

ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

**INVESTIGATING THE CURRENT TRAININGS AND
CHALLENGES OF PROFESSIONAL DEVELOPMENT IN
ENGLISH LANGUAGE TEACHING: HOSSANA COLLEGE OF
TEACHER EDUCATION ENGLISH TEACHERS IN FOCUS.**

BY



DUTAMO FONKAMO

MAY, 2011
ADDIS ABABA

**INVESTIGATING THE CURRENT TRAININGS AND
CHALLENGES OF PROFESSIONAL DEVELOPMENT IN
ENGLISH LANGUAGE TEACHING: HOSSANA COLLEGE OF
TEACHER EDUCATION ENGLISH TEACHERS IN FOCUS.**

By: Dutamo Fonkamo

**A Thesis Submitted to the Department of English in Partial
Fulfillment of the Requirement for the Degree of Master of
Arts (MA) in Teaching English as a Foreign Language (TEFL).**

**May 2011
Addis Ababa**

ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

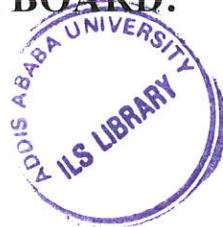
BY: DUTAMO FONKAMO

**INVESTIGATING THE CURRENT TRAININGS AND
CHALLENGES OF PROFESSIONAL DEVELOPMENT IN
ENGLISH LANGUAGE TEACHING: HOSSANA COLLEGE OF
TEACHER EDUCATION ENGLISH TEACHERS IN FOCUS.**

APPROVED BY EXAMING BOARD:

ADVISOR

Ibalo Beriso



SIGNATURE

Ibalo

EXAMINER

Seimo Kebede

Seimo June 5/11

ACKNOWLEDGMENTS

I extend my thanks to the glorious God who helped me to successfully finalize this thesis.

I would like to thank my advisor, Dr. Italo Beriso, for his valuable comments from the beginning to the end of my thesis work. I also thank my examiner Dr. Seime for the constructive comments after presenting my thesis work.

I am also equally thankful to my dearest wife, W/o Yenenesh Dejene, giving moral support and looking after my little ones in the course of my school years. I would not have been successful in my work with out her support.

My thanks also go to school of Graduate Studies, Addis Ababa University, for the financial support I received for this study.

Finally ,I would like to thank HCTE, English teachers ,third year students, the college administration especially , academic Vice Dean , PD facilitator, PD expert at REB and PD expert at MOE. I also thank Ato Teshome Makoro, Ato Elfine Fantaye and Ato Zergahun Chefamo for their sincere support.

ABSTRACT

The main objectives of this study were to investigate the current trainings and challenges of Professional Development in English Language teaching. The methods of data collection encompass questionnaire, interview, classroom observation, focused group discussion and document analysis. Seven lessons in Hossana College of Teacher Education were observed ,eight English teachers and seventy two third year students filled the questionnaire ,and eight English teachers and seven third year students of the observed sections ,the PD facilitator of the college ,the college academic Vice Dean ,PD expert at REB and PD expert also at MOE were interviewed. Six students from different sections who did not know each other were selected for focused group discussion, and few documents which were found by the researcher were analyzed. Both quantitative and qualitative techniques were used to analyze the data.

The findings of the study showed that the PD program was not trained and implemented properly. Appropriate training and assistance were not given to both English teachers and third year students .There were no mentoring ,motivation ,incentives, and effective follow up system for the PD program at different levels .Moreover ,the little budget allocated to the PD implementations were transferred to run other administrative affairs and there were no trainings and workshops at all for PD components like active learning, action research ,continuous assessment and group work management .And the findings revealed that different strategies were suggested by different informants to alleviate the challenges and root causes of challenges of PD. Finally, based on the findings conclusions were drawn, and recommendations were made.

TABLE OF CONTENTS

Title	Pages
Acknowledgements	i
Table of Contents	ii
List of Tables	vii
List of Appendices	viii
List of Abbreviations and Acronyms	ix
Abstract	x
CHAPTER ONE : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the study	4
1.3.1 The General Objective	4
1.3.2 The Specific Objectives	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Scope of the Study	5
1.7 Limitation of the Study	5
CHAPTER TWO : REVIEW OF RELATED LITERATURE	6
2.1 Introduction	6
2.2 Professional Development and its components	7

2.3	Rational for Professional Development	7
2.4	Characteristics of Language Teacher Professional Development	9
2.5	Key Features of Successful Continuous Professional Development	9
2.6	Aspects of Professional Development for Language Teachers: Strategies for Teachers Learning	10
2.7	Teacher Training and Teacher Development	10
2.7.1	Teacher Training	10
2.7.2	Teacher Development	11
2.7.3	Understanding Teacher Training	11
2.7.4	Conceptualizations of Teacher Learning	12
2.7.5	Novice and Expert(Experienced) Teachers	12
2.7.6	Individual and Institutional Perspective	12
2.7.6.1	Individual Perspective	12
2.7.6.2	Institutional Perspective	13
2.7.7	Collaborative and Self-directed Learning	15
2.7.7.1	Collaborative Learning	15
2.7.7.2	Self-directed Learning	15
2.7.8	Implementing Professional Development: The Teacher's Perspective	16
2.7.9	Implement Professional Development: The Institutional Perspective	17
2.8	Local Research Works of PD Components	19
2.8.1	Active Learning	19
2.8.2	Continuous Assessment	19
2.8.3	Group work	20
2.8.4	Action Research	21
2.8.5	English Language Improvement Program	21
2.8.6	Higher Diploma	22
2.9	Challenges of PD in other countries in Managing Teachers' Professional Development	23

2.10	Local Research works on PD Challenges and Root Causes of Challenges	23
2.10.1	Challenges of PD in Ethiopia	23
2.10.2	Root Causes of Challenges for Ethiopian Teachers'	24
2.11.	Recommended Strategies Used to Overcome the Challenges of Professional Development	25
2.11.1	Strategies from research report for EFL Professionals	25
2.11.2.	Supervisory Strategies in successful Professional Development Programs	26
2.11.3	Effective Mentoring Strategies to Promote Professional Development	27
2.11.4	Summary of strategies to tackle the PD challenges	28
2.12	Conclusion	29
 CHAPETER THREE :THE METHODOLOGY OF STUDY		30
3.1	The Research Methodology	30
3.2.	The Study Area	30
3.3.	Subject and sampling	31
3.4.	Data Gathering Instruments	31
3.5.	Data Analysis	35
 CHAPTER FOUR: RESULTS AND DISCUSSION		36
4.1	Results	36
4.1.1	English Teachers' Bio-information	36
4.1.2	Third year students Personal Information	37
4.1.3	Results of Questionnaire for English Teachers	38

4.1.3.1 PD Training and Assistance During PD Implementations	38
4.1.3.2 English teachers' responses if they are mentors or not to Q6	41
4.1.3.3 English Teachers Attitude towards PD (Part III)	42
4.1.3.4 Challenges, Root Causes of Challenges, and Strategies Used and Should be Used to Alleviate Challenges in PD implementations	47
4.1.4 Results of Questionnaire for Third Year Students During PD Implementations	49
4.1.4.1 Training and assistance during PD Implementations	50
4.1.4.2 Third year students' response to what extent the PD training they took related the following topics	52
4.1.4.3 Responses to the question whether or not a mentor was assigned to third year students	53
4.1.4.4 Attitude of Third Year Students' towards PD Program	53
4.1.4.5 Challenges ,Root Causes of Challenges and Strategies Used and to be Used to Overcome the PD Challenges	59
4.1.5. Interview Questions	62

4.1.5.1. Concerning the type of training English teachers and third year students received and name of the organizations conducted it-----	63
4.1.5.2. English teachers' responses about CPD activities in relation to classroom subjects and school improvement -----	64
4.1.5.3 The interview about the opportunity of any support and follow up ,the following are the utterances of different informants-----	64
4.1.5.4. For the interview question concerning the attitude of teachers towards CPD ,school documents and reporting time about CPD activities worked individually and in team the following are different respondents' utterances -----	65
4.1.5.5. Response to the Challenges and Root Causes of Challenges of Professional Development -----	66
4.1.5.6. Response to the Strategies Used to and to be Used to Overcome the PD challenges -----	70
4.1.6 Classroom Observation -----	72
4.1.7 Focused Group Discussion -----	74
4.1.8 Document Analysis -----	75
4.2 Discussion -----	76
CHPATER FIVE: CONCLUSIONS AND RECOMMENDATIONS -----	83
5.1 Conclusions -----	83
5.2 Recommendations -----	85
REFERENCES -----	87
APPENDICES -----	V

LISTS OF TABLES

No.	Name of the table	Page
1	Activities for teacher PD	16
2	English Teachers' Personal (Bio) Data at Hosanna College of Teacher Education	36
3	Third year students Personal Information	37
4	Teachers' response concerning the type of organization conducted PD training for them	39
5	Teachers' response to what extent the PD training related to the following topics	40
6	Attitude of English Teachers towards PD Program	43
7	The effects of PD implementations in the day to day activities of English teachers	45
8	English and content subject teachers PD training (profession support) to third year students	50
9	Third year students' response to what extent the PD training related to the following topics	52
10	Attitude of third year students towards PD Program	54
11	Students response to the effects of PD implementations in the day to day activities of English teachers	56
12	Table 11-A: The effects of PD on English teachers as viewed by students	57

LIST OF APPENDICES

Name	Type of Appendix	Page
A questionnaire for English instructors	Questionnaire A	94
A questionnaire for third year students _both English and Amharic Versions	Questionnaire B	102
Interview Guide for English Teachers	Appendix C	117
Interview Guide for Third year students-both English and Amharic Versions	Appendix D	118
Interview Guide for PD facilitators	Appendix E	120
Interview Guide for College Deans	Appendix F	121
Interview Guide for PD Regional Education Bureau Experts	Appendix G	122
Interview Guide for PD Ministry of Education	Appendix H	123
Observation Checklist	Appendix I	124
Written Document Analysis Format	Appendix J	126
Codes of Informants	Appendix K	127

LIST OF ABBREVIATIONS AND ACRONYMS

AAU:	Addis Ababa University
AFT:	American Federation of Teachers
PD:	Continuous Professional Development
DEST:	Department of Education ,Science and Training (Australia)
EFL:	English As a Foreign Language
ELIP:	English Language Improvement Program
FDRE:	Federal Democratic Republic of Ethiopia
FL:	Foreign Language
MoE:	Ministry of Education
HCTE:	Hossana College of Teacher Education
SNNPRG:	Southern, Nations, Nationalities, and Peoples Regional Government
TDP:	Teacher Development Program
ELT:	English Language Teaching
REB:	Regional Educational Bureau
NGOs:	Non-Governmental Organizations

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The Professional Development was coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s. It was chosen because it did not differentiate between learning from courses, and learning 'on the job'. The term is now common to many professions. Professional Development embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job.

(http://en.wikipedia.org/wiki/Professional_Development)

The term professional competence relates to a status as an expert. This status cannot be achieved only through university graduation and it cannot be achieved solely through professional practice. University graduation is no longer a ticket for a professional development. The current era is shaped by a tremendous progress of knowledge, which leads to an explosion in teaching and learning (Wallace, 1991) and which requires the language teachers, at the level of renewed information, to maintain a professional development. So the teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Moreover, the nature of teaching demands that the teachers engage in career-long professional development (Day, 1999) as teaching expertise does mature over the span of a career (Tom, 1997).

In this respect, English Language Teaching (ELT) has its own progress and is highly demanding due to several reasons, which implies that English language teachers are to keep up with the novel innovations and recent changes in this field.

To maintain ongoing professional development, English language teachers get involved in many professional activities or build up their own self-development strategies either individually or collaboratively. Clark (cited in Hargreaves and Fullan, 1992, p.81) proposes that professional development is basically 'a solitary journey'; however, almost all teachers need assistance and

support during that journey from colleagues or supervisors to enhance their own development, by which they can gain an inside perspective on other teachers' experiences and raise their awareness via reflecting on their own situation. The field of foreign language (FL) teacher education has traditionally relied on transmitting knowledge to the teacher candidate for future practice rather than implementing this knowledge during in-service classroom teaching (Freeman and Johnson, 1998).

Traditional professional development strategies such as one-shot workshops can be useful for delivering information, but the opportunities they provide for teachers to translate theoretical knowledge into effective classroom practices are limited. Effective professional development calls for adequate support structures and opportunities for teachers to select, plan, carry out, and evaluate the professional development activities in which they are involved. When teachers have the chance to participate collegially and collaboratively in the creation and implementation of professional development activities, they develop ownership over the learning process and their learning is more likely to promote student success.

As Ethiopian college English instructors in general and as Hossana College of Teacher Education English instructors in particular, the researcher believed that they faced all sorts of problems that Ethiopian College instructors have been facing. Therefore, the interest of the researcher rested on "Investigating the Current Trainings and Challenges of Professional Development in ELT: Hossana College of Teacher Education English Teachers in Focus". A further detailed investigation of the issue could potentially assist English language instructors to alleviate the challenges of PD and help them improve their skills, profession and quality of English language teaching in the country and in the college at large.

1.2 Statement of the Problem

The ministry of Education of the Federal Government of Ethiopia in its study, "The Quality and Effectiveness of the Teacher Education System in Ethiopia" (MOE, 2002) reported research findings confirming deficient professional competence and unsatisfactory content knowledge of teacher and a mismatch between teacher education (training from university and others) and

school education(classroom teaching) in the country .The ministry also reported that the teaching modes in general are lecture , question and answer . Besides ,the pilot study of Teacher Professional Development on , “Quality in Education ,Teaching and Learning : Perceptions and Practice” ,Amare ,et al. (2006) reported the challenges of teachers’ Professional Development of different regions of our country .To alleviate the aforementioned challenges the Ministry of Education has also launched Professional Development program to help teachers upgrade their pedagogical skills ,thereby licensing them for the profession. Such efforts are likely to contribute to a favorable condition for revitalizing teacher education including EFL teacher education (MOE, 2004) .These suggested changes can make the English language courses bear a greater relevance to and thus contribute to professional preparation.

Haile Sellasie Fesseha (2007) and Zenebe Bekele (2007) have done the MA research works entitled ,“The Status of PD Programs for Secondary Teachers’ in Addis Ababa City Administration” and “School-Based Practices of Teachers’ Professional Development in Senior Secondary Schools of North Shoa Zone of Oromia Region State” respectively. I far as the researcher investigation went ,none of them focused on professional development in relation to English Language Teaching at teacher training college ,and their major concern fell in PD status and practices in secondary school teachers .

And the issue investigated is fresh and there are no professional development research works done in ELT at HCTE and at the Department of English in Addis Ababa University. So, the researcher based his long experience in Teaching EFL in different teacher training institutions and colleges , his observation of different EFL classes at the college, and his communication with different teachers about current status of trainings and challenges of PD in ELT ,the researcher has felt that it is of paramount importance to make research to fill the gap to which the former researchers haven’t paid attention .

1.3. Objectives of the study

1.3.1 The General Objective

The main objective of the research is to investigate the current trainings and challenges of the PD in ELT at Hossana College of Teacher Education.

1.3.2 The Specific Objectives are to:

1. investigate the trainings of PD by English language teachers at the college .
2. explore the trainings and assistances given by the external bodies(the college ,MOE to English language teachers while they run the PD program.
3. examine to what extent the effects of the PD affects the attitude and practices of English teachers in their day to day activities .
4. assess the challenges and root causes of challenges of PD in ELT at the college .

1.4 Research Questions

On the basis of the aforementioned objectives and in line with the review of literature, the following research questions are formulated .These are :

1. Do English language teachers implement the PD program at the college ?
2. What trainings and assistances are given to English instructors in PD program ?
3. To what extent do the effects of the PD affect the attitude and practices of English teachers in their day to day classroom activities ?
4. What are the challenges and root causes of challenges of PD in ELT?

1.5 Significance of the study

The result of this study is significant to gain insights into the current status of PD and to overcome its challenges . It is also important to PD facilitators, cluster leaders, tutors (of Higher Diploma, ELIC ,etc),coordinators ,and communities at large in different schools ,colleges and universities to raise awareness about PD program. Besides, researchers, policy-makers and officials are able to communicate with teachers about the current challenges of Professional Development.

1.6 Scope of the Study

Teachers develop their profession in various ways ,and also factor facilitating or hindering teachers professional development are many .So, the boundary of this study is, “Investigating the Current Trainings and Challenges of PD in ELT Program” taking Hossana College of Teacher Education English Teachers in Focus.

1.7 Limitation of the Study

This study has a clear limitation, that is, all aspects of teacher professional development is not fully assessed .The second limitation that the study is limited on 8 English instructors, 72 third year students , the college CPD facilitator, the college Academic Vice Dean, the CPD experts from both the MOE and the REB. Besides, other colleges found at the region were not included due to time and financial factors. This could have an impact on the generalizability of the study. Similarly, being observed and investigated was stressful for the teachers . Hence, the presence of the observer caused a certain amount of limitations to the study, and the instruments that were employed to gather data were limited to investigate only “The Current Implementations and Challenges and Implementations of PD in ELT ” at the Hossana College of Teacher Education .

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

2.1 Introduction

In this paper a review of literature concerning Professional Development program has tried to disclose the conceptual bases, the trainings and the challenges of the English teachers' professional development .The review of literature is divided into two categories. The first one deals with the theoretical understanding of English teachers' professional development and personal advancement of their skills and knowledge. The second category provides us with the information about local research works of PD components , the trainings of professional development for English language teachers ,and the challenges which are supposed to hinder teachers and students classroom practice of professional development. And the strategies to overcome the challenges have been paid attention to. The review is presented in such a way that readers can have general understanding of PD, its trainings , the challenges faced and strategies employed in the field.

Teacher professional development is especially important for teachers of EFL as their teaching professional development aims at developing the use of language skills in the subject matter. Obviously, it is inadequate to talk about education and learning outcomes without mentioning teacher development, because researches have shown that teachers' success in professional development enhance the results of students' learning (Lockwood, 1998). In other words, at the core of the training process, teachers play a key role in determining students' outcomes.

According to (Eleonora ,2003) even though annual education workshops, conferences, researches conducted in both developing and developed countries reveal that not all of the teacher professional development programs are carried out successfully and effectively. It may be because of the human resource managers' improper evaluation and preparation that lead to the mess of the programs. It may also be because of teachers, who do not actively involve in their career advancement.

Ethiopia, like countries elsewhere, has adopted a Professional Development program model as the main means of preparing schools and teachers to introduce educational change. The traditional means of providing teacher professional development is through in-service training programs or workshops. However, this traditional CPD approach has been questioned recently regarding its practical outcomes, as teachers usually fail to apply the new skills in their classrooms.

2.2 Professional Development and its Components

Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995). Professional development includes **formal experiences** (such as attending workshops, professional meetings (ELIP, Higher Diploma, Action Research, Active Learning, etc.) and monitoring, etc.) and **informal experiences** (such as reading professional publications, watching television documentaries related to an academic discipline, etc. (Ganser, 2000).

2.3 Rational for Professional Development

Professional development in ELT is critical for at least five reasons :

1. The growing role of English in the world requires many more teachers who teach English need to be able to manage a much broader range of teaching responsibilities and increasingly diverse learner needs.
2. The wider understanding of language learning and language teaching have expanded our view of language teaching to focus on communicative competence rather than providing students with knowledge about the language (Brown 1994).
3. Today, academic work in almost all fields of study is increasingly linked with real world professional and academic experience and their preparation are fading. ELT is no exception (Richards and Lockhart, 1994)

4. Effective English language teachers who are self-directed and want to understand the complexity of their task and that of their students are obliged to look carefully at their PD in order to improve their experiences in classrooms.
5. ELT programs benefit from teachers who are current with the field .In addition, teachers should be encouraged to participate in one or more of the many projects that teacher educators use :journals ,peer observation and analysis of classes, paired research activities ,and self study .These opportunities boost the benefits which are at the core of a quality ELT program (Christison and Stoller ,1997).For teachers ,these include increased instructional effectiveness ,high morale ,and job satisfaction .For students ,the benefits include student satisfaction ,effective and enjoyable learning .For program managers, the benefit include teacher and student retention .

In Ethiopia the objectives of the PD program, as stated in the PD guideline (MOE, 2004:4) are that teachers will:

- understand the need for continuing improvement and develop the attitude to engage positively with PD opportunities
- have access to the high quality of the CPD programs
- have the opportunity to develop and improve their professional skills and knowledge in a systematic way
- have an understanding of current national issues and practices
- remain competent and up-to-date, in their own levels of specialty and expertise through a compulsory on-going program of staff development to opportunities designed to meet the need of both schools and individual teachers .
- consider CPD as integral part of their evaluation, licensing and career development .As a whole, “CPD will remain part of the fabric of every school and contribute to the quality and education” (MOE ,2004).

