies they have acquired in the teacher education program and at the same time harness their competencies. This stage bridges theory and practice since it provides the teachers the clinical experience in an actual school setting. Thus, the primary purpose of the student teaching experience is to provide beginning educators with a carefully mentored experience to develop and enhance knowledge, skills and dispositions necessary to positively impact student learning and development (Cortez, 2011). As such, how do student teachers (ST) teach? More importantly, what do they consider before they get into their classes?

Statement of the Problem

In this study, the researcher aimed to explore the student teachers' cognition in literature and literature teaching and to investigate if such beliefs were reflected in their lesson plan and actual teaching. Specifically, the study probed the following questions:

1. What are the student teachers' views about literature and literature teaching?
2. What are the sources of student teachers' beliefs in literature and literature teaching?
3. Are their views reflected in their lesson plans and actual teaching?

Significance of the Study

Teacher cognition is vital to understanding the nature of teacher education and the roles as teacher educators. Moreover, understanding teacher cognition ultimately leads to better learning in the classroom (Bernardo and Limjap, 2003). Therefore, the results of this study seeks to provide inputs especially to the administration in the improvement of Teacher Education Institution (TEI) curriculum in the University in literature and literature related subjects, the faculty members to reinforce their teaching of literature, the cooperating teachers to extend maximum assistance to the student teachers in their lesson planning. Analyzing what the STs Think and how they teach during their first year of pre-service would help them develop a sound judgment in decision making during their teaching. Furthermore, this study would give them the ideas on handling literature classes.

Methodology

The researcher utilized quantitative- qualitative or mix method design in the analysis of data. This design aimed to gather information about existing STs' cognition on literature teaching and its manifestation in the lesson plans (LP) and actual teaching. In the quantitative-descriptive analysis, survey questionnaires, class observation which validated the responses in the survey and verified the implementation of the LPs and interview which aimed to verify the decisions made during the actual teaching were used. Thus, a triangulation method was employed to get a holistic view of the analysis (Nunan, 2009). While in the qualitative analysis of data, an exploratory research where content analysis was specifically utilized in the analysis of the contents of the LPs. (<http://es.scribd.com/doc/36491906/Exploratory-Research>. Retrieved last December 15, 2016)

The Participants

Eight (8) female and only two (2) male participants with a total of 10 STs majoring English who were assigned in different year levels at the Laboratory High School of Rizal Technological University for their Professional Education 13 subject or in-campus training were requested to be the respondents in the study. The respondents' ages range from 18-22 years old. The eight (8) STs were generally first timers with no experience in classroom teaching other than reporting in their academic subjects, while two (2) had been facilitators in NSTP program during the previous semesters.

Instruments Used

The *lesson plans* (LP) written by the STs which were intended for one or two sessions were analyzed based on the criteria for effective integration of language and content set by Bigelow and Ranney in 2005. To gain further understanding of what participants considered in their LPs objectives, objectives were sorted into the following categories: vocabulary, form, reading, writing and activity. A *survey questionnaire* was also used to solicit the ideas of the students about literature and literature teaching. While the *interview* was under covered to verify the decisions made during the actual teaching. The interview questions ranges from the STs' questions asked during the discussion to the activities realized during the enrichment section of the lesson. The **class observation** was used to validate the contents of the lesson plan. The table below shows the frequency of observation among the participants.

Table 1
Summary of Observation Time

Teacher	Year level	Frequency of observation	Time allotment
ST 1	Grade 8	Twice	4 hours
ST2	Fourth year	Twice	2 hours
ST3	Fourth year	Twice	2 hours
ST 4	Third year	Twice	2 hours
ST5	Third year	Twice	2 hours
ST6	Third year	Once	1 hour
ST7	Grade 7	Thrice	6 hours
ST 8	Fourth year	Twice	2 hours
ST 9	Grade 7	Thrice	6 hours
ST 10	Grade 7	Thrice	6 hours
Total no. of hours observed			32 hours

The table shows that the longest hours of observation is 6 with STs 7, 9 and 10. Only ST1 was observed for 4 hours while the rest of the STs were observed for 2 hours each. ST6 was observed only for 1 hour (1 session) due to the shifting/ rotation of STs.

(As per schedule, each ST is tasked to teach a lesson for a session which usually last for two meetings (an hour each session for Third and Fourth year levels while for Grades 7 and 8, a session may last for 2 hours depending on the schedule of the class).

