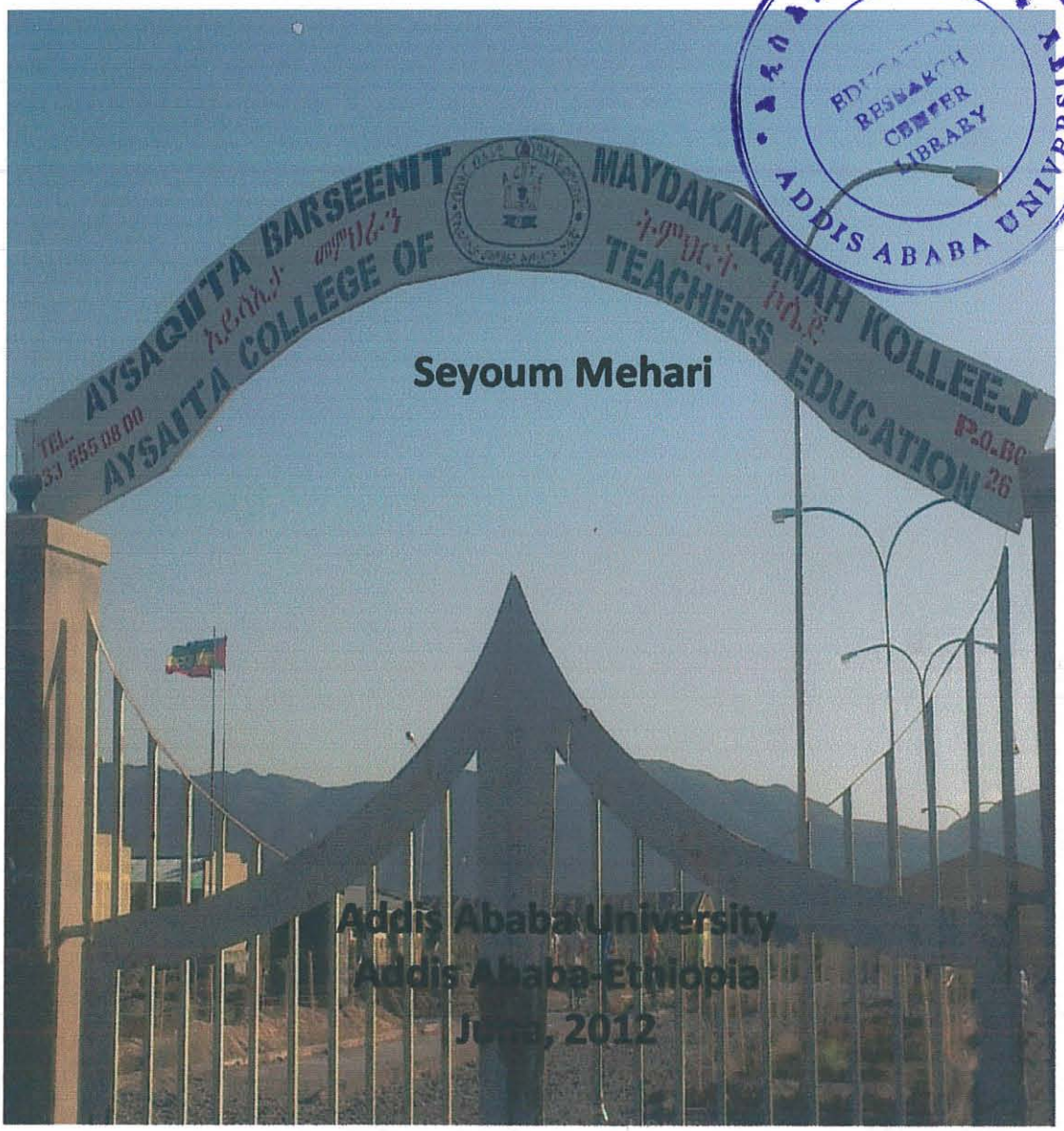
Involving Teacher Trainees in Planning and Implementing a Lesson to Promote Active Learning
(the case of Aysaita Teachers College)

EDUCATION RESEARCH CENTER LIBRARY
ADDIS ABABA UNIVERSITY



Seyoum Mehari

Addis Ababa University
Addis Ababa-Ethiopia
June, 2012

ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1176
ADDIS ABABA ETHIOPIA

Involving Teacher Trainees in Planning and Implementing a Lesson to Promote Active Learning (The Case of Aysaita Teachers College)