2.4. Characteristics of Language Teacher Professional Development

Over years of research, academics and researchers have affirmed that teachers' enhancement in their career is "a process along a continuum of learning" and that is about "Professional growth and support," Craig, Karft & Plessis(1998). They also state that teacher professional development has several characteristics:

"It is based on constructivism in which teachers are treated as active learners. It is perceived as a long-term process as it acknowledges the fact that teachers learn over time and is perceived as a process that takes place within a particular context. It is intimately linked to school reform. A teacher is conceived of as a reflective practitioner. It is conceived as a collaborative process, and it may look and be very different in diverse settings" (Eleonora: 2003)

2.5. Key Features of Successful Professional Development

The success of an innovation and its implementation requires the application of a number of key features (Fullan,1992). Research on successful professional development programs has indicated key elements which contribute to the success of the programs which include a clearly stated educational rationale for the change, a process of coaching of teachers involved in the change and a direct link to the particular curriculum change. Fullan (1992) has revealed six features of effective Professional Development Program (PD).The six features are: **perceived need, clarity, complexity**(White (1988) emphasizes the critical importance of involving teachers in decision making at all stages of the implementation of curriculum change),**workability** (Fullan's concept of workability is about the management aspects of change which are concerned with such things as planning, the human and physical resources, and practices used when individuals are involved in change), **implementation support**(according to Fullan (1992)an ongoing support from administrators and skilled teachers promoting change is important to teachers' continuing commitment to the change. **advocacy**_(Fullan (1992) emphasizes that strong advocacy at the administrative level is essential and teachers build peer networks that impact positively on the capacity for change).

2.6 Aspects of Professional Development for Language Teachers: Strategies for Teachers Learning

Freeman and Richards (1996) state English teacher professional development activities are based on the following assumptions :

“In any school or educational institutions, there are teachers with different levels of experience ,knowledge ,skill and expertise .Mutual sharing of knowledge and experience is a valuable source of professional growth . Teachers are generally motivated to continue their professional development once they begin their careers. Knowledge about language teaching and learning is a tentative and incomplete state, teachers need regular opportunities to update their professional knowledge. Classrooms are not the places where students learn –they are also places where teachers can learn .Teachers can play an active role in their own professional development. It is the responsibility of schools and administrators to provide opportunities for professional development and to encourage teachers to participate in them. In order for such opportunities to take place, they need to be planned ,supported and rewarded.”

2.7. Teacher Training and Teacher Development

2.7.1 Teacher Training

Training refers to activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. Teacher training also involves trying out new strategies in the classroom, usually with supervision and monitoring and getting feedback from others on one’s practice. The following are the examples of goals from a training perspective: “Learning how to use effective strategies to open a lesson and adapting the textbook to match the class .Learning how to use group activities in a lesson and using effective questioning techniques and classroom aid and resources (video). And techniques for giving learners feedback on performance” (Freeman and Richards,1996)

2.7.2 Teacher Development

Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate the growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up" (Freeman and Richards, 1996). The following are examples of goals from development perspective :

- Understanding how the process of second language development occurs and our roles change according to the kind of learners we are teaching .
- Understanding the kinds of decision making that occur during lesson, and reviewing our own theories and principles of language teaching.
- Developing and understanding of different styles of teaching ,and determining learners' perceptions of classroom activities .

Strategies for teacher development often involve documenting different kinds of teaching practices ;reflective analysis of teaching practices ,examining beliefs ,values and principles ;conversation with peers on core issues ;and collaborating with peers on classroom projects. However , many things can be learned about teaching through self-observation and critical reflection, pedagogical expertise ,and understanding of curriculum and materials. Professional Development ,therefore, should go beyond personal and individual reflection .For example ,it can include exploration of new trends and theories in language teaching ,familiarization with developments in subject matter-knowledge such as pedagogical grammar ,composition theory ,or genre theory ;and critical examinations of the ways and language programs are organized and managed.

2.7.3 Understanding Teacher Training

This field has been called teacher learning (Freeman and Richards ,1996)and is concerned with conceptualization of the nature of language teaching and our understanding of the knowledge ,attitudes ,skills ,and processes we employ while teaching .

2.7.4 Conceptualizations of Teacher Learning

A number of conceptualizations of teacher learning can be found underlying recent and less recent teacher education process ,and although such conceptualizations sometimes overlap and may be understood differently by different theoreticians, and they can lead to different approaches to teacher education(Freeman and Richards ,1996) .

2.7.5 Novice and Expert(Experienced) Teachers

Expert teachers thus exhibit differences in the way they perceive and understand what they do. Some of these differences include the following (Tsui,2003):

Expert teachers have a richer and more elaborate knowledge base and ability to integrate and use different kinds of knowledge. They have also ability to use sound intuitive judgments based on past experience and a desire to investigate and solve a wider range of teaching problems .They have a deeper understanding of students and student learning and an awareness of instructional objectives to support teaching. In addition, they have better understanding and use of language learning strategies and greater awareness of learning contexts and variability and automaticity in teaching. Experienced teachers approach their work differently from their novice counter parts because they know what typical classroom activities and expected problems and solutions are like (Berliner,1987).By comparison ,novice teachers typically are less familiar with subject matter ,teaching strategies ,and teaching contexts and lack an adequate list of mental “scripts and behavioral routines”(Berliner ,1987).

2.7.6. Individual and Institutional Perspective

2.7.6.1 Individual Perspective

Professional development is directed to wards both institution’s goals and the teacher’s own personal goals (Berliner, 1987).Achieving personal growth and improving departmental performance can go hand-in-hand .Most schools strive for a mix of both. From the point of the view of the teacher’s personal development, a number of the areas of the professional development may be identified:

- **Subject-matter knowledge.** Increasing knowledge of the disciplinary basis of TESOL_ that is English grammar ,discourse analysis ,phonology ,testing ,second language acquisition research ,methodology ,curriculum development ,and other areas that define the professional knowledge base of the language teaching .
- **Pedagogical expertise .**Mastery of the new areas of teaching, adding to one’s collection of teaching specializations ,improving ability to teach different skill areas to learners of different ages and backgrounds .
- **Self-awareness.** Knowledge of oneself as a teacher ,of one’s principles and values, strengths and weaknesses .
- **Understanding of learners .**Deepening understanding of learners ,learning styles, learners’ problems and difficulties ,ways of making content more accessible to learners.
- **Understanding of curriculum and materials.** Deepening one understands of curriculum and curriculum alternatives, use and development of instructional materials.
- **Career advancement .**Acquisition of knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills .

2. 7.6.2 Institutional Perspective

In many situations, teacher training provides adequate preparation for a teacher’s initial teaching assignment during the first few years in school. New teachers tend to have a fairly heavy teaching load and tend to get the more “basic” less problematic courses. **However, it is also generally the case that the pre-service courses they took were of fairly general nature, somewhat theoretical, and not directly relevant to their teaching assignment, and thus much of what they need to know has to be learned on the job.**

After teachers have been teaching for some time, however ,their knowledge and skills sometimes become outdated or there may be a lack of fit between the knowledge and skills the teacher possesses and what the school needs .For example , a teacher may have to take on more difficult tasks for which he or she has not received any formal training, such as the preparation or supervision of entrance tests ;or as a result of staff changes ,the teacher may have to take on new assignments that were not previously part of his or her teaching ;or a key staff member may leave

and his or her teaching may have to be taken over by others ,none of whom share the teacher's specialization .Qualification too soon become outdated as a result of changes in the field .

The most practical response to this situation is for the school to provide the means by which teachers can acquire the knowledge and skills they need. Here, teacher development is primarily conceived of in terms of the needs of the institution. Because it refers to development activities with in school or institution, it is usually referred to as **staff development** and often takes the form of **in-service training** .It is intended to directly or indirectly enhance the performance of the institution as a whole ,as well as to contribute incidentally to the teacher's individual development .Hence ,it has the following goals :

- **Institutional development** .Improvement of the performance of the school as a whole, that is, to make it more successful, attract more students, and achieve better learning outcomes. Most successful organizations regard the training and development of their staff as a matter of the high priority .

- **Career development** . It also facilitates the professional advancement of teachers to more senior positions in the institution (e.g. senior teacher, coordinator) by providing them with the necessary knowledge and skills. Increased job satisfaction that results will lead to better teacher performance and better teacher retention.

- **Enhanced levels of student learning**. An important goal is to raise the achievement levels of students in the institution ,a goal that is not only important for its own sake but that also adds to the reputation of the institution and its teachers.

Burns (1999) argues that professional development activities such as action research that are integrated into school or organizational change become a powerful way of facilitating school curriculum renewal and ensuring that language teachers retain greater ownership of curriculum implementation .

Joyce(1991) identifies five dimensions of institutional improvement that language teacher development can contribute to :**Collegiality** -Creating a culture through developing cohesive and

professional relationships between staff (and the wider community), in which “broad” vision-directed improvement as well as day-to-day operations are valued.

Research-familiarizing staff with research findings on school improvement, teaching effectiveness, and so on, which can support “in-house” development. **Site-specific information**-enabling and encouraging staff to collect and analyze data on students, schools and effects on change –both as part of a formal evaluation and informally. **Curriculum initiatives** – *collaborating with others to introduce change in their subject areas as well as across the school curriculum*. **Instructional initiatives** – enabling staff develop their teaching skills and strategies through, for example, general teaching skills, repertoire teaching of methods, and specific teaching styles or approaches.

2.7.7 Collaborative and Self-directed Learning

2.7.7.1 Collaborative Learning

Most successful organizations depend on people working effectively on teams, but especially effort has to be made to develop team work in schools because teaching is generally seen as an individual activity. The goal of collegial forms of professional development are to encourage greater interaction between teachers, peer based learning through mentoring, and sharing skills, experience, and solutions to the common problems. The school is viewed as a learning community. Collaborative professional projects allow tasks and responsibilities to be shared. Collegiality creates new roles for teachers, such as team leader, teacher trainer, or decisive friend. Cooperation becomes a value that can guide the process of teacher development. It is “grounded in the human moral and social capacity to take the position of the other through numerous forms of reciprocity, mutuality and give and take” (Brody & Davidson, 1998). Successful collaborative learning cannot be taken for granted, however, and must be carefully planned and monitored.

2.7.7.2 Self-directed Learning

Central to self-directed learning are the following processes: **Inquiry** – asking questions about one’s own teaching practices and seeking the information needed to answer these questions. **Self-appraisal** – assessing one’s teaching and development based on evidence from oneself and others and the ability to critically reflect and a desire to analyze oneself to determine one’s strengths and

weaknesses. **Experience** personal experience becomes the basis stimulus for learning. **Personal construction** meaning is personally constructed by the learner. **Contextualized learning** _learning takes place in a particular context and social setting and is socially constructed. **Planning and managing** learning is dependent on the ability to set long and short-term goals to select strategies for their achievement.

Table 1 Activities for teacher CPD

Individual	One-to-one	Group-based	Institutional
Self-monitoring	Peer coaching /Observation	Case studies	Workshops
Journal writing	Critical friendships	Action research	Action research
Critical incidents	Action research	Journal writing	Teacher support group
Teaching portfolios	Team teaching	Teacher support group	
Action research	Critical Incidents		

<http://assets.cambridge.org/97805218/49111/sample/9780521849111ws.pdf>

2.7.8 Implementing Professional Development: The Teacher's Perspective

Teachers can plan many aspects of their own professional development. Most of the activities and procedures in this review of literature can be carried out under the teacher's own initiative, although the instruction can and should play an important role in facilitating initiative of its teachers. The following guidelines reflect the teacher's perspective :

- **Decide what you would like to learn about your teaching and about the field**
- **Identify a strategy to explore the topic you are interested in**
- **Talk to people who have taken part in a professional development activity**
- **Decide what kind of support you will need**
- **Select a colleague or colleagues to work with (in your own organization or from outside) in order to help you implement a teacher-development strategy or activity .You will need to find a**

colleague you can trust to work with and investigate the issue .This relationship can be in the form of a critical friendship ,team teaching ,peer coaching ,or a teacher support group .

- **Set realistic goals and establish a time frame.**

2.7.9 Implement Professional Development :The Institutional Perspective

The following guidelines reflect the institution's role in implementing a professional development program for its teachers .

- **Determining the need of both the institutions and its teachers**

Needs analysis should include the need of both the individual and the institution as a whole .At the institution level ,area of training and development for different teachers in a program can be identified and strategies recommended for helping them achieve their goals .For example ,it may be found that the school needs a specialist in computer-assisted language learning or teaching business English ,and if additional staff are not to be hired to address these needs ,opportunities for existing staff to acquire the necessary knowledge and skills will have to be provided for .

However ,in determining the needs of an institution it should be realized that research on professional development emphasizes on horizontal decision making in determining goals (Sparks ,2002). Diaz Maggioli (2003) observes : “ Programs which involves participants in the planning, organization and management ,delivery and evaluation of all actions in which they are expected to participate have more chances of success than those planned using a **top-down approach** ,where administrators make decisions in **terms** of teachers .

- **Setting goals for professional development**

- **Selecting the participants** _as already noted ,professional development activities may be undertaken as either individual or collaborative projects .Careful considerations need to be given to determine an appropriate mix of both kinds of activities within a school or institution .Within a school ,there may already be some teachers who have developed some degree of expertise in activities such as journal writing ,action research ,or video –recording of lessons and who can give practical advice to colleagues wishing to undertake theses activities for the first time .In this case of group activities ,procedures for declining on group or team membership will need to be worked out .In one school ,at the beginning of the year the principal first circulated a list of different types of professional activities that teachers might like to consider .Teachers indicated

their interest in particular activities and their reasons for wishing to take part in them .This information was used in setting up beginning plans for participating teachers .

- **Important considerations**

Cooper and Boyd (1998) suggest that traditional method of staff development often ignore principles of adult learning ,such as that with adults developments is linked to their self-worth and efficacy ,they learn through active involvement ,learning must connect with their current understanding ,and that it is a continual process of identifying information and re-information.

Principles that should be reflected in a teacher development program are therefore:

1. Opportunities to try out new practice and be self-directed in learning process .
2. Careful and continuous guided reflection and about the proposed changes, and time to analyze one's own experience ,because experience is the richest source of adult learning.
3. Personal support for participants during the change process.
- 4.Provisions for differences in styles ,time and space of learning.

- **Providing support**

Diaz Maggioli (2003) observes , “The true impact of professional development comes about when efforts are sustained over time, and when support structures exist that allow participants to receive modeling and advice from more experienced peers.”

- **Evaluating what has been learned**

- ▶ **Describing**-Reporting on what happened ,within what time frame, using what resources and what problems occurred .
- ▶ **Justifying** - Showing that something useful was accomplished from the activity.
- ▶ **Improving** -Suggesting how the activity could be improved or widely applied .

Kirkpatrick(1988)suggests that the evaluation of an organization's training and development activities can be assessed at four levels:

- ▶ **Reaction** .How do people feel during and immediately after the experience ?

- ▶ **Learning.** How much they have learned in terms of knowledge, skills and attitude?
- ▶ **Performance.** What are they doing differently now as a result of the learning experience ?
- ▶ **Organizational results -disseminating the results .**

2.8. Local Research Works of PD Components

2.8.1 Active Learning

Generally ,the assumptions and importance of active learning (ICDR,1999) as follows :

- Teaching is effective only when students are learning ;
- Learning is effective when it is meaningful to students ;
- Learning becomes meaningful when students can use it ,connect it to their lives or actively participate it ;
- Active learning encourages students to use higher order thinking skills and move away from the extensive use of lower order thinking skills ;
- It encourages students to communicate effectively about what they are doing and what they are leaning ;
- It prepares students to solve problems and to use information from their environment and other resources .

Mamito (2010) in her research work entitled ,“Application of Active Learning Methods in Selected Private Higher Educational Institutions in Adama Town,” emphasized “The current status of Active Learning is not as it was spoken, and it is implemented passively that could not develop PD program.”

2.8.2 Continuous Assessment

Solomon Amare (2003) has done a research entitled , “ Peer Review of Instructional Practice at Colleges :A Perspective on the Professional Development of Instructors .” The participation of teachers in self or collaborative peer observation and reflection of their own instructional practice will have implications for professional development. It could enable them secure a more satisfying, tailor made ,lasting and rewarding knowledge and experience that benefits both themselves and their students .

Past studies on Continuous assessment in primary schools in Addis Ababa worked by Daniel and Desalegn (2001) ,for example , revealed that teachers do not use continuous assessment in their classrooms. Continuous assessment is not continuous testing .Giving tests every month and accumulating pupils' marks for final grading is an insignificant aspect of the assessment package .Continuous assessment is a demanding task that requires the use of various assessment tools in order to assure the achievement of curriculum objectives by each and every student Desalegn (2004).

In Ethiopian context, continuous assessment was found to be misconceived by most teachers and its implementation is impeded by a lot of factors (Dawit; Mulu, 2005). Accordingly ,Mulu (2005) found out that continuous assessment is interpreted by most teachers as continuous testing .Among the factors that are identified (Mulu ,2005;Dawit ,2005) that impede implementation of continuous assessment are :

- ▶ large student population
- ▶ lack of commitment and motivation on the part of the teacher's misconception of the overall theoretical and practical aspects of continuous assessment .
- ▶ teacher's unfavorable attitude to wards a continuous assessment approach
- ▶ shortage of time.

2.8.3 Group work

Almost all teachers have been following the structural approach of teaching which according to some researcher findings (Hailom ,1982 & Zeleke ,1987) proved to be less rewarding than communicative approach .Group work which can be used to teach a language communicatively appears to offer a better to make learners use the language in various contexts .

The use of group work management techniques has a lot of advantages .Long and Porter (1985) in Atkins ,et.al.(1996) emphasizing the advantages of the group work ,wrote that :

1. Group work increases language practice opportunities
2. The teacher can accommodate individual problems
3. Students can develop social skills
4. Group work improves not only the quantity of students talk but also the quality and so forth.

2.8.4 Action Research

Action research is the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction (Henson ,in John son ,2002). In Ethiopian context ,as stated in PD course book one and two (MOE ,2004) ,teachers are required to do action research and reflect on various topics such as active learning ,group work, continuous assessment ,HIV/AIDS and gender issues .

Taddesse (2007) investigated ,“The Status of Action Research in Government Secondary Schools in North Shoa Zone ,Oromia Regional State.” Based on the findings and conclusions of the study ,the researcher recommended the following points .These are :

1. Provision of educational opportunities to those teachers who are lacking action research knowledge and skills .
2. School officials should provide adequate time for teachers who involve in action research activities .
3. School managers should facilitate collaborative culture that supports the work of action research .
4. Concerned educational officials at different levels (regional to school level) should consider the necessity of financial and material resources to action research activities and allocate appropriate budget or seek funding .

2.8.5 English Language Improvement Program (ELIP)

According to the MOE (2005) ELIP training is one of the PD components in order to improve quality of teaching by raising language proficiency of teachers .The ELIP started in July ,2003 aiming at the same target group as the pilot ,with the face-to-face period . ELIP training used the ‘**cascade model**’ to train large numbers of teachers in a short period of time .As such in the first cohort(group) ,there were 6 IKELTAs to train 56 KELTAs .These ,in turn ,trained 783 KELTs who trained 12,040 ELTs.

In addition ,Belete (2009) studied the research work entitled , “ The Impacts of English Language Improvement Program (ELIP) on Teachers’ Behaviors and Classroom Performance :The Case of Kidusgebriel and Abune Phetiros Primary Schools in Mettu Town . On condition that a desirable solution is expected from ELIP program ,he recommended , teachers need to get moral ,material and technical support from all concerned bodies ,and there should be system of follow up .

http://www.vsointernational.org/Images/ethiopia-education-summary-mar07_tcm76-20538.pdf.

2.8.6 Higher Diploma

The Higher Diploma Programme (HDP) (20 volunteers) – The HDP is a compulsory qualification course for teacher trainers (originally designed by volunteers) delivered in teacher training colleges nationwide to upgrade the teacher trainers’ skills and professionalism, and encourage child-centered methodologies. Volunteers are involved in the delivery, management and development of this course at national and local levels. (VSO Ethiopia will be withdrawing from this programme by Sept 2008 as Ethiopian counterparts take over the full running of the programme).

Addis (2008) has done a research on “ Higher Diploma for Teacher Educators :Impact and Practice at Government College of Teacher Education.” .Though the program was the paramount importance licensing college English and other subject teachers ,he recommended that there should be rigorous monitoring system for higher diploma program help sustain the professional development of teachers .

However, the researcher’s work is different from the abovementioned researchers focus areas due to the fact that he paid attention to the current implementations and challenges of PD in English Language Teaching .