Data Gathering Procedure

In the conduct of the study, the researcher first sought permission to observe in literature classes from the Laboratory High School English teachers. The STs were informed of the observation but not of the time and the names [of STs] to be observed to avoid ‘artificial’ preparation. Observer’s paradox was activated during the observation of actual teaching to avoid discomfort on the part of the STs. Hence, the researcher observed the implementation of the lesson plan and the entire teaching. LPs were also borrowed from the respondents to verify their overall objectives and plan in teaching.

After the observation, the STs were interviewed to clarify the decisions made during their actual teaching: the use of strategies which include choice of strategies for motivation, vocabulary, enrichment activity etc. After the interview, the STs were requested to answer the survey form on their views about literature and literature teaching.

Results of the Study

Student teachers’ views in literature and literature teaching

Table 2 presents the participants’ views in literature:

Table 2
STs Views in Literature

Student Teachers	Views in Literature
ST 1	Literature is about the realities of the true story. It is also about story within the story and it focuses on the importance of moral lesson or the value that is based on the story
ST2	Literature is life itself; through it we are able to make connections with people across nations and from all walks of life for it appeals to one aspect of human life that is common to everyone- feelings. We study literature because it always has something to teach us and one of these is values.
ST3	Literature mirrors society/ Literature is life. Literature transcends the value of life
ST 4	Literature is defines as S.H.E. (significant Human Experience). Literature is life itself.
ST5	Literature is all about life
ST6	Literature is life itself. It's a manifestation of how we live, expressing emotion, instill values and teach history through written form.
ST7	Literature is part of our history that is being past generation by generation that should be connected in our present society
ST 8	Literature is life. It includes human experiences which are significant.
ST 9	Literature is the reflection of life.
ST 10	Literature is the presentation of life in different forms

** no editing was made to preserve the actual responses of the STs*

Table 2 reveals that the STs' concepts of literature are geared towards life. Their definition is no longer the technical or superficial definition/ level but an in-depth realization of the subject. Thus, their belief in literature encompasses a 'beyond the text' understanding and not the memorized definition literature.

Table 3 displays the participants' views on literature teaching.

Table 3
STs Views in Literature Teaching

Student Teachers	Views in Literature Teaching
ST 1	To come up to the true meaning of the story and to analyze the elements and also the sequencing of events
ST2	Literature teaching is helping the students go into the deepest depths of the piece, the lesson it manifests and especially to make the students be fond of literature.
ST3	Teaching literature means teaching life, through literature students are able to expose into many life's faces.
ST 4	Teaching literature is exposing students to different situations or happenings in life, and appreciating as well the different literary works.
ST5	Teaching should not be conformed in a box
ST 6	Literature teaching is an effective way of instilling values to students, literature opens door for students to take a glimpse of the history.
ST 7	Teaching of literature is the way for us to communicate the past's narrative works.
ST8	To spread the values in life
ST 9	Literature teaching is making a difference in the students live where you show them the values
ST 10	Literature teaching should be the presentation of different experiences of the characters in the story

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It could be gleaned from the table that most of the STs' concept of literature teaching is about presentation of life in which lessons are reflected. Thus, the emphasis of literature teaching is the moral extracted from the characters.

Sources of student teachers' beliefs in literature and literature teaching

The table below shows the summary of the sources of STs' beliefs:

Table 4

Sources of Beliefs

Sources of Beliefs	Frequency	Rank
Teacher	7	1
Seminar	3	2
Journal articles	2	3.5
Personal understanding of the subject	2	3.5
Classmates	1	5.5
Media (television, social networking, etc.)	1	5.5

Table 4 reveals that the STs based their teaching on **Teachers** as the primary source of information, it was followed by the **seminars** they attended as rank 2. While **journal articles** and **personal understanding of the subject** ranks 3.5 respectively. **Classmates** and **media** as source of information rank last. When STs were asked on their sources of beliefs, majority of the STs cited that their former teachers including cooperating teachers contributed to their concept of literature and literature teaching. Data divulges that **teachers** play pivotal role in the transmission of information among the learners. While other sources include input from seminars, journal articles, classmates during class reporting or demonstrations. While others believed that their concepts of literature are innate to them. During the interview, one of the STs said:

Ma'am, from Sir X...he told us before the start of the class to be strict so that students will listen to us...I found that effective (ST 4).