Seyoum Mehari Shimuye

A Thesis Submitted to

Institute of Educational Research

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Research and Development

Addis Ababa University

Addis Ababa, Ethiopia

June 2012

Involving Teacher Trainees in Planning and Implementing a Lesson to Promote Active Learning (the case of Aysaita teachers college)

Seyoum Mehari Shimuye

Signed By Board of Examiners

Internal Examiner Wossenu Yimam (PhD) Signature _____ Date 14-06-12

External Examiner Tenesgen Fereja Signature _____ Date 14/06/12

Advisor: Girma Lemma Signature _____ Date 14/06/12

Chair of Department, Graduate Program Coordinator

Involving Teacher Trainees in Planning and Implementing a Lesson to Promote Active Learning (The Case of Aysaita Teachers College)

Seyoum Mehari Shimuye

A Thesis Submitted to

Institute of Educational Research

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Research and Development

Addis Ababa University

Addis Ababa, Ethiopia

June 2012

Table of Content

CONTENT			PAGE
List of Tables			III
List of Abbreviations			IV
Chapter One	1.1	Introduction	1
	1.2	Statement of the Problem	2
	1.3	Research Question	4
	1.4	Objective of the Study	5
	1.5	Significance of the Study	5
	1.6	Limitations of the Study	6
	1.7	Delimitation of the Study	7
	1.8	Operational Definitions	8
Chapter Two	**Literature Review**		9
	2.1	Concepts of Teaching and Learning	9
	2.1.1	Teaching	9
	2.1.2	Learning	10
	2.2	What is planning a Lesson?	13
	2.3	Why is Lesson Plan Preparation Needed?	17
	2.4	Who Must Plan It?	18
	2.4.1	Teacher Educator	20
	2.4.2	The Student	21
	2.5	What is Implementing Active Learning?	25
	2.5.1	What is the Role of Teacher Educator in Active Learning?	27
	2.5.2	What is the Role of the Student in Active Learning?	30
	2.6	The Role of Lesson Plan in Active Learning	34
	2.7	Challenges of Involving Students in Planning and Implementing a Lesson	36
Chapter three	3.1	Design of the Study	39
	3.2	Population and Sampling	40
	3.3	Data Collection Procedures	41
	3.3.1	Observation	41
	3.3.1.1	Pre Training Observation	42
	3.3.1.2	Post Training Observation	42
	3.3.2	Students' Questionnaire	43

	3.3.2.1	Pre Training Questionnaire to Students	43
	3.3.2.2	Post Training Questionnaire to Students	44
	3.3.3	Library Attendance	44
	3.3.4	Questionnaire to Teacher Educators	44
	3.3.5	Interview with Teacher Educators	45
	3.3.6	Training	45
Chapter four	Data Analysis		47
	4.1	Analysis of Classroom Observation	47
	4.1.1	Pre Training Observation	47
	4.1.2	Post Training Observation	51
	4.2	Analysis of Library Attendance	57
	4.2.1	Pre Training Library Attendance	57
	4.2.2	Post Training Library Attendance	58
	4.3	Analysis of Students Questionnaire	60
	4.4	Analysis of Teacher Educators Questionnaire	61
	4.5	Analysis of teacher Educators Interview	64
	4.6	Analysis of the Training	66
Chapter five	Discussion		74
Chapter six	Summary, Conclusion and Recommendations		83
	6.1	Summary	83
	6.2	Conclusion	84
	6.3	Recommendations	86
References			89
Appendices			93

List of Tables

Tables		Page
Table1:	Number of trainees enrolled at Aysaita Teachers College in 2004E.C	40
Table2:	Roles of teacher educator and students in the pre training classroom observation	50
Table3:	Roles of teacher educator and students in the post training classroom observation.	56
Table4:	Pre training Library attendance of second year natural science students (December 26, -January 05, 2004 E.C.)	57
Table5:	: Post training Library attendance of second year natural science students (January 11-22, 2004 E.C.)	58
Table6:	Students' response on involving students in planning and implementing a lesson	60
Table7:	Statistical comparison between pre and post training on involving Students role in planning and implementing a lesson	61
Table8:	Teacher Educators' View on Involving Students in Planning and Implementing a Lesson to Promote Active Learning	63
Figure1	Average number of students in pre and post training library attendance.	59

List of Abbreviations

AED: Academy for Educational Development

CSA: Central Statistics Authority

HDP: Higher Diploma Program

MoE: Ministry of Education

USAID: United States Agency for International Development

Acknowledgement

I would really like to thank my thesis research advisor Ato Girma Lemma who helped me pitched-in- in the uphill task of conducting this research and for his encouragement, suggestion, and counsel relentless effort and critical readings.