2.9 Managing the Challenges of Teachers' Professional Development by Different Scholars Point of View

Many studies show that professional development program often fail to assist English teachers to bring about changes in their practice which will create innovative classrooms. **Marris (1975)** demonstrates in his study that many teachers fail to accept innovation because of mismatches between the proposed changes and his beliefs, understandings and commitment to established customs. English teachers usually believe they are doing a good job in the current context and that the proposed changes will threaten their professionalism and the quality of their work. **Other factors which contribute to fall short of success, in this regard, are often reported in a range of cultural contexts where teachers feel insecure and lack the confidence to change, due to a lack of practical support in the classroom .**

Bell(1991) ,cited in Robinson (2002) ,for instance ,states that course-based models of professional development may be too theoretical ,many ignores teachers expertise. Guskey (1988) also indicates that even well designed programs may not be welcomed by participants.

On the other hand ,Rudduck (1988) argues that teachers may welcome professional development activities but the way these activities are conducted is always contestable. Day (1987) ,for instance ,points out that while most teachers are capable of recognizing the need for change and changing their practices ,the extent to which change will be implemented will be limited by the psychological or social environment or context in which the teachers work and their perceptions .

2.10 Local Research works on PD Challenges and Root Causes of Challenges

2.10.1 Challenges of PD in Ethiopia

Tesfaye Kelemework (2008) in his symposium presentation on “Educational Planning and Capacity Development in Ethiopia” has seriously pointed out the following challenges of Professional Development .These are:

1. Lack of planning and capacity, recognized challenge for years

The major problems that created lack of planning capacity are: A) Political appointment B) Staff turnover (continuous reshuffling of staff, poor leadership and bad working environment and absence of non-monetary incentive) C) Continuous Restructuring and Low Attention to Planning ,and D) Lack of mechanism for diversifying and sustaining trainings in planning and management .

2.The responses to the challenges were implemented wrongly Focusing on one-shot training ,courses were written by experts of regional educational bureaus ,no new intervention approach to address the capacity problems rather than looking for new approaches ,etc.

Moreover, students who join colleges and universities are unable to express themselves in English well. Graduates who join the world of work fail to write their own CV and application letters for job. Teachers in primary and secondary schools and even in colleges and universities lack the proficiency to teach *well and become role-models*. Presently, teachers at schools and employers in industries have been complaining about the low level English language competence of students and graduates, respectively. An evident example to this is the IELTS testing and the remedial training that Addis Ababa University has been administering since 2009. Another one, on the side of the employers, is the general declining tendency of recruiting the 3-year-graduates of the new education policy, MOE(1994)..

2.10.2 Root Causes of Challenges for Ethiopian Teachers'

PD Program

The root causes of challenges facing teachers in Professional Development in Ethiopian Higher Education. according to Negash. T. (1990) are :

Low financial payment, and courses are theory oriented, i.e. they don't address practical problems. Societal pressure on higher institute teachers, most of them do not want to be permanently settled in the place where they are working. A professional ladder written on paper yet it is not worth benefiting teachers personal growth so that that teachers are subject to low level income. And lack of confidence because of lack of further training opportunities. Insufficient or no teaching aids and equipment. Similarly, bureaucratic partiality in selection for

training, especially when it is abroad and an absence of clearly worked out incentive policies .And transfer from college to college, and lack of motivation, even, to hard-working experienced teachers are parts of challenges .

Furthermore, lack of books, and excess teaching load so that inability to concentrate on research activities. Large class sizes and the every deteriorating living condition causing sense of insecurity .Similarly, lack of training and laboratory equipment were another existing problems. Although these teachers are selected being the top academic performers, their pay scale, housing, working conditions are below standard and even below many of their colleagues working in other organizations.

2.11. Recommended Strategies Used to Overcome the Challenges of Professional Development for Language Teachers

2.11.1 Strategies from research report to Overcome EFL Professional Development Challenges

The research findings report for EFL teachers in their professional work ,carried out in Medellin,Colombia by Adrania (2002).The report results suggest that EFL teachers experience need in three different domains of their professional lives :as workers, as instructors ,and as learners .

The Teachers as Workers_ they should be paid better salaries .less work loads, stable jobs ,autonomy to make decisions ,prevention of school violence ,and logistic support from administrators .The Teachers as Instructors_ they should have smaller classes, more teaching aids ,cross curricular integration and better teaching strategies /techniques .Teachers as Learners better language proficiencies ,better networking, participation in graduate studies ,reflective teaching and humanistic approach .

Traditionally ,they have overestimated their roles as instructors denying the importance of other two domains, the teachers as workers and *the teachers as learners*. The authors conclude that EFL teachers look for professional development programs that address the three domains holistically .They call for teacher educators' attention to explore possibilities to fulfill those needs.

2.11.2 Supervisory Strategies in successful Professional Development programs

Involvement of administrators and supervisors in planning and delivering the program, different training experiences for different teachers (matching professional development to teacher characteristics), placement of the teacher in an active roles putting emphasis on demonstrations, supervised trials, feedback, teacher sharing and mutual assistance, linking of activities to the general professional development program, allowing for teacher choice of goals and activities and having teachers to initiate and direct training activities(Kauchak & Eggen,2009).

Mutual trust, commitment and consistent leadership proceeding from a non- threatening and incremental pace of development are necessary. Factors that foster mutual adaptation are concrete, teacher-specific and extended training, classroom assistance as a way of follow up, teacher observation of similar projects in other classrooms, schools, or districts; regular classroom project meetings that focus on practical programs, participation in project decisions, use of local materials and supervisor's participation in the training (Glickman, Gordon, & Ross-Gordon, 2004).

Further research indicates that skill development programs that use presentation, demonstrations, practice, monitoring and mentoring are more effective than those without such coaching and feedback. These findings suggest that teachers acquire and use new skills only if there is engagement and subsequent follow up into their own classrooms (Guskey,1986).

For this reason, as suggested by Glickman et. al .(2004), professional development should progress from **orientation**, **integration** to **refinements** levels taking into consideration teachers

characteristics and personal needs .For skill development, small- group driven workshops appear to be more successful than those with larger groups (Stallings, 1980). Mohlman- Sparks (1986) compared three models of such groups. **The first model had presentation, demonstration, and practice and feedback. The second contained presentation, demonstration, practice and feedback followed by peer observation. The third one had presentation, demonstration, practice, feedback and trainer coach.** Interestingly, the results showed there were higher gains in classroom skills with the second model that used peer observation followed by the third one which included trainer coach. There were no meaningful gains with the first model. These findings make a strong argument for peer and supervisory involvement, and additional component of orientation, integration and refinement of learnt skills – in procedures such as application, experimentation and reflection. A properly conceptualized staff development philosophy, policies and procedures should be put in place to guide the context, content and process of the development as suggested by Dejarnette, (1989).

It is not only important to align the programs with the school wide goals, both of individuals and groups within the school, but also to base the program on research findings from action research on the best practices on school and instructional improvement. In doing this administrative support should be solicited for funds, planning and implementation. There is also a need for long range planning that incorporates assessments and feedback; so that professional development becomes part of the school culture. Operational procedure for staff development should go through the following five steps (1) adopting a guiding policy (2) developing statement of program goals and objectives (3) planning program activities (4) implementing the activities and (5) evaluating the outcomes (Briggs & Coleman,2007)

2.11.3 Effective Mentoring Strategies to Promote

Professional Development

Research studies, however, provide some evidence that guiding and supporting student-teachers or novice teachers provide valuable professional development for both new and experienced teachers. Danielson (1999) found that **mentoring** helps novice teachers face new challenges through reflective activities and professional conversations. The main conclusion Danielson

reaches is that **mentoring** fosters the professional development of both new teachers and their mentors. Further persuasive evidence regarding the value of mentoring is reported by Scott (1999) who analyzed the effects of the Beginning Teachers' Induction Program in New Brunswick, Canada. He reports that 96% of the novice teachers and 98% of the experienced teachers in the study felt that they had benefited from the program. The experienced teachers were particularly pleased because **mentoring** not only allowed them to help others improve themselves but enabled them to **receive respect, develop collegiality and profit from the novice teachers' fresh ideas and energy**. These conclusions demonstrate that the perceived benefits of mentoring may be both professional and affective. As Holloway (2001) states, to be effective, mentoring programs need focus and structure. If mentor-teachers are provided with appropriate training for their expanded teaching role, the quality of the mentoring program is improved. In addition he believes that **prospective mentors** should participate in professional development to find out what is expected of them as mentor-teachers before they assume their new roles. They further state that mentors need support and opportunities to discuss their experiences with other mentors. There is, then, evidence to support the view that participating in a mentor-training program improves the benefits of mentoring.

2.11.4 Summary of strategies to tackle the PD Challenges

According to Hallinger (2000) the following are possible means to tackle problems in devising of EFL teacher development, such as:

- *The use of the coaching approach. Giving a monitoring and support role to supervisors and considering of the specific needs and expectations of the teachers .*
- *Drawing on professional skills of teachers as input to the program*
- *Building collaboration and mutual support between teachers, and between teachers and supervisors and liaising closely with personnel at different levels, including superintendent, supervisor, principal and teacher in order to develop a network of stakeholders;*
- *Encouraging openness in group appraisal and reflection and establishing a climate of experimentation and enquiry rather than judgment or blame; responding to the constraints of*

specific contexts, especially those arising from the radical nature of the CLT in traditional classrooms.

2.9 Conclusion

English teacher Professional Development is a process in which teachers are expected to upgrade their knowledge, master new skills and change their practices since advancement in their teaching career is finally for their students and education reform. In this chapter ,the review of literature tried to discuss the rational of PD ,the characteristics of English language PD , Institutional and Individual perspective of Language Professionals, local research works on components of PD , challenges and strategies which has given us a picture of the implementations and challenges of English teachers' PD that has been under investigation. Besides, teachers and their professional development must be seen as an investment so it is necessary that schools not only apply appropriate teacher professional development and human resource development policies but also ensure the means of their executions through efficient strategies, management and leadership for the existing challenges and root causes of challenges in PD programs.

Obviously, only skillful and knowledgeable English teachers can form a foundation of good schools with high quality students. Therefore, enhancing teachers' teaching profession is considered the most important and strategic investments of time, money and efforts that human resource managers make in education(Holland: 2005).

Similarly ,these investments must be well prepared and conducted since English teachers Continuous Professional Development is of vital importance for their professional advancement and institutional development. Most of all, investments on teacher professional advancement ultimately result in improving achievement of all students.

Finally, the next chapter deals with different methodologies where the researcher has used different sampling techniques ,data gathering instruments and analysis techniques .

CHAPTER THREE: THE RESEARCH METHODOLOGY

3.1 The Study Area

The research was conducted at Hossana College of Teacher Education which is situated near Hossana Town. The institution was selected for being a teacher training college where English is taught as Foreign Language. And it was a college where the researcher came from. Before coming to AAU for MA study program, the researcher was teaching different courses for different levels for about six years. Besides, it is a government college where PD program facilitation has been running to all English instructors and other instructors who teach other subjects.

3.2 Subject and sampling

The target population of this study encompassed 8 English language instructors working in the college, all of them have been trained in the PD program since 2005. To participate them all the researcher used comprehensive sampling techniques. The other population of the study were 300 students of the third year in the college since they have been shared much of the experiences about the PD program in and outside of the classroom. From the student total population, 10 students were dropouts for different reasons and the researcher took 290 students as total population. To select the sample population from 290 total population, the researcher firstly used the simple random sampling. In this method, each item in the population has the same probability of being selected as part of the sample as any other item. Again, the random stratified sampling technique was used, for the researcher utilized different departments and variables like sex and age (see table 3) which also helped him maintain equal participation of male and female students. Third year has got 7 classes and each class has got at least 41 students. Hence, the researcher took at least 10 students from each class consisting of both male and female students and the sample population were 72 students. And to select external bodies the researcher used purposive sampling technique in order to get in-depth information for the issue investigated. Hence, from 2 administrators he selected 1 Academic Vice dean, from two PD experts at REB, one was taken and from four PD experts at MoE, the researcher took one expert purposively. Finally, for the PD facilitator at the college is one in number the researcher included him as a sample.

3.4. Data Gathering Instruments

As it is mentioned above the topic of research is “Investigating the Current trainings and Challenges of Professional Development in ELT .” It is recommended that information about language teaching programs were gathered through different methods such as questionnaire ,interview observation ,document analysis and focused group discussion .The researcher used both qualitative and quantitative data analysis, and he also employed the following instruments for gathering the necessary information to answer the major research questions. These are :

A. Questionnaire

The questionnaire for teachers was conducted in English ,but for students it was in Amharic to make them feel free to express their views and challenges. A number of questionnaire was developed and administered. The second ,third and fourth part of questionnaire consisting of 22 and 16 items for teachers and students respectively was designed to assess the trainings of the PD program. So, it is hoped that the information gathered through these parts were believed to answer about trainings ,assistance and attitude .These parts partly employed a 5 scale point Likert scale ranging from “**Strongly agree**” to “**Strongly disagree**”. The fifth questionnaire part belongs to both teachers and students investigated to what extent the challenges and the root causes of the challenges of PD program has happened to debilitate English instructors professional activities in ELT. And in the fifth part the questionnaire, one question assessed the kinds of strategies English instructors and third year students have been using to alleviate the existing challenges .

B. Interview

Interview for teachers was carried out on individual basis .Interviews was conducted to the selected 8 English instructors to identify the current trainings and challenges of PD ELT at the college and the kinds of strategies English instructors have been using in PD program. There were twelve interview questions for 8 English instructors. For the interview, 7 students ,4 males and 3 females ,was selected from 7 sections.

For the sake of convenience and to exploit more information, the interview for students will be conducted in Amharic. Finally, the college PD facilitator, the college Vice Academic Dean, the PD experts from both MOE and REB were included as part of interviewees.

After tape-recorded, the interview was transcribed word by word, particularly, the students interview was translated into English. Some of the most important findings of the interview was discussed with the questionnaire, classroom observation and document analysis result.

C. Observation

As part of the information gathering tool, the researcher observed each classroom situation to see to what extent each instructor practicing the components of PD program he/she was trained and to identify the challenges and root causes of challenges of PD program during teaching-learning process. 7 non-participants were conducted in 7 classes. The particular observation was mainly on active learning, managing cooperative group work activities and continuous assessment of the students work. For this purpose, a check list was used which made the observation structured type. The purpose of employing a checklist was to see whether there was correspondence between the responses given in the questionnaire and in the interview, and to check what the teachers actually did in the classroom. The observation checklist consists of different observable behaviors and the researcher and the co-observer put tick(√) under the column 'Present', or 'Not present'. There was a comment column where the researcher and co-observer could write a comment for each observable behavior. The data obtained in these observations was believed helpful in crosschecking the information gathered through the questionnaire and the interviews.

D. Document Analysis

The document analysis of English instructors which has to do with current implementations and challenges of PD program in ELT was examined by the researcher. Different documents was investigated to see the PD trainings implemented and challenges of the components of PD program.

analysis of document served as corroborating evidence for the main data collection instruments. These included HDP documents, action research paper, portfolios ,lesson plan ,and continuous assessment. These documents were collected from the 8 teachers whose classes were also observed .The HDP documents, the action research work ,the portfolios and the lesson plans were used to analyze the type and elements of reflection that English instructors undertook. Accordingly, the mark lists were examined to see what techniques these teachers used to carry out continuous assessment of their students' performance .In doing so the researcher detected the present challenges of English language instructors in PD program.

E. Focused Group Discussion

Focused group discussion consisting of 6 members from students who did know each other ,3 males and 3 females , were other informants. The researcher was purposely select the students to freely discuss their feelings, thoughts and other experiences vis-à-vis the current challenges of PD program for which English instructors have been facing at the college .In doing so students were be able to forward possible opinions from their own experiences about English instructors' challenges in implementing PD program.

F. Data Collection Procedures

The researcher of this study informed participants about the objectives of the research and the procedures which were used before collecting the data for this study .Firstly ,the questionnaire was administered to 8 teachers and to 72 selected third year students by the researcher. The researcher told the respondents to fill in and return the questionnaire in the college in their free sessions to avoid the time wastage. The researcher interviewed the English teachers one by one and the interview was tape-recorded and the researcher took notes at the same time. The taped interview was transcribed word by word (exactly without changing the original one) by the researcher. The transcription of the interviews was analyzed according to the basic categories developed from the interview questions of the current implementations and challenges of PD program in ELT .

The researcher interviewed 7 students selected from each class mentioned above. The procedures were the same as those of interviews with the teachers except that the interview with the students was in Amharic. Besides, the college PD facilitator, the college Vice Academic Dean, PD experts from both MOE and REB were interviewed and tape-recorded as was done for the other informants .

In addition, focused group discussion was carried out by the students themselves where the researcher was observing and tape-recording the information which was later analyzed. English teachers who were observed was informed at the outset about the objectives of the study. The classroom observations were conducted with the co-observer, who was training the HDP at the college and was responsible to PD .Working with the co-observer helped for validity and reliability purposes with information gathered by the aforementioned tools. All the instructors were observed but some were taken photos while they were conducting their normal classes.

In the mean time, the researcher critically reviewed the PD documents: Portfolios, lesson plans, continuous assessment and action research projects. And the documents about PD program from 8 teachers were collected and photocopied.

3.5. Data Analysis

At the outset, the response of each participant to every question of questionnaire was registered; number was coded to assure confidentiality and later was compared with the qualitative narration of the interview.

The researcher of this study was using both qualitative and quantitative techniques. The information obtained through the questionnaire was tabulated and quantitatively analyzed using descriptive statistics: frequency, percentage ,mean ,grand mean and line graph. Attention was given to the participants' beliefs, views, thoughts and feelings to generate an enlightening narration of the participants' perspectives on the current implementations and challenges of PD in ELT . The qualitative approach allowed the researcher to capture the REB PD expert and the

MOE PD expert ,the PD facilitator of the college ,the college Academic Vice Dean , the teachers' and the students' own voice and to examine their words and beliefs in an attempt to answer the research questions.

The data collected through the other instruments were qualitatively analyzed .To do so different steps was followed .First ,the data was organized to check for their completeness and quality .Then, the data organized was presented using a narrative process. Finally, the classified data was interpreted ,presented, discussed ,and conclusions were drawn and recommendations were made.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter focuses on the results of the study and discussion of the findings obtained through different research methods .The data obtained through a questionnaire, interview, classroom observations, focused group discussion and document analysis were presented and discussed as follows:

4.1 Results

4.1.1 English Teachers' Bio-information

Table 2. English Teachers' Personal Data at Hosanna College of Teacher Education

Sex	Frequency	Percent
Male	7	87.5
Female	1	12.5
Total	8	100
Age	Frequency	Percent
25_35	2	25
36-45	6	75
Total	8	100
Educational Level	Frequency	Percent
MA	7	87.5
BA	1	12.5
PhD	-	-
Total	8	100
Teaching Service /Stages in Professional Development	Frequency	Percent
1_3 (Career entry)	1	12.5
7_18 (Divergent Period)	4	50
19_30 (Second Divergent Period)	3	37.5
41-50 (Disengagement)	-	-
Total	8	100

From table 2, the number of male teachers exceedingly high from the female counter part whose number is only one, a foreign English teacher. The average age of teachers is 35 which shows that more teachers are at a maturity level .As years of teaching service revealed that many teachers are categorized in a Divergent Period and Second Divergent Period .Thus , most English teachers are well experienced and they can run the PD program effectively .

4.1.2 Third year students Personal Information

Table 3. Third year students Personal Information

Geo.		Lang.				Maths			Chem.			Civ.			HPE				
Sex		Age		Sex		Age		Sex		Age		Sex		Age		Sex		Age	
M	F	17_23		M	F	18_25	26_29	M	F	18_25	M	F	18_25	M	F	18_20	M	F	19_23
7	7	14		6	6	11	1	8	8	16	7	7	14	5	5	10	3	3	6
Total =72																			

As can be seen from the table ,for each department the researcher used random stratified sampling to maintain equal participation of both male and female from whom the researcher received the necessary information. The age range of students is from 17_29 so the majority of third year students sample population of the research fall between the age range of 17-20.This shows that their age level is at large below the maturity age.

However, the researcher carefully and exhaustively gathered the required data and analyzed it both quantitatively and qualitatively .