Views reflected in the STs' lesson plans and actual teaching

Lesson plan is the totality of the teacher's plans and ideas about a particular lesson which includes the methods and strategies s/he wants to use in order to execute the lesson. One observable feature of the STs' plan is the inclusion of the vocabulary building objective. Goals such as *extract meaning, unlock unfamiliar words, determine the meaning, arrive at the meaning, either through context clues, synonyms, multiple meanings even through puzzle* always appear in the plans. When the STs were asked, they replied that because "*its always part of the plan*" while others said that one of the goals of teaching literature is the enhancement of vocabulary. It was also observed that the vocabulary building of the STs always comes before the motivation. When they were asked, they said that they were *exposed to such pattern*. Moreover, they cited that the *vocabulary building at the beginning of the lesson could lead to the continuity of the plan*.

Note that verbs *discuss, describe, differentiate, determine, point out, compare, develop, explain, state, narrate, identify, infer, define, analyze, deduce, single out, generate, give, and discover* which are cognitive domain were dominantly used. While *internalize, reflect, and appreciate* were used sparingly to target the affective domain. On the other hand, verbs such as *apply, express, create, participate actively and Perform* which are psychomotor domain are second in count. The data discloses that the overall plans of the STs were dominantly cognitive based, demonstrated by knowledge recall and the intellectual skills. Evidently, when the objectives are principally cognitive, the questions asked

during the discussion are expected to be the *who, what, when, where, how* and more on description (hs.riverdale.k12.or.us/~dthompson/exhibition/blooms.htm). Reflectively, questions were fundamentally about the elements of story in the discussion part: *Who are the characters?, What are their traits? Characteristics possessed by each character?, Where did the story happen? and in what year?, Who can give me the event as the start of the story?, What is the next event? what do you think will happen next?, How many times did Ulam steal the smoke?, Who can give me the title of the story, and What is the theme? moral of the story? etc.*

Apparently, questions asked by the STs were patterned after their former teachers. However, comparing the beliefs of the STs in literature and literature teaching with the questions they asked in the LP and during the actual teaching, it could be noted that there is disparity between their concept of literature and the content of their LPs which were reflected in their actual teaching. Three fourths of the time spent during the discussion was about the details of the story. During the interview, they explained that they want the students to know and remember significant details which they think could lead to the understanding of the text.

Strategies Used in the PL and Actual Teaching

Data reveals that the STs' strategies of teaching were dominantly reading comprehension and storytelling. In the secondary level, strategies includes reading and comprehension, differentiated activities, storytelling, noting details, in-depth questions, reporting and film viewing. During college years, note-taking, in-depth questions and differentiated activities, self-study and reporting were the used strategies.

It could be noticed that strategies in the elementary level were very limited perhaps, because they could no longer recall the events during their elementary years since strategies were applied a decade ago. While strategies in high school were quite evident due to their recency. Thus, it could be concluded that among the different levels, high school has the most number of strategies applied in the literature classes. This may be the reason why most of the STs were motivated to take up English majorship where literature is a major component:

"I was attracted to the different strategies used by my teacher in high school so I also use them" (ST 1)

While in College, strategies were principally in-depth discussion of the details, reporting and self-study. In general, one could note that discussion of the elements is apparent both in the secondary and tertiary levels which were manifested in the discussion (questioning).

In the enrichment activity, it was found that the STs used groupings (skit), individual (drawing, slogan) and pair (write ending). It could be gleaned that most of the STs prefer using cooperative learning as strategy in enriching their lesson. Thus, multiple intelligences (MI) was activated. When the STs were asked why they choose group dynamics, they responded that the strategy was used during their schooling. Thus, the activities reflected an application of the strategy they acquired during their schooling.

Using Bigelow and Ranney's criteria for effective integration of language and content, one could note that the LPs did not explicitly and implicitly contextualized the parts [of the plan]. Hence, the objectives did not meet the competencies required and stipulated in the curriculum. Consequently, it was evident that since the LPs failed to meet the objectives of the topic and subject as a whole, the actual teaching was affected. The STs were able to deliver the lessons exactly the way they planned it to be but they failed to integrate the real essence of the topics because the objectives which belonged to the literal or first level of learning were dominantly knowledge-based.