I would like to acknowledge to those who have played an indispensable role along the process of conducting this thesis. I especially acknowledge the tremendous help received from the philanthropist-Tadesse Hailu and his for their material and moral support. My gratitude also goes to Ato Ashenafi Mohammodseid for his limitless help and care while I was in the field work. And to my class mates Bekalu Tadesse for his commitment to read the full thesis and commenting on it. I still wish to express my heartfelt thanks to Tsehaynesh Mehari, Zehara Hussen, Abayneh Habtie, Yetna Abera, Fitsum Demissie, Tanga Bablo, Abdumejid Raya, Jemal Abebe, Tesfahun Mebratu and Tamiru Mesfin for lending their hands in the process of this thesis.

I wish to express my sincere thanks and respect to teacher educators and students of Aysaita Teachers College who committed golden minutes and hours of their time to come this study true. At last, I would like to thank Addis Ababa University for covering me the means of transportation costs, though it was not sufficient.

ABSTRACT

Involving Teacher Trainees in Planning and Implementing a Lesson to Promote Active Learning (The Case of Aysaita Teachers College)

Seyoum Mehari Shimuye
Addis Ababa University, 2012

A large number of thesis and dissertations are published each year in Ethiopia. But there is still a shortage of studies that show the issue of lesson plan assumption that asserts students' active involvement in planning a lesson. Since the beginning of modern education, lesson plan preparation has been so lonely left for teachers. However, the nature of education shows that teaching and learning are complimentary activities just as in the case of Positive and Negative polarities of Electricity or North and South poles of Magnetism. The school system, despite this fact, remains authoritative against students' active involvement in planning their lesson particularly those recruits at colleges and universities who are the-would be teachers. In plain language, the study is interested in investigating how students and teachers could be actively involved in planning a lesson. The participants of the study are teacher educators and teacher trainees at Aysaita College. Participants were taught how to plan their lesson before commencement of regular classes by devoting an extra time. Primarily, the study adopted qualitative design and supplemented by quantitative data as well. Data collection instruments comprised: interview with individual teachers; administering questionnaire to students as well as teacher educators; observations and library attendances. Quantitative data were gathered from 37teacher trainees and 20 teacher educators and analyzed using paired sampled t test and simple percentage respectively.

The major findings of the study revealed that students involved in planning a lesson were familiar with the topic, objectives, types of methods, aids, assessments employed and references from where students can make readings and notes. In turn, this led students to present, discuss, and argue their notes actively, consolidate their understanding and construct their knowledge during the implementation process. This study is conceived in the hope of promoting an active teaching and learning in Aysaita Teachers College. The topic is almost virgin, and the need for further researches along this topic is acute.

Chapter one

1.1 Introduction

In the harsh and desert climate of south western Afar region, the Afar people built a mysterious ancient town known as Aysaita located in (11.564N, 41.439E) with an estimated population of 22, 718 (CSA: 2005).The town has nowadays shown social and economical improvements. Modern education is one of the recently introduced social sectors which have shown improvements. Some of its kind improvements can be seen in the establishments of schools and Colleges. Aysaita Teachers College which is named after Aysaita town is one of the recently established Colleges.

Today, research on education has shown that teaching and learning are causally connected activities where the presence of teaching is the necessary condition to the occurrence of learning activities or vice versa. Professionals in the area of education, particularly constructivists, view teaching-learning as the reconstruction of experience through interactive processes with one's environment (Elias and Merriam, 1980:61). Teaching and learning are usually interconnected. Learning is considered as a relatively permanent change in behavior due to training. Teaching, thus, should be assumed as a planned action to bring about behavioral change on learners (Reda, 2001:57). More specifically, (Pratt, 1994:193) prescribes the preparation of a lesson plan for teachers to be effective. However, the pragmatic values of lesson plan doesn't seem confined to effective teaching only, but it works also for learning as well. Reda said it well that Teaching and learning in higher education should go beyond the imparting of knowledge and skills to teacher trainees where teachers should encourage learners to involve actively in the teaching-learning process. Traditionally, teaching and learning activities have been firmly deep rooted activities where the teacher takes the mandate to prepare lesson plan for effective teaching while the

learner is denied of it because preparation of lesson plan has been seen as professional or vocational legitimacy. When lesson is used in this sense, it is seriously affected by ambiguity. For one thing, it hardly recognizes that learning requires careful planning. Second, it puts lesson planning out of the reach of teacher trainees as if they were not up to it. Research evidences suggest that it is the degree of teacher trainees' involvement that makes a given teaching-learning approach active or passive. In active learning principles, the roles of the teachers are facilitating the learning process. Although the trend of active teaching-learning approach has been advised in higher education of Ethiopia, still conditions are hardly any better at Aysaita College.