4.1.3 Results of Questionnaire for English Teachers

This part encompasses five parts on “**Investigating the Current Trainings and Challenges of PD in ELT: Hossana College of Teacher Education English Teachers in Focus.**” These are:

- 1. English Teachers’ Personal Bio-Data (Part-1)**
- 2. PD Assistance and Training English Teachers Received from External Bodies (Part - 2)**
- 3. English Teachers Attitude towards PD (Part 3)**
- 4. Effects of PD on English Teachers (Part -4)**
- 5. Challenges and Root Causes of Challenges of PD (Part-5)**

A questionnaire comprising five parts were prepared on ,“The Current Trainings and Challenges of PD in ELT was distributed to the targeted sample population ,to 8 English teachers at Hossana College of Teacher Education . The purpose was to make informants choose the suitable statement given from five point Likert scale ranging from Very Good (VG) to Very Poor (VP) or from Very High (VH) to Very Low (VL) or from Strongly agree (SA) to Strongly Disagree (SD) or from Great Extent (GE) to Not at All(NA).Most of the teachers and students returned the questionnaire responding to the whole items except for few teachers and students left few items unanswered .And the data collected was tabulated and analyzed .

4.1.3.1 Training and Assistance before PD Implementations

Concerning the PD training conducted before English teachers started implementing it, seven teachers (87.5%) responded that they were given some trainings .However ,one English instructor whose origin was American responded that the CPD training was not given to her since she started teaching at the college .

A. English teachers' response concerning the type of organization conducted PD training

Table 4 : Teachers' response concerning the type of organization conducted PD training for them .

The college		MOE		REB		NGOs		No Response	
Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
6	75		37.5	1	12.5	-	-	1	12.5

From this table one can infer that the majority of English teachers gained some PD training from the college .The PD training contribution of MOE and REB was by far below the teachers' expectation .There were no any training conducted by NGOs of any kind that helped English teachers develop their skills and profession in a sustainable way. Kirkwood (2001) explained almost all teachers need continued assistance from supervisors and organizations rather than one-shot training and support to effective PD.

B. English teachers' response to what extent the PD training they took related to the following topics.

Table 5: Teachers' response to what extent the PD training related to the following topics (Fr.=Frequency;VG=Very Good;G=Good;F=Frequency ;P=Poor; VP=Very Poor)

No.	Topics	Fr.	VG %	Fr.	G %	Fr.	F %	Fr.	P %	Fr.	VP %
1	How to implement PD program	2	25	4	50	1	12.5	-	-	-	-
2	Introducing the objectives of PD .	2	25	4	50	1	12.5	-	-	-	-
3	Informing about the importance of PD .	3	37.5	3	37	1	12.5	-	-	-	-
4	Creating team / cooperative spirit among English teachers and better working atmosphere.	-	-	1	12.5	4	50	1	12.5	-	-
5	Motivating English teacher to engage in PD .	-	-	2	25	4	50	-	-	-	-

Table 5 shows that the PD training English teachers took are very much related to the implementations of PD since the majority of English teachers response (75%) assured that the training has got relationships.

Similarly , introducing the objectives of PD and informing about the importance of PD have to do with PD training .as almost all English teachers(75%) have agreed that these topics have better relationships with that of PD program trainings .

On the contrary ,the motivation aspects to make English teachers participate in PD program is not that much promising . The fundamental facets to implement Professional Development at different settings are creating cooperative spirit among English teachers and better working

atmosphere. However, from the table it is clear that the majority of teachers responded that there was no conducive atmosphere and unity to work cooperatively.

Hence, one can conclude that proper attention was given to the objectives of PD program and its importance; however due attention was not given about cooperative spirit and motivation among English teachers to engage in PD program

To the question posed as to the external support given while English teachers practicing the PD activities ,4 English teachers responded that they got support like technical, ,material at large, training and financial .However ,the remaining four English teachers responded differently from the former ones and clearly addressed why they didn't get support from the concerned bodies. These are :

Mainly, lack of commitment on the part of the concerned bodies, lack of sustainable programs in the country level and financial problems, the college was transferring the PD budget to different project implementations. There were few concerned bodies from macro to grassroots level .Lack of common purpose and understanding and problem of standardization and lack of the expertise on the part of the external bodies were also hindrances of support for PD implementations .

4.1.3.2 English teachers' responses if they are mentors or not to Q6

It is only one English teacher who responded "Yes" and put a simple reason that mentoring increases teachers' professional skills.

However ,the majority of English teachers (87.5%) notified the following reasons why they responded "No" to question 16. These are:

To start with ,the female foreign English teacher responded that she may not have enough experience in teaching to be a mentor for some one(Teacher 08). The other teacher (Teacher 06) responded that he was acting as a tutor for students yet not as a mentor ,and the college has not yet established a mentor supporting system ((Teacher 05).

Moreover, one of teachers replied that he never thought about mentoring and being a mentor (Teacher 04). Another teacher also responded that there was no such a program designed to be carried out by English teachers at department level ,and he did not receive any training concerning how to mentor other teachers (Teacher 03). This teacher also thought that mentoring did not have any professional value. Adding he said there were no role model English teachers who implemented mentoring at the college .

Finally, a teacher whose code was 01 provided the response that there was no mentoring opportunity given to him .The last teacher answered that the college has no plan and practice of mentoring .Besides, no one needed to add a burden on himself to mentor others for fear that there might be criticism and de-motivating reaction against him (Teacher 05).

4.1.3.3 English Teachers Attitude towards PD (Part III)

How do you evaluate the PD program to question number 21 ? The following table shows English teachers' evaluation of PD program and their attitude towards it. From table 8 below, the attitude of English teachers towards the PD program seems promising. Many believe that the PD program helped them decide their learning ,set the realistic goals ,and helped them participate for their professional development.

Table 6: Attitude of English Teachers towards PD Program .

Key: SA, Strongly Agree=5 ;A, Agree=4; UD, Undecided=3; DA, Disagree=2 SD, Strongly Disagree=1 ;Fr.=Frequency ;GMET=Grand mean for English teachers

English Teachers		Positive Categories				Undecided			Negative Categories			Sum
No	Items	Fr.	SA %	Fr.	A %	Fr.	UD %	Fr.	DA %	Fr.	SD %	
1	The PD program helped decide my learning interest.			6	75	1	12.5			1	12.5	8
2	The PD program helped set the realistic goals.	1	12.5	7	87.5							8
3	The PD program is participatory for career advancement.	2	25	6	75							8
4	The PD program is feasible to work with colleagues	2	25	5	62	1	12.5					8
5	The program is cost effective to run PD activities	2	25	3	37.5	3	37.5					8
6	The program improves English teachers' language skills and competences .	3	37.5	2	25	3	37.5					8
7	The program gives attention to English teachers' need .	1	12.5	1	12.5	6	75					8
8	The program encourages English teachers to remain in their profession .	-	-	3	37.5	3	37.5	1	12.5	1	12.5	8
9	The program increases students' achievement	2	25	4	50	1	12.5	-	-	1	12.5	8
10	The program improves English teachers' method of teaching or pedagogical expertise.	2	25	5	62.5	-	-	-	-	1	12.5	8
11	The program is up-to-date.	1	12.5	5	62.5	2	25					8
12	The program treats teachers as professionals	2	25	4	50	2	25	-	-	-	-	8
13	The program helped English teachers develop subject area knowledge .	-	-	3	37.5	4	50	1	12.5	-	-	8
14	The PD program helped understanding of learners curriculum and materials	-	-	5	62.5	3	37.5	-	-	-	-	8
Sum total		18	225	58	724.5	29	361.5	2	26	4	52	112

Mean for Positive Categories = $18 \times 5 + 58 \times 4 / 112 = 90 + 232 / 112 = 2.89$

Mean for Negative Categories = $2 \times 2 + 4 \times 1 / 112 = 8 / 112 = 0.07$

**Grand Mean = Mean of the Positive Category Mean of the Negative
Category/Total Groups**

GM = $2.89 + 0.07 / 2 = 1.48$

From the table 6, some English teachers have developed a positive attitude that the PD program was feasible to work with colleagues and it seemed the program could improve English language skills and teaching methods, and it could also treat English teachers as professionals.

However, some English teachers (37.5%) were in doubt to respond and others (25%) also disagreed that the PD program helped them remain in their profession. So this hindered teachers to grow affirmative attitude towards the PD program which also discouraged them to implement the PD program.

In addition, the majority of teachers (75%) undecided to agree hesitating that PD program gave attention to help English language teachers' need, developed subject area knowledge and understanding the students curriculum and material. Similarly, as many teachers' attitude increases, the number of mean increases. But the grand mean, in table 6, is 1.48 which is below the average weight score of Likert scale. Hence, this showed that English teachers' attitude towards PD is rather discouraging.

Hence, from the results we could infer that the majority of English teachers have shown positive negative attitude towards the PD program, and there have been some irregularities in terms of implementations of, encouraging English teachers, giving attention to their needs, helping them develop subject area and understand the students curriculum and materials during PD program.

- The response of English teachers to Question 22 , “ To what extent the effects of PD trainings affect in the day –to –day activities of English teachers?”

Table 7 The effects of PD trainings in the day to day activities of English teachers .(Fr.=Frequency; GE=Great Extent ;SE=Some Extent; LE=Little Extent ;NA=Not at ALL)

No	Items	Fr.	GE =4 %	Fr.	SE=3 %	Fr.	LE=2 %	Fr.	NA=1
1	Practicing active learning methodologies in classroom	4	50	1	12.5	3	37.5	—	—
2	Implementing Continuous assessment and cooperative learning	4	50	4	50	—	—	—	—
3	Conducting action research and self-directed learning	1	12.5	4	50	3	37.5	—	—
4	Classroom Management during group work .	4	50	4	50				
5	Solving students’ problems	3	37.5	1	12.5	4	50	—	—
6	Collegial learning among others	1	12.5	6	75	—	—	—	—
7	Creating teachers’ self initiation and self-appraisal	1	12.5	5	62.6	1	12.5	—	—
8	Helping English Instructors develop informal experiences	2	25	3	37.5	3	37.5	—	—
	Total	20	250	28	350.1	14	174	—	—

From the table above half of the English teachers (50%) greatly agreed that the effects of the implementations of PD helped English teachers to practice active learning methodologies ,continuous assessment ,cooperative learning and classroom management .

As opposed to this , 50% of English teachers agreed that the effects of PD trainings affect them to some /or limited extent to implement the components of PD program which are mentioned above. Similarly , the majority of English teachers responded that the effects of the implementations of PD to some /or limited extent helped them conduct action research , self-

directed learning, solving students' problems ,collegial learning among others ,create teachers' self initiation and self appraisal ,and develop informal experiences .

It is also very clear from the above table that the total frequency of teachers' reaction "to some extent" and "to limited extent" is greater than other scales across the table even though a few English teachers agreed that the effect of PD trainings affect about change in daily activities of them.

Hence, one can conclude that there were defects in PD trainings to have better effect in day to day activities of English teachers.

■ **The following are reasons responded "To Limited Extent" and "No Change at All" by English teachers to questions 22.9.1 on the effects of PD program in English teachers' day-to-day activities .**

One of the teachers responded that the practical trainings are not considered as the most important component in PD training .In the college , theory is on paper but little practices(**teacher 08**). And there was no clear purpose , long term plan (**teacher 04**) and awareness ,and readiness to promote quality of education .

Lack of clear and efficient evaluation to promote PD trainings, and there are no clear criteria for continuous assessment .PD has not been introduced about any specific methods that solve students' problems (**teacher 04**). In the same way, PD has little use for English teachers in terms of developing their English language skills (**teacher 05**).

4.1.3.4 Challenges, Root Causes of Challenges, and Strategies Used and should be used to Alleviate Challenges in PD Implementations

A. Challenges

The following are responses gained through **questionnaire** from English teachers about challenges ,root causes of challenges ,and strategies used and should be used to alleviate challenges in PD trainings .Responses of English teachers to question 23 about the challenges and root causes of challenges they faced in practicing the activities of PD at Hossana College of Teacher Education. These are :

There has been program clashes to perform PD activities, and little or no internet access (teacher 07) .And further education access was limited above MA degree is considered as one of the challenges of PD program.

Lack of commitment , dedications , systematic follow up mechanisms ,and motivation on the part of the teacher(teacher 02,05,and 03) . Besides, lack of consistency of PD and ever changing PD from one form to another(teacher 05).There was burden of work load per week and there were no concerned body to raise awareness about PD(teacher 01) .One of the teachers answered ,“ I do not practice much about the PD program for it is larger ,non-existent except for individual effort” (teacher 08)

B. Root Causes of PD Challenges

The following are in response to questionnaire Q24 which English teachers filled out about the root causes of the PD challenges. These are :

There are no incentives and support by different organizations ;people assigned to MOE and REB are not the real experts of PD to successfully run the program (teacher 01).One shot training, workshop, and seminar which are not helpful to implementations of PD in the classroom .There are limited PD resources to what English teachers prepare and produce to their students (teacher 05) .

Poor financial policy ,the college transferring the PD funds to implement other non - academic issues(teacher 05).

C. The Strategies Used to Overcome the PD challenges

English teachers for Q25, “How did you overcome the challenges while implementing the PD activities?” they pointed out some of the strategies they used such as :

Participating others rather than a single individual dominated PD practices. Though the challenges are not easy at all ,there have been varieties of PD activities in a meaning full way (teacher 01,02,and 08). Similarly, making students work in small groups and giving them motivating activities and budgeting extra time, devoting my own experience and power, convincing my self to run the program and selecting applicable activities for PD accomplishment is an essential part of the overcoming strategies(teacher ,06)..

D. Suggested Strategies to be Used to Overcome the PD Challenges

The following are general suggestions that the research informants forwarded to overcome the challenges and root causes of challenges for the future. Here under are suggestions English teachers forwarded to questionnaire “Q26” .

Firstly, external bodies. from college to MOE. should support English teachers. There should be incentives to encourage them and to bring attitude change in PD program (teacher 04,05,and 07). There should also be a good culture to develop sprit of professionalism. And the PD program should be consistent and English teachers’ awareness about PD has to be raised consequently to bring attitude change(teacher 02,04 and 05).

Secondly, there should be enough budget to effectively run the program ,and the college should avoid transferring the PD money to carry out other activities. Collaboration and collegiality among English teachers have to be the top priority to implement the program(teacher 02 and o6).If volunteers assigned by MOE ,they are expected to run the PD program ,the college should give them training on how to do it before ,and the expectation of perdiem is great for PD training

.It is also better to design a continuous assessment procedural system for PD program (teacher 01 and 08).

Finally, PD is a multifaceted program with its components the goal of which are all centered around quality education, and its success lies on the hands of teachers. Therefore English teachers should be committed to implement it, and the government is expected to recruit competent students who have good educational background at high school (teacher 03,04 and 05).

4.1.4 Results of Questionnaire for Third Year Students

This part encompasses five parts on “Investigating the Current Trainings and Challenges of PD in ELT: Hossana College of Teacher Education English Teachers in Focus.” These are:

1. Third Year Students Personal Bio-Data (Part-1)

- 2.PD Assistance and Training Third Year Students Received from External Bodies (Part -2)

2. Third Year Students Attitude towards PD (Part 3)

3. Effects of PD on Third Year Students (Part -4)

4. Challenges and Root Causes of Challenges of PD (Part-5)

4.1.4.1 Training and Assistance During PD Implementations

Third years students responded that they got professional support and training from English teachers and other subject teachers (pedagogy ,psychology ,etc).According to the following table they got support from English teachers and other content subject teachers.

A. English and content subject teachers PD training (profession support) to third year students

Table 8: English and content subject teachers PD training (profession support) to third year students .

Name	Very High	High	Satisfactory	Low	Very Low	No Response
	VH	H	S	L	VL	NR
English teachers	19.4 %	22.2%	26.4%	17.7%	2.8%	12.5%
Other Subject teachers	27.8%	26%	15.3%	–	2.8%	12.5%

From the table above, one can easily justify that the majority of third year students said that it was from English teachers and content subject teachers that they got the professional support .Nevertheless ,very few students responded that they got quite low support from English teachers and content subject teachers .

In addition to, the PD training that content subject teachers have given to third year students has surpassed from that of the PD training English teachers have provided to third year students .This means that third year students got better opportunities to have been trained PD program by content teachers than English teachers .Some students also responded ,“ No response” that they felt confusion concerning PD training program .

Accordingly, third year students informed that no material ,technical and financial support were given by the college ,REB ,MOE and NGOs .As a result of that , students forwarded the following reasons why there were no /or little support from external organization .These are:

As 51.4 % of students responded, there were no concerned body at different levels for PD implementations. There was no budget to run the PD program, 50% of students responded in this regard .And lack of commitment on the part of the concerned body mentioned above. And ,about 16.7% informants responded that there was no plan and need assessment. There were no organized bodies and materials to implement PD from MOE to college level .Finally, lack of expertise was another dimension in the external support.

Hence ,one could infer that there were no PD training conducted by the college ,MOE, REB, NGOs to third year students except for English teachers and content teachers .

4.1.4.2 Third year students' response to what extent the PD training they took related to the following topics

Table 9: Third year students' response to what extent the PD training related to the following topics

Very Good(VG)=5;Good (G)=4,Fair(F)=3,Poor(P)=2,Very Poor(VP)=1 and No Response (NR)

No.	Topics	Fr.	VP %	Fr.	G %	Fr.	F %	Fr.	P %	Fr.	VP %	Fr.	NR %
1	How to implement PD program	22	33.3	23	31.9	15	20.8	7	9.7	1	1.4	2	2.8
2	Using Active Learning Methods.	25	34.7	34	47.2	8	11.1	3	4.2	1	1.4	1	1.4
3	Implementing Continuous Assessment	38	52.8	23	31.9	9	12.5	–	–	2	2.8	–	–
4	Creating team / cooperative spirit among English teachers and students to have better working atmosphere.	31	43.1	28	38.9	10	13.9	1	1.4	2	-2.8	–	–
5	Motivating Students to Practice action research	22	30.6	24	33.3	16	22.2	8	11.1	2	2.8	–	–

As mentioned above ,the third year students have got PD training only from English and other subject teachers .The extent of training they received is related to a great extent with ELIP ,continuous assessment ,cooperative group work and action research even though some students responded that the relationships are fair and poor .

Few students are not still aware of the PD training so that they responded nothing about its relation to the issues mentioned in the table .

Hence, from the above responses, one can infer that what the students have been trained could have a lot of relationships with the PD topics in table 9.

4.1.4.3 Responses to the question whether or not a mentor was assigned to third year students

Most students (54.2%) responded “ Yes” ,but some of them (43.3%) responded “ No.” Those responded “Yes” forwarded the following responsibilities of the mentor teacher. These are that the mentor was acting as an advisor (48.7%) , as an assistant (27.%) ,as a boss (5.5%), as a fault finder (6.9%), and as an evaluator (9.7%) .

In addition, some responded that the mentor was assigned but disappeared from the college for unknown reason (1.4%) ,the mentor was not committed and accountable (1.4%) ,the mentor was unwilling to advise and became below the students expectations (8.4%).

Where as those students responded “No” informed their stand differently from the former that they did not know whether or not an advisor was assigned and there were no mentors qualifying to the effective PD implementation. English teachers were also unwilling to mentor students and the college did not have good relation to REB .And the college has forgotten to assign mentor teachers.

4.1.4.4 Attitude of Third Year Students' towards PD Program

How do you evaluate the PD program(ELIP ,Group Work and Management, Continuous Assessment ,Active Learning Methods) to question number 15 ?

The following table shows third year students' evaluation of PD program and their attitude towards it.

Table 10: Attitude of third year students towards PD Program

Key: SA=Strongly Agree ;A=Agree; UD=Undecided; D=Disagree ;SD=Strongly Disagree; Fr.=Frequency ;GMTYS=Grand mean of third year students .

Third Year Students		Positive Category				Undecided			Negative Category			Sum
No	Items	Fr.	SA %	Fr.	A %	Fr.	UD %	Fr.	DA %	Fr.	SD %	
1	The PD program is interesting.	27	37.5	38	52.8	4	5.6	3	4.2			72
2	The PD program important	44	61.1	22	30.6	3	4.2	3	1.4			72
3	The PD program is Participatory.	32	44.4	28	38.9	10	9.4	1	1.4	1	1.4	72
4	The PD program is feasible to work with colleagues	22	30.6	34	47.2	12	16.7	4	5.6			72
5	The program is cost effective to run PD activities	11	15.3	17	23.6	23	31.9	13	18.06	8	11.1	72
6	The program improves students' language skills and competences .	32	44.4	26	36.1	8	11.1	4	5.6	2	2.8	72
7	The program gives attention to students need .	28	38.9	25	34.7	13	18.6	3	4.2	1	1.4	72
8	The program increases students achievement .	38	52.8	28	38.9	3	4.2	3	4.2			72
9	The program improves students' method of learning	33	45.8	27	37.5	9	12.8	2	2.8	1	1.4	72
10	The program is up to date	17	23.6	29	40.3	15	20.8	7	9.7	4	5.6	72
11	The program helps students self-directed leaning .	27	37.5	32	44.4	9	12.5	4	5.6			72
12	The program helps students develop English language subject knowledge .	33	45.8	24	33.3	12	16.7	2	2.8	1	1.4	72
Total Sum		344		330		121		49		14		864

Mean for Positive Categories = $344 \times 5 + 330 \times 4 / 864 = 3040 / 864 = 3.52$

Mean for Negative Categories = $49 \times 2 + 14 \times 1 / 864 = 112 / 864 = 0.13$

**Grand Mean= Mean of the Positive Category Mean of the Negative
Category/Total Groups**

$$GM = 3.52 + 0.13/2 = 1.83$$

From the table above ,a lot of students responded that the PD program is interesting, important, participatory and feasible to work with colleagues .Similarly , for majority of third year students the PD program helped them develop self-directed learning and improve their method of learning and achievement .