Relation between the STs’ beliefs in literature and Literature Teaching, Lesson Planning and Actual Teaching

The table below presents the congruence/ divergence between the views in literature and literature teaching, lesson planning and actual teaching:

Table 5
Convergence/ Divergence of Views and Decision

General Concept of literature	General Views on literature teaching	Objectives used in the plan	Questions asked in the Lesson plan	Questions asked during the actual teaching	Strategies used	Remarks
Literature is life	Since literature is the presentation of life, there should be an in-depth study and exposure to life.	<i>Discuss, Describe, Differentiate, determine, Point out, Compare, Develop, Explain, State, Narrate, Identify, Infer, Define, Analyze, Deduce, Single out , and discover</i> were all pertain to the cognitive domain. While verbs like <i>Internalize, Reflect, and appreciate</i> were used to target the affective domain. On the other hand, verbs such as; <i>Apply, express, Generate, Give, Create a masterpiece, Participate actively and perform</i> were psychomotor in nature	Questions focused on the elements and details of the story	Questions focused on the elements and details of the story	Dominantly group activities and enhancement of skills	Divergence in the concept on literature and literature teaching with the objectives, questions asked and activities.

The table exposes that there is congruence between the objectives and questions asked both in the plan and in the actual teaching. Majority of the verbs used as objectives are cognitive-based and were congruent with the questions asked during the actual teaching which focused on the elements and details of the story geared towards comprehension.

The result also reveals that the STs religiously implement their plans. In fact, it was observed that they uttered verbatim the statements/ questions written in their plans:

“Why is the story entitled ‘The Awakening’”

“How the drama started?”

“Why do you think so?”

“Exactly! How does the story begin?”

“What was the reaction of the two brothers when they saw Juan?”

“After discussing all about the story, what good deed are highlighted in the story?”

Which manifest that they failed to adjust to the needs in the classroom due to repeated utterance of the questions such as *“What is the theme?”*, *“What is the story all about?”*, *“What is the moral lesson?”*

Another evident observation revealed in the study is the divergence between the STs’ concept of literature and literature teaching with the objectives used in the LP. While the STs’ views in literature and literature teaching deals with life and appreciation, the objectives which are the bases of the questions and activities to be implemented were geared towards cognitive development. During the interview, some STs admitted that they were hesitant as to whether they were able to execute the lesson well because: *they were worried if the learners are really learning or not due to their ‘stare’ at them. While ST2 was apprehensive due to the physical response they give her.*

Discussion of Findings

Perhaps the best way to understand human nature fully and to know a nation completely, short of going into a formal study of psychology, sociology and history, is to study literature. Through Literature, one learns the innermost feelings and thoughts of people – the truest and most real part of the self where understanding not only of others, but more importantly, of the self and of life itself is gained.

According to Webster, literature is the total preserved writings belonging to a given language or people and it is the class or the total of writings, of a given country or period, which is notable for literary form of expression, as distinguished, on the one hand, from journalistic or other ephemeral writings. Literature appeals to man’s higher nature and its needs- emotional, spiritual, intellectual, and creative. Like all other forms of art, literature entertains and gives pleasure; it fires the imagination and arouses noble emotions. It enriches man by enabling him to reflect on life and by filling him with new ideas. Therefore, the study of literature gives him the ability to cope with life because of the understanding of human nature which it imparts. This new perception of life and people adds new dimensions to his life in the form of greater sensitivity and awareness, refinement of feelings, lofty ideals, nobility of purpose, and added culture (Garcia, et al. 1993). While for Javines (1985) the study of literature develops a keener sensitiveness to life, a clearer self-knowledge, a more balanced sense of values, aside from quickening the imagination, ripening the emotion, and broadening the horizon of one’s culture... to instill pride in our cultural heritage and in whatever we have achieved as a race and nation. In teaching literature, teachers’ beliefs about literature, learning, and teaching constitute the foundation of their instructional practice.

Good teaching is not simply a result of a mastery of particular principles and theories that have been determined by others and by research. Good teaching is also about creating a personal and practical theory of teaching. It is about teachers' capacity to conceptualize their own work and understand the processes and underlying principles that inform these decisions (Gutierrez, 2004). Pre-service teaching is the opportunity to observe and eventually have hand-on experience in real classroom setting. Anchored on the work of John Dewey, (1904; 1938), teachers are learners as well and therefore needed to be provided experiences that would help them construct knowledge about their own teaching-learning process (Lucas, et al, 2010). Alema and Pashmforoosh (2013) citing Bandura says that generally, teachers' self-efficacy beliefs are the convictions that affect how they act. As a result, there is a connection between teachers' sense of efficacy in teaching literature and their amount of diligence they expend.