The idea of this thesis is to assert that both teaching and learning practices are complimentary to each other which require careful planning. Thus, the researcher wants to involve teacher trainees in planning and implementing a lesson as a means of promoting active learning. In doing so, it was very much reasonable to conduct the research thesis with particular reference to Aysaita College for the following reasons: first, recruited trainees at Aysaita College are academically matured enough to understand and exercise planning. Second, trainees are the-would be teachers consequently they were be able to view lesson plan both from teaching and learning points of view at once.

1.2 Statement of the problem

The main purpose of education is the preparation of the young for higher responsibilities and success in life. Education reduced to the level of classroom situations, roles, rights, responsibilities, and duties of learners and teachers, have not been fairly exercised. Once having received the authoritative approach, the school system had left the question of teaching and learning particularly the planning activities for granted in the hands of the teacher. Consequently, the prison metaphor often used by critics in describing the school condition characterized by

harsh discipline, regimentation, and restrictions (Noll, 2005:34). Studies have shown young people should have the right to control and direct their own learning (Piaget, 1967) as cited in (Noll, 2005). However, there has never been a single approach or method that fully recognized active involvement of teacher trainees in planning a lesson. The preparation of lesson plan for the teacher is a professional obligation in teaching profession (Abdurrahman, 1983). It is quite clear that formats of daily lesson plans can vary from teacher to teacher or school to school, but the main elements of every lesson plan is almost similar particularly the body of the daily lesson plan; includes contents of the topic, the didactic elements, teacher and student activities. Usually, it is the teacher who used to fulfill the expected activities of learners without the consent of learners. This expectation of the teacher about teacher trainees activity is hypothetical and privately planned so that it could not be as exact as the actual teacher trainees activities displayed in classrooms because it has directly undermined the active involvement of learners in planning their expected activities in a lesson. Moreover, the existing schooling tradition has shown partial emphasis on the preparation of lesson plan by the teacher without saying something about the role of teacher trainees' direct involvement in planning a lesson. Therefore, it has been a singlehanded approach to planning that the school has adopted.

The researcher has been teaching for about five years in teacher training institutions, during this experience, noticed that involving teacher trainees in planning and implementing a lesson has scarcely implemented as well as hardly understood rationally by professional associate instructors including the researcher. Dewey (1958) cited in Elias and Merriam (1980:62) says both should plan and learn from each other for the relationship between teachers and learners are reciprocal. In plain language, there is a gap of understanding and implementing "active teaching-learning approach" to most of classroom situations of Aysaita College because it remains

inadequate to establish reciprocal relationship between teacher and student activities as Dewey has said it so. Such a disparity between the existing research literatures and the practical condition of active teaching-learning at Aysaita College encourages the researcher to react on teacher trainees' involvement in planning and implementing a lesson.

Conducting a research on the topic at hand has been crucial that the existing teaching and learning activity has alienated learners from planning and controlling their own learning. Once again the fundamental tendency of this research is to assert that learners are alienated from their own learning. And the right of access to their learning is at the mercy of teachers: therefore, the study claims teaching and learning activities are applicable at every sphere of the teacher's planning and directing skills. In this regard it should be kept in mind that the learner as the central part of the teaching and learning activities, should undertake to plan, direct, organize, evaluate, share objectives and take charge of all the learning activities when they are assumed to take the academic title "teacher trainees "or "learner" in schools. Hence, comes the need of this study which is based on the following research questions:

1.3 Research Questions

The following research questions are raised throughout the study. These research questions investigate involving teacher trainees and teachers in planning a lesson to promote active learning.

1. What is involving teacher trainees in planning and implementing a lesson?
2. Should teacher trainees' involve in planning a lesson for learning to be active?
3. How can teacher trainees make active involvement in planning and implementing a lesson?
4. To what extent involving teacher trainees in planning and implementing a lesson promotes active learning and teaching?

1.4 Objectives of the Study

Objective of the study is to investigate teacher trainees' involvement in planning a lesson in the context of principles of active learning; moreover, to indicate that involving teacher trainees in planning and implementing a lesson improves teacher trainees' activities. The following specific objectives will be met throughout this thesis:

- See the relationship between teacher trainees' involvement in planning a lesson and active learning.
- Create awareness on the role of teacher trainees in planning a lesson
- Assess the effect of training teacher trainees in planning a lesson in promoting active learning.
- Compare classroom learning with teacher trainees' involvement in planning and implementing a lesson to classroom learning without teacher trainees' Involvement in planning a lesson.