On the contrary some students were in doubt and disagreed that the PD program was cost effective and it gave them attention to English teachers' need and up-to-datedness. Correspondingly, according to the grand mean results, the attitude of English teachers (p.44) and third year students towards PD are 1.48 and 1.83 respectively .This shows that the attitude of third year students towards PD is better compared with that of the English teachers in spit of the fact students attitude towards PD was not promising .

Hence , the grand means for both English teachers and third year students attitude towards PD appeared worse as the scores are below 3 which are also below the value of the average Likert scale. And the researcher's actual classroom observation (p.73) results also revealed that teachers did not implement the PD program effectively and many students still need a lot of support, modeling and awareness raising so as to change their attitude towards the professional development .

■ **The Response of third year students to Question 22 , “ To what extent the effects of PD Trainings affect English teachers in their day to day activities ?”**

Table 11: Students response to the effects of PD Trainings in the day to day activities of English teachers .

(Fr.=Frequency; GE=Great Extent ;SE=Some Extent; LE=Little Extent; NA=Not at ALL)

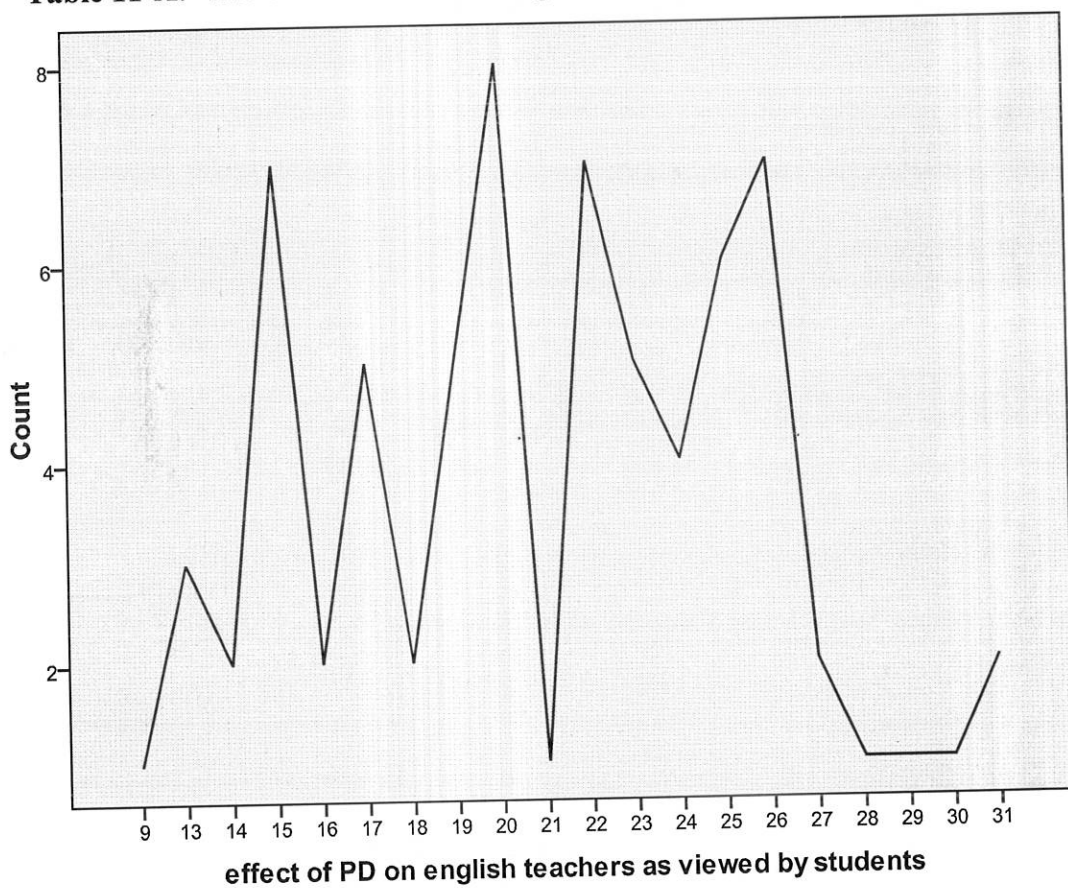
No	Items	Fr.	GE =4 %	Fr.	SE=3 %	Fr.	LE=2 %	Fr.	NA=1
1	Practicing active learning methodologies in classroom	27	38	31	43.1	14	19.4	—	—
2	Implementing Continuous assessment and cooperative learning	23	31.9	30	41.7	15	20.8	4	5.6
3	Conducting action research and self-directed learning	11	15.3	23	31.9	20	27.8	18	25
4	Classroom Management during group work .	15	20.8	31	43.1	16	22.2	10	13.9
5	Solving students’ problems	9	12.5	25	37.5	25	37.5	11	15.3
6	Collegial learning among others	10	13.9	22	30.6	15	20.8	25	34.7
7	Creating teachers’ self initiation and self-appraisal	11	15.3	25	37.5	22	29.8	13	18.1
8	Helping English Instructors develop informal experiences	18	25	15	20.8	21	29.2	19	26.4
	Total	124	172.7	202	283.4	149	207.5	100	139

It is very obvious from the above table that some students greatly agreed that the effects of PD implementations have brought about changes in active learning methods, continuous assessment and sharing informal experiences.

However , few students responded that the effects of PD trainings affect them develop conducting action research(15.3%) ,practice self-directed learning(15.3%) ,use classroom management during group work(20.8%),solve students’ problems(12.5%),build up collegial learning among teachers (13.9%),create teachers’ self initiation and appraisal (15.3%) ,and develop informal experiences(25%) .

Correspondingly, the frequency tallies of “Some Extent”, “Limited Extent” ,and “Not at All” are 202, 149 and 139 respectively. These showed that the majority of third year students did not agree that the effects of PD trainings affect the day to day English language teachers’ classroom activities. The ratio between “Agreed” and other scales is 1:3. From this one can easily infer that the PD practice effect was not as third year students have expected from the English teachers . Similarly ,the following line graph has shown the haphazard count and big differences of students responses to the effects of PD on English teachers .**Please see table 11 above and compare the students responses in line graph below, table 11-A.**

Table 11-A: The effects of PD on English teachers as viewed by students .



From this line graph one can conclude that students lack awareness and knowledge about components of PD program like active learning methods continuous assessment, group work management, cooperative and self-directed learning.

■ **The following are reasons responded “To Limited Extent” and “No Change at All” by most third year students to question 16.19.1 to the effects of PD program in English teachers’ day- to-day activities .**

Firstly, as students responded English teachers are **unenthusiastic** to share students their knowledge from different sources about continuous assessment in their day to day activities .And teachers are not after all **motivated** to solve PD problems the students faced ,and the college gave little attention to English teachers’ PD implementations , challenges and monitoring .

Secondly, teachers and students think that the PD program appeared to be **subsidiary**, and they are not aware of its importance to sustainable development of their profession and skills. And some teachers did not teach their classes consequently and evaluate their students continuously at their level of understanding.

In addition, they did not put in place time to develop **collegial and cooperative** learning which was not skipped out from life long professional development. They did not pay attention to share knowledge and experiences they gained from different sources such as TV, Radio ,books ,and magazines to mention some. Lack of attention to shape productive citizens is another limitation of English teachers .

Moreover, it seemed most English teachers are not aware of PD program and the college did not appropriately handle them .Many of them are **selfish and careless** and do not give attention to their classes ,they rather waste their time in their private affairs. Most teachers also lacked ample preparation to implement effectively the PD program.

Similarly ,a few teachers are boast of their degrees they hold rather than being committed to develop their profession .Some teachers did not read different books concerning PD program that is why they lost their confidence and found misbehaving which is out of academic ethics .

Finally, they did not budget time for counseling, and there was no budget allocated to run the PD program effectively.

4.1.4.5 Challenges, Root Causes of Challenges and Strategies Used and to be Used to Overcome the PD Challenges

A. Challenges

The third year students responded as follows to questions 17 and 18 about the challenges while implementing PD components such as **group work and management, continuous assessment, active learning and action research**. These are :

To start with, lack of budget ,support ,motivation ,awareness, and monitoring system for PD program. And the scarcity of PD materials provision and poor relation of some English teachers(misbehaving characteristics)with their students .

Besides ,English teachers did not give much attention to group work activities .In most cases , there has been a situation where a single student took on group work responsibility in which case other members became passive participants .This shows that there was no teacher management, motivation ,involvement and feedback provision during group work . Also, many students did not use English during group work but they rather easily got anxious when they were asked to use it.

In the same way ,at times, there have been negligence on the side of the students to prepare for their tests and final examinations. Shortage of time and budget to perform action research and English teachers' knowledge deficiency of PD program. Likewise, some teachers conduct tests which do not assess what students have been taught. Hence, this shows that there happened problem of validity at PD implementations at the college.

Moreover, students lack knowledge to write a proposal to make action research and most students do not ask questions when they feel difficulty during teaching-learning process. And there were no workshops, ELIP, continuous assessment, active learning and action research pertaining to PD program.

Finally, English teachers are not considerate and thoughtful; they rather feel very superior to students rather than promoting friendly relationships. They also underestimate students work and, at the same time, intimidate students which, in effect, harm their academic performance. There are no mentor teachers so that students are not in favor of receiving fundamental counseling to run PD program actively.

B. Root Causes of PD Challenges

Likewise, to questionnaire Q16 students responses about root causes of PD challenges are as follows .

Lack of simplicity of PD program to successfully implement it .There have been problems of need assessment as to PD implementations on the side of the college and lack of training of short courses, workshop and others . And materials scarcity to implement the PD activities, and English teachers also lack experience and training to implement the PD program ,and lack of experience share among English teachers formally and informally to enrich their knowledge and develop their profession .

C. The Suggested Strategies Used and to be Used to Overcome the Challenges of PD programs

Students responded to Q19 as to the strategies they used to overcome problems of group work, continuous assessment, active learning and action research. These are :

At the out set, having close discussion with small group members and with English teachers ,and helping each other where there are difficult activities. Besides, using teacher prepared handouts as a substitute for modules and giving continuous assignments to help students perform more in

their work. And giving each member with in a group morale support to help them participate actively in PD activities.

Frequently, there have been times where teachers and students, to some extent, identify causes of some problems, and practicing the activities that help develop their skills. In addition, a few English teachers assess students continuously upon which students' readiness promoted to accomplish group work and continuous assessment. And contributing money to group projects and gathering feedback from each member during active learning and group work.

Finally, learning some information from senior butches as to how to actualize the components of PD activities in the classrooms.

In the same way, the third year students to questionnaire ,Q20, forwarded the following suggestions .

To begin with, the PD program should be the top priority of the college so that English teachers and students are required to raise their awareness through timely training and guidance .More importantly, students should develop sense of ownership during group work and active learning methods ; equal treatment is needed for all students by English teachers. There should also be continuous monitoring techniques to PD program and linkage system from top to bottom and vice versa PD .

Furthermore, English teachers are expected to develop professional ethics to have smooth and continuous communication culture to solve students' problems. And teachers need to firstly identify the problems before they cope them up. Similarly, there should be link between English teachers and students to implement Active Learning Methods, Continuous Assessment, Group Work and Action Research from time to time .The PD materials availability for both teachers and students have to be the main concern for the effectiveness of the program .

Moreover, it should be worth developing systematic follow-up from top to bottom and vice versa, and budgeting money and time to train teachers and students sustainably have to be unquestionable to run the PD program .English teachers are expected to be role models to put into action the PD program.

Finally, external support and aid, primarily from the college, is the paramount importance for the efficacy of the program. There should also be assigned PD experts, advisors, mentors, and counselors effectively at work from college to MOE level.. English teachers are expected to do researches at different implementations and challenges of PD program..

Interview Questions

The researcher interviewed with each English teacher, third years students, the College Academic Vice Dean, the PD facilitator, the PD expert in REB and the PD expert in MOE to reveal their specific ideas regarding the current implementations and challenges of PD in ELT. Interview questions contained different items were posed to each interviewee.

4.1.5.1 Concerning the type of training English teachers and third year students received and name of the organizations conducted it.

1. English Teachers

In responses to Q1 regarding PD training English teachers took part since becoming qualified teachers, and the name of the organization conducting the training. From their responses I think many teachers took, mainly, both HDP and ELIP. To illustrate their utterances:

It is higher diploma which I completed in one year at this college, and the ELIP program which I got a significant input (teacher 05). And I took HDP at the college which actually helped me understand about active learning methods, continuous assessment, group work, time management and action research. I have also awareness about PD from MA courses in Addis Ababa University (teacher 06).

In 2008, I took HDP in which I was in favor assessing my students, to conduct action research and to implement active learning method in the classroom. I also got training about ELIP in Hawassa, which is still important to train in-service teachers of primary and secondary schools. Mentoring program was another training which I took conducted by MOE which was also highly important to arm English teachers plan for the future to improve their life-long profession. It is not master-servant type rather it is helping one another to work with colleagues and school community(teacher ,06). In the same way ,the training I received were ELIP and HDP conducted by MOE and at this college (teacher 01) ,and I didn't take any training since I came Ethiopia to work for this college(teacher 8).

2. Third Year Students

Third year students responded to interview question Q1 about the PD trainings such as ELIP, group work and management, active learning methods, action research and continuous assessment . Here are the transcribed utterances of students :

I was trained in different semester courses, but there were not any workshops and training which the college conducted about the aforementioned PD components.

No training were conducted by the college and other organizations except the knowledge gained by English and content subject teachers in relation to PD. My awareness about PD was raised in different courses though it was unsatisfactory.

4.1.5.2 English teachers' responses about PD activities in relation to classroom subjects and school improvement

English teachers responded that the PD activities, particularly the HDP, are very much related to classroom group activities and school improvement. The following are teachers' direct responses. These are :

Firstly ,the PD activities are very much related to classroom activities and school improvement, particularly, the HDP content part, the methodology aspects, handling students' problems in large classes ,and group work and management (teacher 05).In most cases I modify ELIP and HDP knowledge into the classroom context (teacher 06).

I think ELIP is related to ELT, and mentoring and HDP are related to ELT and quality improvement program .Hence, all are related to ELT and school improvement(teacher 07).And I think active learning methods are related to ELT (teachers 02 and 03).

4.1.5.3 For the interview Q6 about the opportunity of any support and follow up ,the following are the utterances of different informants

1. English Teachers

As for me there was lack of follow up and the novice teachers were not paid attention to (teacher 07) by the experienced teachers .There were no visible support externally ,but little help for female students during tutorial classes (teachers 01,03,07,and 08).

2. The College Academic Vice Dean

Over the past years, materials were prepared for ELIP and HDP ,but for the rest of the PD components materials were prepared but they are not still dispatched and implemented. This year, a VESO volunteer from French has been supporting teachers in a specific area to build the capacity of individuals .Similarly, the USA IFISH member who is now teaching English at the college has been conducting different materials, books and workshops to support teachers in terms of English improvement programs. There has been little financial support from TDP which is very limited to practice the PD program .

3. The PD Facilitator

English teachers were equipped with the knowledge of 111 active learning methods by HDP program. And licensing was another support .In fact, we didn't have any follow up mechanisms but we planned to have monitoring through department .Previously ,we did not have an established follow up system.

4. Regional Educational Bureau

Currently, PD trainings are being given only to primary school cluster teachers ,but there are few trainings like ELIC and HDP for college instructors including English teachers .

5. Ministry of Education

Currently, on the side of the MOE it is Preparing the PD training materials and dispatching them to different regions.

4.1.5.4 For the interview question concerning the attitude of teachers to wards PD ,school documents and reporting time about PD activities worked individually and in team .The following are different respondents' utterances .

1. English Teachers

English department does not have the PD documents .There are some documents in ELIP coordinator office .There were no documented manuals ,projects and programs that is why PD is

ineffective (teacher 05). There had been reporting time when activities were given to college teachers and cluster schools (teacher 07).

As opposed to the abovementioned responses, two English instructors responded that there are no PD documents and reporting time for PD program due to lack of self-initiation. I think these things are rare, the organization did not give much attention (teachers 03, 07 and 08) to them.

2. The College Academic Vice Dean

It seemed the PD is promising, and teachers are aware of the importance of it. Even though there had been undeniable challenges like unwillingness, lack of incentives, monitoring problems to mention some, the college has documentations which are found in HDP unit. Teachers have continuous assessment documents, and there has been reporting time for research work but for the rest I have no idea.

3. The PD Facilitator

Some teachers developed positive attitude towards PD program, and they play active role in training ELIP to content subject teachers and students in different departments. The college has HDP documents every since it started.

4.1.5.5. Response to the Challenges and Root Causes of Challenges of Professional Development

1. English Teachers

For PD challenges of interview Q3 English teachers responded that they took only HDP and ELIP, and the rest of the components of PD were not running properly and there were no practical workshops and systematic monitoring the program. In addition, text books lacked the PD components like active learning. And teacher dominated methods have been still implementing and there are lack of incentives, cooperation, collegiality, and standardization. Here are the transcribed English teachers' utterances:

I have never taken any training effectively except HDP and ELIP .The rest of PD components were heard from the college bosses informally .I did not take them properly, and there was problem in accomplishing them .There was no practical workshops and systematic monitoring mechanisms to follow up the PD program (teacher 05).

There are large classrooms, and the materials are not providing with active learning methods so it is demanding for teachers to effectively implement in the classrooms (teacher 06). Similarly, it is lack of support from school community and students; lack of incentives, materials, financial support and participation from colleagues and English teachers (teacher 02 and 07). And the PD program needs a lot of participation and devotion, in effect, little implementation and participation was seen (teacher 01).

In support of the above mentioned responses ,English teachers for interview Q3 verbally expressed their reactions about the root causes of PD challenges. There are poor financial policies of Southern REB to PD implementations; the mentor and mentee relationships are not yet preserved, and there is a huge gap between novice and experienced teachers. Similarly, some teachers stand is still contra application of PD in general and Active Learning Method in particular. Look at the following direct transcription from English teachers oral speech for interview Q3.

It is poor management and financial policy ,that means ,Southern REB reduces the budgets allocated for PD program . We planned but due to financial problems and policy we could not properly implement the PD program .There are no mentor and mentee relationship ,and there are a big gap between novice and experienced teachers(teacher 07 and 08).

The root causes of challenges are financial problems and the attitude of teachers, too .Some teachers still complaining against the application of Active Learning Methods ,for they are implementing teacher-dominated methods of teaching (teacher

02,03,and 07).And ineffective policy documents which are not standardized, and absence of need assessments and procedures for PD program (teacher 08).

2. Third Year Students

Correspondingly, for the interview Q6, the third year students orally expressed the PD challenges that English teachers more often use the teacher dominated method and they are unwilling to manage and follow up students during group work. And carelessness, inappropriate assessment, and de-motivation are also some of the challenges seen by English teachers. In the same way, students are unenthusiastic to shoulder group work responsibilities. The following are the transcribed oral responses of the third year students utterances. These are :

Most of the English teachers have been using teacher dominated method rather than student-cented method in the classrooms. And unwillingness to monitor and to follow up students in small group works. And most teachers assess students in mid test and final examination. Moreover, as students complained that they did not get any technical, material and financial support from the college to implement the PD program.

The college employed an irresponsible teacher whose behavior harmed many students psychologically and academically which, actually, hindered the PD program run fruitfully.

It is some English teachers who assess students work properly ,but the rest are careless and do not help students progress in PD activities .She also responded that she did not take the ELIP training till now. And students most of the time are unwilling to equally take part in group work responsibilities. And ,little attention and follow up were given to train the components of PD program. Additionally, there is no financial support and teachers are not motivated to help students develop the skills needed in PD program .And there are no feasible trainings, incentives, monitoring and counseling for PD programs.

3. The College PD Facilitator

Some teachers are still implementing the long-established (traditional) methods of teaching which are simply talk and chalk. Lack of materials, awareness ,follow up, and incentives are also challenging problems .No body at this college is responsible to effectively use the PD program (code-010).

4. The College Academic Vice Dean

The academic and professional status of English teachers are under question due to the following challenges .Some of which are that some English teachers are irresponsible to their profession and they are unwilling to implement the PD program .The ground for the PD program is still shallow and not yet rich (code -09).