In this study, it was found that STs dominantly extracted their views of teaching literature from their educational training since most of their time was spent there. It could also be noted that the LPs made which were realized in the actual teaching were highly traditional in term of the discussion. It was visible that though the student teachers come from different schools during the high school, they share the same mode of literature teaching. Though it is clear that their concept of literature and literature teaching is deep and self-actualized, they failed to articulate it in their plans and eventually in their actual teaching. Tiempo (1995) mentioned certain misconceptions and wrong emphasis in the teaching of literature in general and fiction in particular- a large portion of fifty minutes of a class meeting is given to the facts about the author's life- there is nothing wrong with that... the emphasis on facts encourages rote memory. The second wrong emphasis is the summary approach where the primary concern of the teacher is what happens in the story or novel under consideration; this means accurate summarization of the story, the detailed statement of the plot while another flaw is the part approach such as story atmosphere, story of plot, story of adventure (or action), horror story, psychological story which is uninformed and misleading and would tend to stress one element over another. A story is successful in so far as all the elements composing it- setting and atmosphere, tone, characterization, point of view, diction, psychological revelation, motivation, etc.- are artistically integrated. Finally, there is the question that most literature teachers in the country ask at the close-sometimes even at the beginning- of the discussion of the story: what is its moral lesson? The question that should be asked is: what is the meaning of the selection? The STs in RTU exhibited the same nature. Munby (1982) argue that maybe the resistance to change even in the face of strong evidence is influenced by the perceivers' schema, constructs, existing beliefs and understanding which according to Borg (2006) may be attributed to fear of the possible outcomes.

It was also observed that the STs used spoon feeding strategy: when students unable to answer their questions, they were the ones answering the questions. Moreover, it was observed that STs exhibited inability to ask follow up questions. It was noticed that when learners weren't able to answer the questions, the STs kept on repeating the questions instead of rephrasing or modifying such

"What is the theme?"

"What is the story all about?"

In addition, a gap between and among the questions asked was observed. Notice the sequence of questions asked were categorical if not segmented:

"What is an anecdote?"

"What is the title of the story?"

"Who wrote the story?"

"When and where did the story take place?"

“What values are embedded in the story?”

“What theme can we get out of the story?”

-Rizal and the Ten Pound Sterling Note lesson

“Who are the characters?”

“What is the problem in the story?”

“What do you think happened in the sequence of the story?”

“What is the theme?”

-Sa Pula, Sa Puti lesson

Among the student teachers, only ST3 was found to have a deeper understanding of the concepts in literature which was manifested during the actual teaching. When he was asked why he has to include technicalities such as flashbacking, media res, deus ex machine, he said that:

...In literature...Ive notice that the students from 3rd year, second year down to 4th year. Ive notice that the story is like this... this is the character, the settings, the conclusion. That's it. From time to time that's the only thing the students know about. Why not ask them more than beyond those things in literature. That literature is more than just knowing the settings. But beyond that there re is another thing about literature. Are the styles, the techniques as well so that they would also recognize that there is more than the story but something beyond this story I am reading.

When he was asked about the ending, he said that: *...I want them to know are they curious about the characters, I would like to know if they really wonder what happened to the character.*

At the end of his discussion, he emphasized the ‘so what question’ which according to him: *Discussing literature is: they used to it...but the thing is...what for is literature? Why should they study everything...so they could have the realization that teaching lit is more than knowing the elements...*

Conclusion and Recommendations

Literature is a very versatile subject and is generally considered one of the most difficult subjects to teach. There is no right or wrong way to teach a Literature class; however, there is a smart way to teach it. The idea in literature is not just to get an answer; it is to get an in-depth, provocative and creative answer. Students are the reflections of teachers. Generally, what students become is how they were taught [in school] since most of their time is spent in school.

The result revealed that there is a match between the STs’ view in literature and literature teaching. In addition, it was evident that their plans were religiously delivered during their actual teaching to the point of uttering exactly the same lines. However, it could be concluded that the STs’ views in literature and literature teaching do not match their lesson planning. A common problem in teacher education programs is the gap between the theories the STs learn in their coursework and the implementation during their practice teaching. Thus, the divergence is found to be influenced by their early education such as the questions asked and activities employed during their academic training.

It is therefore recommended that pre-service teacher education curriculum should have as an explicit goal towards the development of critical reflection among teachers to enable teachers to constantly reflect on the integral link between their content knowledge of the subject matter they are teaching, how students learn, their teaching practices, and their beliefs about all these elements. Hence, since the tertiary level does not have hold on the teaching practices in the secondary level, the teachers should exhibit innovative, effective and dynamic strategies which the student teachers could emulate. Thus, the art of questioning should be put into emphasis.

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