5. CPD Expert in the REB

As the expert responded the PD is currently being limited to cluster school teachers and there were no training modules .And the teachers' complaint was about time shortage and perdiem during PD training .The Southern REB has not yet resumed monitoring the effectiveness of the program ,but started gathering information from different responsible offices like woredas ,zones ,and colleges .And currently the only monitoring mechanism that the office was doing is follow up system during the PD training sessions(code-011).

6. CPD Expert in the MOE

The expert tried to address that the challenges varied from region to region, from zone to zone, from university to university ,from college to college ,and from school to school. And then there has not been impact assessment and problem identification of different regions, colleges , universities and schools ;the PD training modules are focusing simply on general PD training ,and little attention was given to subject specific PD training program (012) .

4.1.5.6 Response to the Strategies Used to and to be Used to Overcome the PD challenges

1. English Teachers

During the interview session English teachers also suggested the following strategies to overcome the PD challenges, which actually consolidate(triangulate) what have been mentioned in the questionnaire part . These are:

There should be support, commitment, systematic follow up and motivation at each level. The PD program at the college never limited to HDP and ELIC ,but other components of PD should be done effectively and continuously. Novice teachers should be introduced about the program in the form of workshops and short trainings which should not be in a one-shot manner (teacher 06).Each component of PD should be run by a focal person who is well trained and expert in this area. There must be good management, and financial polices should be reviewed to better implement the PD program(teacher 05).

Conducting classroom activities and action research collegially and cooperatively ,novice with experienced English teachers, to share experiences and advice. The money government allocated for ELIP and PD program should be implemented for these particular program; nevertheless, the college did not actualize it instead use it for other purpose (teacher 01 and 05).

Finally ,there should be need analysis and proper plan to effectively implement the PD program, and keeping diaries and schedules are the vital importance. In addition, sharing PD modules and materials with other people who are interested to practice .There should also be attention to standardize the PD modules, and contextualizing the program to make it more convenient to English teachers (teacher 08).

2. Third Year Students

Similarly, during the interview session third year students also suggested the following strategies to overcome the PD challenges.

The college should be responsible to monitor English teachers' activities from time to time and systematic follow up mechanisms are to be strengthened. Students are expected to have open discussions with their teachers in the problem areas.

Material provision, counseling, commitment, motivation, training and monitoring ought to be the priority areas.

3. The PD Facilitator

We did not take any action to solve the challenges .In the past we planned ,still, there are no visible controlling system. And there should be evaluation system on the side of the English teachers to effectively perform PD program (010).

4. The College Academic Vice Dean

In the past no action was taken to tackle the existing challenges and root causes of challenges of PD .In the future, there should be discussion among responsible bodies and conducting workshops, short and long term training are to be inevitable .In addition, problem assessment to look for better solutions by conducting timely research works.

5. Regional Educational Bureau

The only suggested strategies from the REB experts to overcome the PD challenges are discussion with the concerned bodies and having extra PD trainings for the years to come.

6. Ministry of Education

There should be need and impact assessment, and dispatching materials to different institutions for the effective implementation of the PD program.

4.1.6 Classroom Observation

In addition to the questionnaires that were distributed and the interview questions that were posed, the researcher has also utilized ELT class observations of seven classes as a method of data collection. This has helped me to have a clear picture of the real situation of the implementation of PD in the classroom. It was also important in helping the researcher to triangulate the responses of those teachers who filled in the questionnaire and responded to the interview questions.

The analysis written here were dependent on the majority of teachers who were performing in different ELT classrooms. So, as far as the researcher and co-observer observation is concerned, it should be clear that there are few teachers who have been implementing the PD activities in the ELT classrooms.

In the course of the researcher observation ,he saw most teachers did not implement the PD program activities effectively except for two English teachers one of them is from USA who has been teaching English at the college .Some of them even did not use a single active learning method ,however ,the whole thing was totally talk and chalk so that the students were passively listening to the teachers. From the researcher observation the challenges/ problems with those teachers are that:

English teachers did not help students develop cooperation during group work, and they did not use a variety of instructional methods .They are not committed to utilize different management and monitoring techniques during group work . And they did not give effective assistance to different activities of PD program. They also did not assess students activities continuously from the beginning to the end of the class.

The ELT activities in the classroom did not help students for self-directed learning, English language competence and increase their participation and achievement. English teachers did not motivate students to solve different problems by themselves instead they took the front of the class and considered learners passive recipients.

Unlike the aforementioned majority of English teachers, there were two teachers who tried to perform well to implement the PD activities effectively. Some of the active learning methods they were using are :brainstorming ,eyes breaker ,pair work ,group discussion ,some assessment methods like presentation and peer assessment ,self assessment ,group assessment . Mainly, the foreign English teacher interchangeably using a variety of active learning methods ,encouraging, particularly, female students to participate in different activities while the lesson is in progress .And letting students describe one another ,helping students perform in a way she acted ,letting the whole class freely clap their hands rather than blaming individual students ,understanding students mistakes, and changing the position of teaching materials to check the students' comprehension .

Some of the problems which I found during classroom observations are poor communicative ability of students, very limited female participation during pair and group work . There have been also shortage of materials and large class size of students .

4.1.7 Focused Group Discussion

In addition, a focused group discussion was another data gathering technique where the researcher purposely selected 6 third year students to freely discuss their feelings, thoughts and experiences in relation to PD trainings effect and its classroom practices , challenges and solutions. In their discussion, they paid much attention to the PD challenges and the strategies to over come them but little attention was given to the implementations. From their in-depth discussion they came into the following PD challenges .These are :

English teachers did not help us develop reflective learning activities like paragraph and passage writing in pair and individually. During group work, there were no variety of grouping techniques based on ability ,sex ,age and different school backgrounds which are ,in essence ,of vital importance to develop PD program .

English teachers did not pay much attention to group work, continuous assessment and active learning methods compared with other subject teachers whose classroom activities, more importantly, drove students to develop PD program. Teachers are not well planned to perform PD activities, and the program lacked financial assistance.

Finally, the focused group discussion members suggested the following strategies (solutions) to alleviate the PD problems during ELT sessions.

First and foremost, English teachers are expected to raise their awareness and broaden their knowledge of PD components. There should be conducive environment for third students to share their experiences devoid of embarrassment. And there should be clear explanation about PD activities under discussion.

Besides, English teachers bear in mind that they are highly responsible and accountable to sustainably assess students work, to give timely feedback, to use different active learning methods and management techniques during ELT classes .

4.1.8 Document Analysis

Lastly, the researcher used the document analysis as a tool to examine the implementation and challenges of PD program. The documents supposed to be analyzed are action research works, teachers' portfolios, lesson plan, and continuous assessments.

However ,from the expected documents, the researcher has got continuous assessment of this year (2003 E.C.) and the HDP portfolios which were documented four years ago, which are not actually current. And, the researcher did not obtain the current English teachers' documents of different PD components like action research works, each English teacher's portfolios, yearly and daily lesson plans .And the researcher examined the continuous assessment of English teachers in line with document analysis format .Some English teachers tried to assess students at least four times (teacher 01,03 and 06),but one of them who was teaching Eng 101 for ENR 03 ,SSR02 G1 ,AMR02G1 ,ENR02G1 and ENRo2G1 assessed students by considering only mid semester test and final examination (teacher 04) without regard for project work ,group work ,quizzes ,home work ,class work and others like peer and individual assessment .Desalegn (2004) explained that continuous assessment is not continuous testing .Giving tests every month and accumulating pupils' marks for the final is insignificant aspect of the assessment package .Continuous assessment is a demanding task that requires the use of various assessment tools in order to assure the achievement of curricular objectives by each and every student

Actually ,it was not possible to implement all the assessment techniques mentioned above all the time for all groups , but it was possible to use at least some for all groups .So the way the aforementioned English teacher, whose code is 04 was neither assessing students works continuously nor helping students to implement the PD program .This was because of the teacher's unfavorable attitude to wards a continuous assessment approach , teacher's lack of commitment and motivation , and teacher's misconception about theoretical and practical aspects of continuous assessment (Mulu,2005 & Dawit,20055).

4.2 Discussion

This part of thesis deals with discussion of the major findings(results) of the study. The purpose of this study was to, **“Investigating the Current Trainings and Challenges of Professional Development in ELT :HCTE English Teachers in Focus.”** The study was conducted at HCTE which was selected purposely (see chapter 3). The necessary information was gathered mainly through questionnaire and interviews. And classroom observation was used to triangulate data gathered by other tools.

In addition, focused group discussion and document analysis were used as supplementary information gathering instruments .The data obtained were analyzed by using frequency , percentage, mean , grand mean, correlation and an line graph .In addition, the data obtained was primarily analyzed qualitatively .The major findings of the study are discussed here under to answer the **research questions of this study.**

1. Do English language teachers implement the PD program at the college ?

The researcher, according to the statistical (see table 3) and qualitative analysis found that the PD training conducted by the college was 75% and very limited training conducted by MOE (37.5%) and REB (12.5%) .On the contrary ,the third year students gained the PD knowledge from English teachers (41.6%) and other content subject teachers (53.8%).Currently it is HDP and ELIC which are properly in progress. And there were little workshops and training that the college and other concerned bodies conducted for both English teachers and third year students. **In a review literature concerning support provision Diaz Maggioli (2003) observes , “The true impact of PD comes about when support are sustained overtime ,and when support structures exist that allow participants to receive modeling and advice from more experienced peers.”** Hence, one can easily understand the external support for both English teachers and third year students was very low.

The aforementioned results to this research in this chapter stated that from the PD activities ELIP is much related to ELT and mentoring and HDP are related to ELT and professional quality improvement program .So PD activities are related to classroom subjects and school improvement .

Regarding documentations and time for PD report at the college there were little documented PD manuals ,projects and programs due to lack of self-initiation that is why PD is ineffective .The researcher tried to find documents like action research works ,teachers' portfolios ,lesson plan and continuous assessment. But he found the marked lists for the continuous assessment of this year(2003) and the HDP portfolios of English teachers which were documented four years ago. And the researcher could not find the current English teachers' PD documents.

Finally, he tried to analyze the continuous assessment results of different English teachers in line with the document analysis format. In fact ,some English teachers tried to assess students at least four times a semester ,however ,an English teacher who was assigned five groups to teach Eng.101 assessed students paying attention only mid semester test and final examination without using different strategies that promote active learning in the classroom like project work, group work ,debates, brainstorming ,home and class work ,drama ,role playing ,quizzes, peer and individual teaching(Breslow ,1999 and Bonwell and Elison ,1991). This means very little attempt was made by the observed teachers to employ active learning methods in their classes, and the classes were dominated by teacher-centered methods, and the change in conception and increase in knowledge does not necessarily guarantee change in practice. **Moore(2003) supports the use of documents like portfolios to challenge language teachers' reliance on summative evaluation.** Concerning time for PD report ,the interview results confirmed that there has been reporting time for research work but for the rest no ideas have been forwarded.

The researcher based on classroom observation, found that most English teachers were not implementing the PD activities effectively except for two English teachers ,one of whom was the experienced English teacher at the college and the other was female English teacher from USA , tried to effectively implement the PD activities in the classroom in spite of the fact that the

students communicative ability was poor , their participation during pair and group work was limited ,and shortage of materials and large class size were another challenges .

Concerning the mentoring 87.% of English teachers notified that they did not develop such experience because some felt that they might not have enough experience in teaching to be a mentor for some one ,and the college has not yet established a mentor to mentee supporting system due to lack of awareness and training .Similarly ,some think that mentoring does not have any professional value ,and there were no role mode English teachers who implemented mentoring at the college and no one needed it for fear of being criticized by others .Finally ,the interview findings revealed the same results .

2. What trainings and assistances are given to English instructors in PD program?

The researcher analyzed data that to what extent English teachers received support and training during the PD implementations in relation to that 4 teachers responded that they were given technical ,material at large, professional and financial support where as 4 other English teachers clearly addressed that they did not get support from the concerned bodies .They forwarded reasons like lack of commitment and unsustainable program in the country level .And lack of the expertise and common purpose on the part of the external bodies .There have been few concerned bodies and problem of standardization .Correspondingly ,third year students responded that no material ,technical and financial support were given by the college ,REB ,MOE and NGOs except the professional support from English and other content subject teachers. Novice teachers were not paid attention to and there were no visible support externally except for little tutorial classes and foreigners help build the capacity of teachers .

From the findings it is clear that the concerned organizations were not giving appropriate support to English teachers and third year students. However ,Lind(2003) mentioned that support is the backbone to implement PD program effectively .To sustainably grow in their profession ,what is needed by many teachers is ongoing support and guidance .To put it differently ,the main professional need for many teachers is to obtain practical ideas, strategies ,and resources that can be applied in or outside the classroom(Beale,2003).

3. To what extent the effects of the PD trainings affect the attitude and practices of English teachers in their day to day classroom activities ?

As it is clearly shown from the above mentioned results the attitude of English teachers (75%) towards the PD program was not changed due to the fact that the program did not give much attention to help their needs and it couldn't develop subject area knowledge as well as understand the students curriculum and material. Similarly, the grand mean for the attitude of both English teachers and the third year students towards PD program is 1.48 and 1.83 respectively (see table 6 and table 10) which are less than 3, below the average value of the Likert scale. This shows that the program was not promising and English teachers and many students still need a lot of support, modeling and awareness raising programs to change their attitude towards the PD program. Hence, the attitude for both English teachers and students was not changed towards the PD programs and it was not effective according to classroom observation results.

According to the analyzed data, the researcher found that there were many defects in CPD implementations to have better influence in day to day English teachers' activities. Similarly, the frequency tallies (see table 11) of **"Some Extent"**, **"Limited Extent"**, and **"Not at All"** are **202, 149 and 139** respectively showed that the majority of third year students did not agree that the effects of PD trainings changed the day to day English teachers' classroom activities.

Hence, the top priority was not given to practical implementations though the theory was on paper. And there was no clear purpose, long term plan, readiness to promote quality of education and efficient evaluation. Students, correspondingly, responded that English teachers are unenthusiastic and unmotivated to practice the PD program and to solve students' problems. The PD program seemed for them subsidiary and they did not put in place time to develop collegial and cooperative learning.

4. What are the challenges and root causes of challenges of PD in ELT ?

The results of the analyzing data have shown that there are challenges and root causes of challenges for English teachers and third year students during PD.

4.1 Challenges

There was little /no internet accesses ,and there was no commitment ,systematic follow up, management ,and motivation .There have been every changing PD programs from time to time (lack of consistency) and burden of work load per week, and there was no practical workshops and classroom materials pertaining to PD program .

In addition, English teachers did not have incentives, self-directed learning, cooperation, collegiality and standardization for PD program .Shortage of budget and support by external bodies hindered the program implementations. Poor communication and relation between and among English teachers and students, and scarcity of material provision. There have been little English teachers' involvement, attention, responsibility, assessment, and motivation during group work; poor students communicative ability during PD implementations .And third year students became careless to study hard during tests and final examinations .

Moreover, English teachers conducted tests and final examination which third year students were not taught and discussed in their courses ,and there were no need assessment and plan from all English teachers and from the college .There were also no grouping techniques based on sex ,age and different student backgrounds .Teachers frequently used chalk and talk which was teacher fronted and they did not get technical and financial support.

The age range of third years students, from the data obtained in table 3 is between 17_29. But ,the majority of students fall between the age range of 17_20 .So this shows their ages are at large below the maturity level to practice PD program.

Furthermore, a lot of students did not take ELIP training course in the course of their stay at the college and most students were reluctant to equally take part in group work activities .At the top level, MOE and REB have not had impact assessment and problem identification in PD program of different regions ,colleges ,universities and schools. Similarly ,the training modules of PD program are very general rather than being subject specific .And lack of role model English teachers at the college and there were no established link among the concerned bodies of different

levels .There are also very limited documents and time for PD report carried out individually and in group.

4.2 Root Causes of Challenges

People at post level, at MOE and REB, are not the real experts of PD to successfully run the program .There are limited PD resources for what English teachers prepare for their students, and there are one-shot training and workshop which did not help teachers to implement the PD program.

Poor financial policy of Southern REB to PD training implementations and the mentor and mentee relationships are not yet established. In the same way ,there has been huge gap between novice and experienced teacher and some teachers still are contra application of PD program in general and active learning methods in particular. The other problems are need assessment , lack of experience and materials to train both teachers and students about PD program .

5 What are the strategies to overcome the challenges of English teachers PD program?

It is obvious from the obtained results the following strategies are suggested to overcome the challenges of PD program at Hossana College of Teacher Education in ELT . These are:

It is involving others rather than running a single individual dominated PD practices and selecting applicable activities for PD accomplishment .And students are expected to have close discussion with small group members and with their English teachers to help each other where they face PD challenges.

English teachers should be supported by external bodies from top to bottom and vice versa, that is from MOE to college level .There should be a good spirit of professionalism and enough budget to effectively run the PD program .The college should avoid transferring the PD budget to run other administrative affairs. It is also better to design a continuous assessment, management and monitoring procedural system for PD program from college to MOE.

The PD program at the college should never be limited to HDP and ELTIP /ELIC but the other PD components should be implemented effectively and continuously and there should also have a focal person who is well trained and expert for each PD components. Experienced English teachers should conduct researches collegially and cooperatively with novice teachers in different PD implementations and challenges.

There should also be need analysis and proper plan to effectively implement the PD program and keeping diaries and schedules should be of vital importance. And there should also be attention to standardize the PD modules and contextualize the program to make more convenient to English teachers and students.

English teachers should be role models to put the PD program into action .They are also expected to develop better link with PD partners inside and outside of the country to have experience and material share. Students are expected to develop sense of ownership during group work and active learning method implementations .Finally, there should also be assigned PD experts, advisors, mentors and counselors effectively at work at different levels.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Conclusions

Based on the research findings of this study, the researcher has arrived at the following conclusions:

- From the findings it is concluded that most English teachers got the PD trainings mostly from the college but received very limited trainings from MOE and REB. And there have not been any PD trainings conducted by NGOs for both teachers and students .On the contrary, the third year students never gained any PD trainings from external bodies except for some PD knowledge they got from English teachers and from other content subject courses. Similarly, most English teachers and all third year students did not get material, technical and financial support from concerned bodies due to lack of commitment and few concerned bodies at different levels .
- According to the findings, the documents found at Hossana College of Teacher Education are very limited .The researcher found only the HDP and continuous assessment of 2003 E.C. And there are no current documents for other components of PD program like English teachers' portfolios, lesson plan and action research .
- The research findings show that , at the college, there is /was not budgeted reporting time for PD works done individually and in group. And some English teachers still assess students only in mid tests and final examination, mainly relying on summative assessment but forget assessing continuously.
- From the findings results the current communicative status of third year students during PD activities is very poor and their participation, mainly female students, in group work activities is very low.

- Based on the revealed discussion results ,it could be concluded that the mentoring system at the college was not established due to lack of experience, awareness and role modeling.
- In line with the findings ,it could be summed up that the attitude of English teachers and third year students towards the PD program ,at the college, was not promising and they all still need a lot of support ,modeling and awareness raising program .Similarly, the effects of PD implementations at the college could not change the day to day English teachers' classroom activities due to lack of practical implementations ,clear purpose ,need assessment and long term plan. Besides English teachers are unenthusiastic and unmotivated to solve students problems during the PD implementations, and there are no collegial and cooperative learning among English teachers.
- The researcher from the finding discussions concluded that there are different challenges of PD like lack of commitment ,systematic follow up (from top to bottom),management ,motivation ,practical workshops ,self-directed learning ,standardization and budget .In the same way ,there have been different root causes of challenges such as people assigned in MOE and REB are not the real experts of PD ,one shot trainings and workshop ,poor financial policies of Southern REB and the college ,no mentor and mentee relationship and the gap between novice and experienced teacher .
- From the discussion research results ,the researcher concluded different strategies to overcome the PD challenges and root causes of challenges .It is concluded that English teachers to effectively implement the PD program support should be inevitable by external bodies .There should also be a spirit of professionalism ;the college should avoid transferring the PD budgets to run other affairs ,and other components of PD should be practiced and there should be need analysis and English teachers should be role model to implement the PD program.

5.2 Recommendations

Based on the findings of this research, the following recommendations are made:

- One of the findings is that there were little workshops and trainings that the college and other concerned bodies conducted for both teachers and third year students .Hence, the college at large, MOE, REB must give planned training and consistent technical ,material and financial support for English teachers to guarantee the effective implementations of PD program .
- At the college there were little documented PD manuals, projects and programs due to the lack of self-initiation and other factors and that is why PD is ineffective. And there are no current documents for other components of PD program like English teachers' portfolios, lesson plan and action research. Therefore, the college and English teachers must have up to date and effective documentation systems for PD components like action research, individual English teachers portfolios and lesson plan .And time should be given for them to be active designers ,implementers and participants of PD opportunities (Bush,1999 and Abdal-Haqq, 1996)).
- The mentoring system at the college was not established due to lack of experience, awareness and role modeling. And at the college, there is /was not budgeted reporting time for PD works done individually and in group. Besides, some English teachers still assess students only in mid tests and final examination, mainly relying on summative assessment but forgetting assessing continuously. Thus, the college should evaluate English language PD activities like continuous assessment, group work, action research and active learning methods done individually and in group ,and there should be reporting time to disseminate the PD results to the college communities and to the other external bodies.
- The college should avoid transferring the PD budget to run other administrative affairs. It is also better to design ...monitoring procedural system for PD program from college to MOE. Thus, mentoring system and financial budgeting policies for PD program should be

set up from the college to MOE level to make English teachers share their experiences and materials and develop their profession sustainably.

- The effects of PD implementations at the college could not change the day to day English teachers' classroom activities due to lack of practical implementations ,clear purpose ,need assessment and long term plan. Similarly, the attitude of English teachers and third year students towards the PD program ,at the college, did not bring about the expected change due to the fact that they all still need a lot of support ,modeling and awareness raising program. Consequently ,to have better effects in PD implementations and to bring attitude change in English language teachers ,the college ,MOE, REB and other concerned bodies should identify teachers and students problems and assess their needs before giving them trainings and providing them support .
- The college, English teachers and other responsible bodies must give due attention for the challenges of PD, for root causes of challenges PD and for the recommended strategies to be used to overcome the challenges.
- At the college there are no PD research works done by the department of English. So, conducting similar studies that investigate the current implementations and challenges in English Language Teaching is mandatory to help them develop in their profession

References

- Abdal-Haqqi, I (1996). **Making Time for Teacher Professional Development**, RIC Digest. Washington ,DC:ERIC Clearinghouse on Teaching and Teacher Education .
- Addis Tsegaye (2008). **“Higher Diploma Program for Teacher Educators :Impact and Practice at Government College of Teacher Education .”** MA Thesis (Unpublished).Addis Ababa .
- Adriana G.,Claudia M., & Nelly S.(2002).**What do EFL language teachers seek in professional development programs ?** Voices from teachers .
- Amare Asegdom ,et.al.(2001). **The Ethiopian Pilot Study of Teacher Development: Quality in Education ,Teacher and Learning** .Addis Ababa University Press.
- Atkins ,J.,et.al. (1995). **Skills Development Methodology Part I**. Addis Ababa University Press .
- Ahmed Siraj ,Almaz Baraki and Altshul,J.(2005). **“ Ethiopian Teachers’ Evaluation of a Language Improvement Program.”** In Coleman ,HL(Ed.) .Language and Development :In Africa Proceedings of the 7th International Language and Development Conference . British Council ,Addis Ababa .
- Belete Damtew (2009). **“The Impact of English Language Improvement Program on Teachers’ Behaviors and Classroom Performance :The Case of Kidusgebriel and Abune Phetros Primary Schools in Mettu Town.”** Unpublished MA Thesis .Addis Ababa .
- Bell ,B.and J. Gilbert ,(1996). **Teacher Development: A Model from Science Education**. London :The Flamer Press.
- Brody,C.M., & David Son ,N.(Eds.).(1998).**Professional Development for Cooperative Learning :Issues and Approaches** .New York: State University of New York Press.
- Breslow, L.(1999). **New Research Points to the Importance of Using Active Learning in the Classroom** .[Http/web,mit.Edu/tll/library/new-research.html](http://web.mit.edu/tll/library/new-research.html).
- Bonwell,C. and J.Elison(1991). **Active Learning- Creating Excitement in the Classroom**.[Http://www.ntlf.com/html/lib/bib/91-9dig.html](http://www.ntlf.com/html/lib/bib/91-9dig.html).

- Bork S. (2003). *Teacher Cognition in Language Teaching :A Review of Research on What Language Teachers Think ,Know ,Believe and Do. Language Teaching* 36,(2),pp.81_109.
- Bottomley, Y., Dalton, J., Corbel, C., & Brindley, G., (1994). *From proficiency to competencies: a collaborative approach to curriculum innovation*. Sydney:National Centre for English Language Teaching and Research.
- Burns ,A.(1999).**Collaborative Action Research for English Language Teachers** .New York :Cambridge University Press.
- Burt, M., & Keenan, F. (1998) .**Q & A: Trends in staff development for adult ESL instructors**. National Clearinghouse for ESL Literacy Education (NCLE). Retrieved November 18, 2003, [http://www.cal.org/ncle/ DIGESTS/ TrendQA.htm](http://www.cal.org/ncle/DIGESTS/TrendQA.htm)
- Bush ,W.S.(1999). “ Not for Sale:Why a Bankroll Alone Cannot Change Teaching Practice” : In : **Journal of Staff Development** ,20(3), 61_64.
- Cooper, C.,& Boyd ,J.(1998).**Creating Sustained Professional Growth through Collaborative Reflection** .In Brody and Davidson ,PP.29_49.
- Craig, H.J., Kraft R.J.& Plessis Joy du.(1998). Teacher Development: Making an Impact. The United States :The World Bank and Project ABEL 2.
- Danielson, C.** 1999. ‘Mentoring beginning teachers: The Case for *and Change* 6/3: 251-257. Mentoring’. *Teaching*
- Daniel and Desalegn (2001). “ **Continuous Assessment in Primary Schools in Addis Ababa City Administration** .” Unpublished MA Thesis .AAU .
- Day ,C.(1987). Professional Learning through Collaborative In-Service Activity. In Smyth ,J. (ed), *Educating Teachers :Changing the Nature of Pedagogical Knowledge*. London : The Flamer Press .
- Dawit Asrat (2005). Continuous Assessment Perspectives and Practice in Education Faculty Bahir Dar University: A Paper Presented on National Workshop on Continuous Assessment Current Practice and Future Directions for Ethiopia 3_7 June ,2005. Addis Ababa
- Dejarnette, C.S. (1989). **Staff development: A handbook of effective practices**. Journal of Effective Schools, (6)4, 556.
- Desalegn Chalchisa (2004). Continuous Assessment in Lower Cycle Primary Schools .IER Flambeau 12(1).Addis Ababa University

- Eleonora , V.R.(2003). **Teacher Professional Development** :An International Review of Literature .Paris: UNESCO- International Institute for Educational Planning .
- Engvall ,R.(1997). **The Professional of Teacher :Is IT Truly Much Ado About Nothing ?** Lanham: University Press of America ,Inc.
- Joyce,B.(1991).The Doors to School Improvement. *Educational Leadership* ,48,P.8.
- Hawley, W & Valli, L. 200s. **The Balance View: Professional Development**. Prepare by Winchester Institute for Human Services Research, viewed February 27, 2006, <<http://www.sharingsuccess.org/code/bv/pd.html>.
- Hallinger, P. (2000). **The Changing context of Thai Education: New Challenges for School Leaders**. *Chulalongkorn Educational Review*, Vol. 7 (1): 1– 13.
- Holland,H.(2005) .Teaching Teacher: Professional Development to Improve Students Achievement. Viewed 20 July 2006.
- Holloway J. H. (2001) ‘The benefits of mentoring’. *Educational Leadership* 58/8:85- 86.
- Federal Democratic Republic of Ethiopia, Ministry of Education. (2002). *Education Sector Development Program II (ESD-II) Program Action Plan*. Addis Ababa.
- Freeman,D. (2004). Knowledge architectures: some orienting references. TESOL Italy Plenary Address, October 2004
- Freeman ,D. & Richards J.C (Eds.)(1996).**Teaching Learning in Language Teaching**. New York: Cambridge University Press.
- Fullan, M. (1992). *Meaning of educational change*. New York: Teachers College Press.
- _____((200). *The New Maning of Eductional Change* .Amsterdam ,NY: Teachers College Press.
- Guskey ,T.(1998). **Improving Student Learning in College Classrooms**.Sprongfield: Charles C.Thomas Publisher .

- Glatthorn, A. (1995). **Teacher Development**. In Anderson, L. (Ed.), *International Encyclopedia of Teaching and Teacher Education* (second edition). London: Pergamon Press.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision and Instructional leadership: A developmental approach*. Boston, MA: Allyn & Bacon.
- Guskey, T. R. (1986). **Staff development and the process of teacher change**. *Educational Researcher*, (15)5, 5-12.
- Johnson, A. (2002). **A Short Guide to Action Research**. Boston: Allyn and Bacon, Inc.
- Joyce, B., & Beverly, S. (1983). Power in staff development through research on training: In Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision and Instructional leadership: A developmental approach*. Boston, MA: Allyn & Bacon.
- Kauchak, D., & Eggen, P. (2009). *Teaching profession: Becoming a professional*. Upper Saddle River, NJ: Pearson Education, Inc.
- Kirkwood, M. (2001). *The Contribution of Curriculum Development to Teachers' Professional Development: A Scottish Case Study*. *Journal of Curriculum and Supervision*, 17, 5-28.
- MOE (1994). *Ethiopian Education and Training Policy*. Unpublished policy document, Addis Ababa: Ethiopia
- MOE (2002). *The Quality and Effectiveness of the Teacher Education System in Ethiopia*. Addis Ababa
- _____. (2004). *Continuous Professional Development for School Teachers' (A Guideline)*. Addis Ababa
- _____. (2005). *Language in Education in Ethiopian Schools: A Handbook for Teacher Educators for Primary School*. Addis Ababa
- Mohlman-Sparks, G. (1986). **The effectiveness of alternative training activities in changing teaching practices**. *American Educational Research Journal*, (23)2, 217-225

- Marris, P. (1975). *Loss and change*. New York: Anchor/Doubleday.
- Mamito(2010). “**Application of Active Learning Methods in Selected Private Higher Educational Institutions in Adama Town..**” Unpublished MA Thesis .AAU
- Mulu Nega (2005). *The Current Status of Continuous Assessment Practices at Addis Ababa University .A Discussion Paper Presented to the National Workshop on Continuous Assessment Organized by AED/BESO ,3_7 June ,2005 ,Addis Ababa .*
- Negash, T. (1990) **The crisis of Ethiopian education: some implications for nation building**, *Upsala Reports on Education*, No. 29.
- Richards ,J.C.,& Lockhart ,C.(1994).**Reflective Teaching in Second Language Classroom**. New York: Cambridge University Press.
- Roberts ,J.(1998).**Language Teacher Education** .London ;Arnold Robinson, B. & Latchem, C. (2003): *Teacher education through open and distance learning*. London: COL/Routledge – Falmer.
- Rudduck ,J.(1988). The Ownership of change as a Basis for Teacher’s Professional Learning .In Calder head ,J.(ED),Teachers’ Professional Learning .London: The Flamer Press. Scott, N. H. (1999). ‘Supporting new teachers: A report on the 1998-99 beginning teacher induction program in New Brunswick’. ERIC Document Reproduction Services No. ED 437 347.**
- Schon,D.A.(1983).**The Reflective Practitioner**. New York: Basic Books .
- Sparks,D.(2002).**Designing Powerfull Staff Development for Teachers and Principals**. Oxford : National Staff Development Council.
- Solomon Amare (2002). “**Peer Review of Instructional Practice at Colleges : A Perspective on PD of Instruction .**” Unpublished MA Thesis .AAU
- Stallings, J. (1980). Allocated Learning time revisited or Beyond Time on Task. *Journal of Educational Research*, (9)11, 11-16.
- Taddesse Abera (2007). “**Status of Action Research in Government Secondary Schools in North Shoa Zone ,Oromia Regional State** .Addis Ababa Universit.” Unpublished MA Thesis.
- Tesfaye Kelemework(2008). “**Educational Planning and Capacity Development in Ethiopia.**” Unpublished Symposium Paper Presentation
- Tsui,A.B.M,(2003).**Understanding Expertise in Teaching** :Case Studies of ESL Teachers. New York: Cambridge University Press.

Walling,B,;Lewis ,M.(2000). .Development of Professional Identity Among Professional Development School Pre-service Teachers: Longitudinal and Comparative Analysis. **In Action in Teacher Education** ,22(2A),63_72.

Wallace ,M.(1991).*Training Foreign Language Teachers :A Reflective Approach*.
Cambridge :Cambridge University Press

Wilson, B., & Corbett, D. (2001). **Adult basic education and professional development: Strangers for too long**. *Focus on Basics*, 4(D), 25–26.

White ,R(1988). *The ELT Curriculum Design ,Innovation and Management* .Oxford: Blackwell.

Zelege Demtew (1987). “A Comparative Study of the Structural and Communicative Approach in Teaching the Collocations Users of Prepositions to Secondary School Student.” Unpublished MA Thesis .AAU.

Jack C. Richards (2005). *Professional Development for Language Teachers*.

Retrieved from [http://assets.cambridge.org/97805218/89111/](http://assets.cambridge.org/97805218/89111/Sample/9780521849111ws.pdf)

[Sample/9780521849111ws.pdf](http://assets.cambridge.org/9780521849111ws.pdf)

Fraha Fath Forum(_). Retrieved from [file:///G:/supervirsory-](file:///G:/supervirsory-tips-for-professional-development-of-teachers-in-the-21st-century.htm)

[tips-for-professional-development-of-teachers-in-](file:///G:/supervirsory-tips-for-professional-development-of-teachers-in-the-21st-century.htm)

[the-21st-century.htm](file:///G:/supervirsory-tips-for-professional-development-of-teachers-in-the-21st-century.htm)

http://www.opm.gov/hcaaf_resource_center/assets/Lead_tool4.pdf

http://www.vsointernational.org/Images/ethiopia-education-summary-mar07_tcm76

Appendices

(The attached files are questionnaire for English teachers, questionnaire for third year students –both English and Amharic versions, *interview guide for English instructors*, interview guide for third year students –both English and Amharic versions, interview guide for the college PD facilitator, interview guide for college Academic Dean, interview guide for Regional Education Bureau PD expert and interview guide for Ministry of Education PD expert)

Questionnaire A: Questionnaire for English Teachers

Addis Ababa University
Faculty of Graduate Studies
Department of English

A questionnaire to be filled by the college novice/experienced English instructors

General Guidelines:

Professional Development (PD) has been given in higher institutions (universities and colleges) throughout the country. The purpose of this questionnaire is to collect data on the current trainings and challenges of the PD program in ELT from Hossana College of Teacher Education (HCTE) English instructors in partial fulfillment for MA degree in TEFL.

The study aims at investigating the current trainings of PD in ELT and the challenges that hinder its practices. Besides, looking for the strategies to overcome the PD problems will be part of the scrutiny. Thus, your genuine, frank and timely responses are vital to determine the success of this study. The researcher realizes the information you provide will be used only for this research purpose, so you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

Note

1. No need of writing your name on any page.
2. To those questions with alternatives, mark your response on the space provided by putting "X" or circle the letter (more than one response is possible)
3. For any additional opinion or explanation, you are kindly requested to write briefly in the space provided.

Thank you in advance for your cooperation and time

Part 1: Personal Bio-Data

1.1 Name of the college _____

1.2 Town _____

1.3 Respondent's sex ,age ,educational level and work experience

Sex		Age	Educational Level	Years of Service in	
M	F			Teaching	Other if any

Part 2: Assistance

1. Did you get any training concerning CPD before you started its implementation ?

A .Yes B. No

2. If your answer is "No" to Q.1,what do you think is the reason ?

3.If your answer is "Yes" to Q.1, indicate who conducted the training ?

- A. The college B. The Regional Education Bureau
- C. Ministry of Education D. NGOs
- E. Mention others

if any _____

4. If your answer is “Yes” to Q.1, to what extent is the training you took related to the following topics ? (5=Very good ;4=Good ;3=Fair; 2=Poor ;and 1=Very poor)

No	Topics	Rating Scales				
		5	4	3	2	1
4.1	How to implement PD program					
4.2	Introducing the objectives of PD					
4.3	Informing about the importance of PD					
4.4	Creating team (collaborative/cooperative) spirit among English teachers and better working atmosphere.					
4.5	Motivating English teachers to engage in PD					

5. If there is any topic that you want to add to the table ,please list down

6. Do you have any support while you have been practicing CPD activities ?

- A .Yes B. No

7. If your response is “No” to Q.6, what do you think is the reason ?

- A. The practice of CPD activities do not require any external support and I don't need any.
- B. There is no concerned body at any level for this purpose
- C. Lack of commitment on the part of the concerned body
- D. Lack of expertise on the part of the concerned body
- E. There is no budget for this purpose
- F. Specify others ,
if any more _____

8. If your response is “Yes” to Q.6,what are the major support given to you ?

- A. Technical B. Material C. Financial D. Training

9. Indicate who has given the support you chose to Q.8?

- A. The college
 B. Regional Education Bureau (REB)
 C. Ministry of Education (MOE)
 D. NGOs
 E. Mention others,
 if any _____

10. Indicate the extent of support you have got from different sources (5=Very high; 4=High ;3=Fair ;2=Low;1=Very low)

No.	Name	Rating Scales				
		5	4	3	2	1
10.1	The college					
10.2	Regional Education Bureau					
10.3	Ministry of Education					
10.4	NGOs					
10.5	Others if any specific _____					

11. Do you have a mentor(counselor)? A. Yes B. No

12. If you said “No” to Q.11,what do you think is the reason ?

13. If you said “Yes” to Q.11,how do you evaluate the approach of your mentor ?

- A. as advisor
 B. as supporter
 C. as evaluator
 D. as fault finder
 E. as boss
 E. specify if
 any other , _____

14. The experience and educational qualification of your mentor in comparison with yours is :

- A. less
 B. equal
 C. greater in educational qualification but less in experience
 D. greater in experience but less in qualification
 E. equal in qualification but greater in experience

15. How do you rate the support and follow up of your mentor in each activity in your induction(stimulation)program?

- A. very good
 B. good
 C. fair
 D. poor
 E. very poor

Questions 16_20 to be filled by only experienced English teachers

16. Are you a mentor ? A. yes B. No.

17. If you said “No” to Q.11, what do you think is the reason ?

18. If you said “Yes” to Q.11, have you started mentoring with a volunteer ?

A. Yes B. No

19. If you said “Yes” to Q.13, what was your reason ?

- A. It is one of the responsibilities of teaching profession .
- B. It increases professional skills .
- C. It is related with performance evaluation and career promotion .
- D. It develops collegial learning .
- E. It is relevant to my PD .
- F. Others ,if any ,please specify _____

20. If you said “No” to Q.13, what was your reason ? (More than one answer is possible)

- A. I didn't receive any training concerning how to mentor .
- B. It has a work burden
- C. Shortage of time
- D. It doesn't have any personal benefit .
- E. It causes conflict with mentees .
- F. Others ,if any ,specify _____

Part 3: Teachers' attitude to wards PD

21. How do you evaluate the PD program? Please indicate how much you agree or disagree on each of the following statements by putting "X" (5=strongly agree;4=agree;3=undecided;2=disagree;1=strongly disagree).

No	Items					
		5	4	3	2	1
21.1	The program helped decide my learning interest					
21.2	The program helped set the realistic goals					
21.3	The program is participatory for career advancement					
21.4	The program is feasible to work with colleagues					
21.5	The program is cost effective to run PD activities					
21.6	The program improves English teachers' language skills competence					
21.7	The program gives attention to English teachers' need					
21.8	The program encourages English teachers to remain in profession					
21.9	The program increases students' achievement					
21.10	The program improves English teacher's method of teaching(pedagogical expertise)					
21.11	The program is up-to-date					
21.12	The program treats teachers as professionals					
21.13	The program helped English teachers develop subject area knowledge					
21.14	The program helped understanding of learners , curriculum, and materials					

Part 4 : Effects of CPD

22. In your opinion ,what effects has the practice the PD program brought in the day-to-day activities of English instructors ? Please indicate the extent of the effects of PD on the following activities of teachers (4=greater extent ;3=some extent ;2=limited extent; 1=not at all)

No.	Activities	Rating Scales			
		4	3	2	1
22.1	Practicing active learning methodologies in classroom				
22.2	Implementing continuous assessment ,cooperative group work				
22.3	Conducting action research and self-directed learning				
22.4	Classroom management during group work and others				
22.5	Solving students' problem				
22.6	Collegial learning among others				
22.7	Creating teachers' self initiation and self-appraisal				
22.8	Helping English instructors develop informal experiences (reading from different sources to develop their skills and profession)				
22.9	Others ,if any ,please specify _____ _____				

22.9.1 If you chose “limited extent” or “not at all” to the activities stated under, what do you think are the reasons ?

- A. _____
- B. _____
- C. _____

Part 5: Challenges/Root causes of Challenges

23. What are the major challenges of /problems you have faced in practicing the activities of PD at the college level ?

- A. _____
- B. _____
- C. _____
- D. _____

24. What are the root causes of challenges at the college and for English language instructors that debilitate the practice of PD program?

- A. _____
- B. _____
- C. _____

25. How did you overcome the challenges you faced ? (the strategies you used to overcome the challenges)

- A. _____
- B. _____
- C. _____

26. What is your general suggestion to overcome the problems that hinder English instructors' practice of the PD program for the future ? Please mention them on the space provided below .

- A. _____
- B. _____
- C. _____

“The End”

Thank you for your cooperation

Appendix B: Questionnaire for Third Year Students –both English and Amharic Versions

Addis Ababa University
Faculty of Graduate Studies
Department of English

A questionnaire to be filled by third year students

General Guidelines:

Continuous professional development (PD) has been given in higher institutions (universities and colleges) throughout the country. The purpose of this questionnaire is to collect data on the current trainings and challenges of the PD in ELT program from Hossana College of Teacher Education (HCTE) third year students in partial fulfillment for MA degree in TEFL.

The study aims at investigating the current training of PD in ELT and the challenges that hinder its practices. Besides, looking for strategies to overcome the PD problems will be part of the scrutiny. Thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

Note

1. No need of writing your name on any page.
2. To those questions with alternatives, mark your response on the space provided by putting "X" or circle the letter (more than one response is possible)
3. For any additional opinion or explanation, you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation and time

1.5 Town _____

1.6 Respondent's sex ,age ,department

Sex		Age	Department	Year of stay in the college
M	F			

Part 2: Assistance

1. Did you get any training and awareness concerning ELIP ,group work , active learning ,and action research ?

A .Yes B. No

2. If your answer is "No" to Q.1,what do you think is the reason ?

3. If your answer is "Yes" to Q.1, indicate who conducted the training ?

- A. The college
- B. The Regional Education Bureau
- C. Ministry of Education
- D. NGOs
- E. English Instructors
- E. Mention others if any _____

10. Indicate the extent of support you have got from different sources (5=Very high; 4=High ;3=Fair ;2=Low;1=Very low)

No.	Name	Rating Scales				
		5	4	3	2	1
10.1	The college					
10.2	Regional Education Bureau					
10.3	Ministry of Education					
10.4	NGOs					
10.5	English instructors					
10.6	Others ,if any, please specify _____ _____					

11. Do you have a mentor(counselor) ? A. Yes B.No

12. If you said “No” to Q.11,what do you think is the reason ?

13. If you said “Yes” to Q.11,how do you evaluate the approach of your mentor(counselor)?

- A. as advisor B. as supporter C. as evaluator
D. as fault finder E. as boss
E.specify if any
other , _____

14. How do you rate the support and follow up of your mentor in each program mentioned in Q1?

- A. very good B. good C.fair D.poor E.very poor

Part 3: Students' attitude to wards PD(action research, ELIP, continuous assessment ,active learning and group work management)

15. How do you evaluate the PD program? Please indicate how much you agree or disagree on each of the following statements by putting "X" (5=strongly agree;4=agree;3=undecided;2=disagree;1=strongly disagree).

No	Items					
		5	4	3	2	1
15.1	The program is interesting					
15.2	The program is relevant					
15.3	The program is participatory					
15.4	The program is feasible					
15.5	The program is cost effective					
15.6	The program improves students' language skills competence					
15.7	The program gives attention to students' need					
15.8	The program encourages students to remain in their future profession					
15.9	The program increases students' achievement					
15.10	The program improves students methods of learning					
15.11	The program is up-to-date					
15.12	The program helps students self-directed or autonomous learning					
15.13	The program helps students develop subject area knowledge					

Part 4 : Effects of PD

17. In your opinion ,what effects have the practice activities of PD program mentioned in Q.1 brought in the day-to-day activities of English instructors ? Please indicate the extent of the effects of PD on the following activities of teachers (4=greater extent; 3=some extent ;2=limited extent ;1=not at all)

No.	Activities	Rating Scales			
		4	3	2	1
17.1	Practicing active learning methodologies in classroom				
17.2	Implementing continuous assessment				
17.3	Conducting action research and self-directed learning				
17.4	Classroom management during group work and others				
17.5	Solving students' problem				
17.6	Collegial learning among others				
17.7	Creating teachers' self initiation				
17.8	Helping English instructors develop informal experiences (reading from different sources to develop their skills and profession)				
17.9	Others ,if any ,please specify				

17.9.1 If you chose “limited extent” or “not at all” to the activities stated under Q., what do you think are the reasons ?

- A. _____
- B. _____
- C. _____

Part 5: Challenges/Root causes of Challenges

18. What are the major challenges /problems you have faced in practicing the group work activities ,action research ,continuous assessment, active learning and ELIP at the college level ?

- A. _____
- B. _____
- C. _____
- D. _____

Code_01

19. What are the root causes of challenges at the college and for English language instructors and for students that hinder the practice of the PD activities mentioned in Q.18?

- A. _____
- B. _____
- C. _____
- D. _____

20. How did you overcome the challenges you faced ? (the strategies you used to overcome the challenges)

- A. _____
- B. _____
- C. _____
- D. _____

21. What is your general suggestion to overcome the problems that Hinder English instructors' and students' practice of the PD program for the future ? Please mention them in the space provided below .

- A. _____
- B. _____
- C. _____
- D. _____

“The End”

Thank you for your cooperation and time

13. ለጥያቄ ቁጥር "11" መልስዎ "አዎ" ከሆነ የአማካሪዎ መምህር አቀራረብ እንዴት ይገመግሙታል? (ከአንድ በላይ መመለስ ይቻላል።)

ሀ. እንደ አማካሪ

ለ. እንደ ረዳት

ሐ. እንደ ገምጋሚ

መ. እንደ ስህተት ፈላጊ

ሠ. እንደ

አለቃ

ረ. ሌላ ካለ ቢጠቅሱ _____

14. እርስዎ በሚያከናውኑት በእያንዳንዱ የመማር ሂደትና ተግባር ላይ የአማካሪዎ ክትትልና እገዛ በደረጃ ሲቀመጥ፣

ሀ. በጣም ጥሩ ነው

ለ. ጥሩ ነው

ሐ. በቂ ነው

መ. አነስተኛ ነው

ሠ. በጣም አነስተኛ ነው

ክፍል 3:- ስለኘርግራሙ ተማሪዎች ያላቸው አመለካከት

15. የPF ኘርግራምን (ለምሳሌ፡ ELIP፣ የቡድን ሥራ፣ተከታታይ ምዘና፣ የምርምር ሥራ ወዘተ) እንዴት ይገመግሙታል? በሚከተሉት ዓ.ነገሮች ላይ ምን ያህል እንደሚስማሙና እንደማይስማሙ የ "X" ምልክት በማስቀመጥ የስምምነት ደረጃዎን ያመልክቱ (5: በጣም እስማማለሁ፣ 4: እስማማለሁ፣ 3: አልወሰንኩም፣ 2: አልስማማም እና 1: በጣም አልስማማም)

ተ.ቁ	ርዕስ	የስምምነት ደረጃ				
		5	4	3	2	1
15.1	ኘርግራሙ የሚመች ነው					
15.2	ኘርግራሙ ጠቃሚ ነው					
15.3	ኘርግራሙ አሳታፊ ነው					
15.4	ኘርግራሙ ለተገበር የሚችል ነው					
15.5	ኘርግራሙ ወጪ ቆጣቢ ነው					
15.6	የተማሪዎችን የእንግሊዘኛ ብቃት ያሻሽላል					
15.7	ለተማሪዎች ፍላጎት ትኩረት ይሰጣል					
15.8	ኘርግራሙ የተማሪዎችን ብቃት እንዲጨምር ያደርጋል					
15.9	ኘርግራሙ የተማሪዎችን የመማር ዘዴ እንዲሻሻል ያደርጋል					
15.10	ኘርግራሙ ወቅታዊ ሁኔታን ያካተተ ነው					
15.11	ተማሪዎች በራሳቸው እንዲማማሩ ይረዳል					
15.12	ኘርግራሙ ተማሪዎች የእንግሊዘኛ ትምህርት በሚማሩበት ጊዜ እውቀትን እንዲያገቡለብቱ ይረዳል					

ክፍል 4: CPD ነገራትን ያመጧቸው ለውጦች

16. በእርስዎ ሀሳብ የPD ነገራትን መተግበር በመምህራን በቀን ተቀን ሙያዊ ህይወት ውስጥ ምን ያህል ለውጦችን አምጥተዋል ብለው ያምናሉ? በሚከተሉት የመምህራን ተግባራት ላይ ያመጣውን ውጤት ያመልክቱ /ደረጃ ይስጡ? (4: በከፍተኛ ደረጃ፣ 3: በመጠነኛ ደረጃ 2: በአነስተኛ ደረጃ 1: ለውጥ የለም)

ተ.ቁ	ርዕስ	የስምምነት ደረጃ				
		5	4	3	2	1
16.1	ንቁ የመማር ዘዴን በመተግበር					
16.2	ተከታታይ ምዘናን በማካሄድ					
16.3	ተግባራዊ ጥናት በማሰራት					
16.4	በክፍል አያያዝ					
16.5	የተማሪዎችን ችግር በመፍታት					
16.6	መምህራን እርስ በእርስ የመማርና የመረዳዳት					
16.7	የመምህራን በራስ ተነሳሽነትን ከመፍጠር					
16.8	የእንግሊዝኛ መምህራን መደበኛ ባልሆነ መልኩ ልምዳቸውን እንዲያዳብሩ ከማድረግ አንጻር ከተለያዩ ምንጮች በማንበብ እውቀታቸውንና ሙያቸውን ከማዳበር አንጻር					
16.9	ሌላ ካለ ይግለጹ _____ _____					

16.10. ለጥያቄ ቁጥር "16.9" ለተዘረዘሩት መልስዎ "በአነስተኛ ደረጃ ወይም "ለውጥ የለም" ከሆነ ምክንያቱ ምንድን ነው ብለው ያስባሉ?

ክፍል አምስት፡ ፈተናዎችና (ችግሮች) የችግሮቹ ቁልፍ ምክንያቶች

17. የቡድን ሥራዎችን ስትሠራ፣ አክሽን research ምርምር ስታደርግ፣ የአፈጻጸም ፈተናዎች / ችግሮች ምንምን ናቸው?

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

18. ለኮሌጁ ለእንግሊዝኛ መምህራን ማናቆ የሚሆኑ ቁልፍ ምክንያቶች ምንምን ናቸው? (ተራ ቁጥር 17 ይመልከቱ)

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

19. በቡድን ሥራ፣ በተከታታይ ምዘና፣ ወዘተ የገጠምዎትን ችግሮች እንዴት ፈቷቸው?

20. በ PD የተካተቱ ተግባራትን ለመፈጸም የሚያጋጥሙ ችግሮችን ለመፍታት ምን መደረግ አለበት ብለው አስተያየት ይሠጣሉ?

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

ስለትብብርዎ አመሰግናለሁ

Appendix C: Interview Guide for English instructors

The purpose of this interview is to collect data on the current trainings and challenges of PD program in ELT from English instructors in your college . I confirm that the information you provide will be used only for this research purpose .Thus , you are kindly requested to honestly and responsibly.

1. Can you describe any professional development you have taken part in, since becoming a qualified teacher? Name of organization(s) giving the training.
2. Has any professional development been subject-based?
3. Were there any practical challenges of PD ? (Time, funding, etc.)
What are the root causes of challenges of PD program? What are the strategies to overcome the challenges you faced in PD program?
5. Are PD plans related to school improvement goals?
6. How did the training build on novice teacher training?
7. Was the training useful in developing classroom practice?
8. Was there any opportunity to give feedback on the training? Any follow-up and support?
9. What sort of training would you like to see made available? Why do you think this training might be important?
10. How do you think training should be delivered?
11. What kind of training would best support you as a practitioner?
12. How useful do you think a local network of teachers in your subject area(English language teaching) might be to you personally? Specify in what ways.
14. What do you think your needs in this regard might be over the next five years?
15. Has your school been able to document that professional development programs which have improved student achievement?
Has your organization been able to facilitate conditions for PD report worked individually and in team ?
16. Any other comments?

Appendix D: Interview Guide for Third Year Students –both English and Amharic Versions

The purpose of this interview is to collect data on the current trainings and challenges of PD program in ELT from English instructors in your college. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly requested to respond honestly and responsibly.

1. Have you been trained or raised your awareness about ELIP, group work, active learning strategies, action research and continuous assessment? relation to the programs mentioned in Q.1?
3. Do you have a mentor from English instructors? How do you evaluate his approach with you?
4. What are the difficulties that hinder you and your English instructors to effectively practice the above programs mentioned in Q.1? What are the root causes of challenges?
5. How did you overcome the difficulties you faced while practicing the above programs?

“The End”

Thank you for your cooperation and time

የቃለ መጠይቅ መመሪያ ለ3ኛ ዓመት ተማሪዎች

የዚህ ቃለ መጠይቅ ዓላማ በአሁኑ ወቅት እንግሊዝኛ መምህራን በእንግሊዝኛ ቋንቋ ማስተማር እየሰለጠኑ ስላለው መያዣ ዕድገት (ለምሳሌ፡- የቡድን ሥራ፣ ተከታታይ ምዘና፣ አክሽን ሪሰርች ሥራ፣ ንቁ የመማር ዘዴ፣ የትብብር የቡድን ሥራ አይደለ ወይንም ያጋጠሙ ፈተናዎች ችግሮች) መረጃ መሰብሰብ ነው። የሚሰጡት መረጃ ለዚህ የምርምር ሥራ ብቻ እንደሆነ አረጋግጥልዎታለሁ። ስለዚህ በጥሩ ኃላፊነትና ታማኝነት መልስ እንደሰጡ በትህትና ይጠየቃሉ።

1. ስለእንግሊዝኛ ቋንቋ ማሻሻያ ነገሮች ስለቡድን ሥራ፣ ስለንቁ የመማር ስትራቴጂ፣ ስለድርጊት ምርምርና (Action research) ተከታታይ ምዘና ስልጠናዎች ወይንም ወይም ግንዛቤ ጨብጧል ወይ?
2. በተራ ቁጥር 1 ሥልጠናዎችን ከሆመትኮና ከእንግሊዝኛ ቋንቋ መምህራን እገዛ አግኝተዋል ወይ?

3. ከእንግሊዝኛ መምህራን ምክር የምሰጥ አለ? የምክር አገልግሎት አሰጣጥ እንዴት ይመለከቷል? ከእርሷ ጋር ያለው አቀራረብስ?
4. በተራ ቁጥር 1 የተጠቀሱትን ነገራት ተግባራዊ ሲያደርጉ ለእርስዎና ለእንግሊዝኛ መምህርዎ ያጋጠሙት መሰናክሎች አሉ? የመሰናክሎቹ ዋና ምክንያት (ምንጭ) ምንምን ናቸው?
5. በተራ ቁጥር 1 ትግበራ ወቅት ያጋጠሙትን ችግር (መሰናክል) እንዴት ሊወጡ ቻሉ? ወይም ለችግሮቹ መፍትሔ ናቸው ብለው የተጠቀሙት ምንምን ናቸው?

Appendix E: Interview Guide for PD facilitator

The purpose of this interview is to collect data on the current training implementations and challenges of PD program in ELT from English instructors in your college . I confirm that the information you provide will be used only for this research purpose . Thus , you are kindly requested to respond honestly and responsibly

1. Would you mention your responsibilities about the PD program ?
2. What type of assistance do English instructors receive to practice the PD program at the college ?
3. How do you judge the attitude of English instructors towards the PD program ? Why did this attitude come into being ?
4. Would you describe why the PD program is delivered to English teachers ?
5. What are the major activities that English teachers perform in the CPD program?
6. How do you follow up the trainings of PD at the college ?
7. Do you think that teachers implement the PD program effectively ? If not ,what are the problems that affect its effective trainings ? What do you think are the root causes of the current challenges of English teachers in their PD program?
8. In your opinion what measures have been taken to overcome the current challenges of PD program ? If not what actions should be taken to alleviate the existing current challenges of PD program for the future ?

“The End”

Thank you for your cooperation and time

Appendix F: Interview Guide for College Dean

The purpose of this interview is to collect data on the current training implementations and challenges of PD program in ELT from English instructors in your college. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly requested to respond honestly and responsibly.

1. Would you mention your responsibilities for PD program at the college ?
2. What type of assistance do English instructors receive to practice the PD program at the college ?
3. How do you judge the attitude of English instructors towards the PD program ? Why did this attitude come into being ?
4. Would you describe why the PD program is delivered to English teachers ?
5. What are the major activities that English teachers perform in the PD program?
6. How do you follow up the trainings of PD at the college ?
7. Do you think that teachers receive the PD training program effectively? If not, what are the problems that affect its effective implementation ? What do you think are the root causes of the current challenges of English teachers in their PD program?
8. In your opinion what measures have been taken to overcome the current challenges of PD program ? If not what actions will be taken to alleviate the existing current challenges of PD program for the future ?

“The End”

Thank you for your cooperation and time

Appendix G: Interview Guide for PD Regional Education Bureau Experts

The purpose of this interview is to collect data on the current training implementations and challenges of PD program from English instructors in your college. I confirm that the information you provide will be used only for this research purpose. This, you are kindly requested to contribute you own in giving responses honestly and responsibly.

1. Have the REB given any assistance for English instructors concerning the PD program? If not, why? If yes, what type of assistance?
2. How do monitor the trainings of PD program?
How do you follow up the current challenges of PD at different colleges?
3. Do you think that English instructors receive PD training program effectively? If not, what are the challenges and root causes of challenges that hinder its effective trainings?
4. In your opinion, what measures /actions have been taken to alleviate the challenges and root causes of challenges? If not, what actions should be taken to overcome the problems for the future?

“The End”

Thank you for your cooperation

Appendix H: Interview guide for PD Ministry of Education

The purpose of this interview is to collect data on the current training implementations and challenges of PD program from English instructors in your college. I confirm that the information you provide will be used only for this research purpose. This, you are kindly requested to contribute you own in giving responses honestly and responsibly.

1. Have the REB given any assistance for English instructors concerning the PD program? If not, why? If yes, what type of assistance?
2. How do monitor the trainings of PD program?
How do you follow up the current challenges of PD at different colleges?
3. Do you think that English instructors receive PD training program effectively? If not, what are the challenges and root causes of challenges that hinder its effective implementation?
4. In your opinion, what measures /actions have been taken to alleviate the challenges and root causes of challenges? If not, what actions should be taken to overcome the problems for the future?

“The End”

Thank you for your cooperation

Appendix I: Observation checklist

Evaluation of the training implementations and challenges of PD program in the classroom. Please indicate your agreement or disagreement on each of the following statements by putting "X" under "Present" or "Not Present" column. N.B PD program in the classroom includes group work activities and management techniques, active learning methods (cooperative learning, etc), continuous assessment and the like.

No.	Issues observed	Present	Not Present
1.	The objectives of the PD activities are feasible and manageable		
2.	Each English teacher uses active learning methods and gives effective assistance for different activities of PD program		
3.	The PD activities help students for self-directed learning, English language competence, and increase in their participation and achievement		
4.	The PD activities motivate students to solve different problems by themselves		
5.	The teacher helped students develop cooperative spirit in group work activities		
6.	The teacher is an expert and committed to use different management techniques during group or pair work		
7.	The teacher treats individual student equally in the classroom activities		
No.	Issues observed	Present	Not Present
8.	The teacher assessed student activities continuously from the beginning to the end of the class.		

	beginning to the end of the class.		
9.	Different challenges are there while teachers are implementing CPD activities.		
10.	The teacher ,on his part ,tried to solve classrooms challenges of PD		
11.	The PD program is promising to bring attitudinal and behavioral change for both teachers and students		
12.	The teacher monitors the entire classroom		
13.	The teacher checks for prior knowledge		
14.	. The teacher presents the material clearly		
15.	The teacher uses a variety of instructional methods		

16. General comments on how the teacher implements PD program in the classroom

17. General comments on the challenges the teacher faces in PD program in the classroom

Appendix J: Written Document Analysis Format

1. TYPE OF DOCUMENT

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT(handwritten, typed, seals, "RECEIVED" stamped ,etc)

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION(TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION:

a. List three things the author said that you think are important:

b. Why do you think this document was written?

c. What evidence in the document helps you know why it was written? Quote from the document.

d. List two things the document tells you about PD when it was written:


e. The strong and weak sides of the documents

Source:http://www.calisphere.universityofcalifornia.edu/themed_collections/pdf/written_document_analysis_worksheet_nara.pdf

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university and that all the sources of material used for the thesis have been duly acknowledged.

Name: Dutamo Fonkamo

Signature: 

Place : Addis Ababa University Institute of Language Studies

Date of Submission : 13/05/2011