1.5 Significance of the study

Involving teacher trainees in planning and implementing a lesson could provide valuable information to teacher educators, curriculum planners, school administrators as well as teacher trainees who are trainees at Aysaita Teachers College.

The primary beneficiaries of this study are the teacher trainees who invested so much of their time, energy, and intelligence to become primary school teachers at teacher training institutions that involvement in planning and implementing a lesson would provide them with planning experience to maximize their teaching and learning potential.

Likewise, teachers of any kind who focused on their own teaching plan alone and did not take into account involving teacher trainees in planning and implementing a lesson to promote active learning can be benefited from the results of this study as an alternative approach to teaching-learning. Aysaita College's linkage schools and the community at large can be benefited through the improved training standard of teacher trainees who will be employed teachers at primary schools of the community.

Generally speaking, the research has hopefully provided ideas to what extent involving teacher trainees in planning and implementing a lesson promotes active learning. Yet above all, the primary significance of the study goes to instructors and trainees at teacher education institutions in using the results of the study as an alternative approach to active learning principles. Moreover, it could be one of the reference inputs for those who want to study further on teacher trainees' involvement in planning and implementing a lesson.

1.6 Limitations of the study

Absences of domestic as well as foreign reference materials related to the present study were serious challenges. Shortage of budget was one of the most challenging factors which affected the result of study. Had it not been for the sake of schedule mismatch of institution of educational research and budget constraints, it would have been imperative to design to what extent involving teacher trainees in planning and implementing a lesson improves teacher trainees learning by making comparison between results of teacher trainees who involved in planning and those who did not so that research questions and objectives of the study would have been stated in more measurable terms than they appear now. The financial constraint has also extended its influence on the number of sample size taken.

Due to the training teacher trainees may know by their post training learning that they were being subjected to observation, so that the Hawthorne effect (wherein doing *anything* different from the norm may lead to positive responses) may very well have influenced the outcomes which teacher trainees have showed during the post training classroom observation and post training library attendances. Therefore, deciding how much each of the training accounted for the observed involvement of teacher trainees in planning and implementing a lesson particularly active participation of teacher trainees in introduction, presentation, conclusion part of the lesson as well as the library attendance improvements would be difficult.

1.7 Delimitation

The study is delimited to investigate involving second year teacher trainees in the natural science department in planning and implementing a lesson as a means of promoting active learning principles with particular reference to teacher education trainees at Aysaita College. Therefore, the study is geographically as well as conceptually delimited to involvement of second year teacher trainees of 2004E.C. in the natural science department in planning and implementing a lesson to promote active learning in the case of Aysaita Teachers College.

1.8 Operational definitions

Involving teacher trainees: the state of exchanging responsibilities with teacher trainees on the topic of the lesson, objectives, methods, aids, assessments and references for the next class.

Active learning: involving teacher trainees in planning and implementing a lesson

Teacher trainees: second year trainees under Natural science at Aysaita Teachers College in 2004 E.C.

Training: providing a three days training on involving teacher trainees in planning and implementing a lesson as a means of promoting active learning given to second year teacher trainees in department of natural science at Aysaita Teacher College Hall from January 8-10, 2004E.C.

Pre training classroom observation: classroom observation on second year teacher trainees in the department of natural science when they were taking English, Mathematics, and Biology courses carried out before the three days training on January 2, 2004E.C. at Aysaita Teachers College.

Post training classroom observation: classroom observation on second year teacher trainees in the department of natural science when they were taking Mathematics (Euclidian Plane Geometry course) carried out after the training from January 11, 2004E.C. at Aysaita Teachers College.

Library attendance: attendances of second year teacher trainees in department of natural science when they were using the library of Aysaita Teachers College to read and make references on the course Euclidian Plane Geometry from December to January.

Pre training library attendance: attendances of second year teacher trainees in department of natural science when they were using the library of Aysaita Teachers College to read and make references on the course Euclidian Plane Geometry from December 26-05, 2004E.C.

Post training library attendance: attendances of second year teacher trainees in department of natural science when they were using the library of Aysaita Teachers College to read and make references on the course Euclidian Plane Geometry from January 11-22, 2004E.C.

Chapter two

2. Literature Review

This section deals with areas of research evidences and literatures accessible to the researcher with a particular view teacher trainees' involvement in planning and implementing a lesson to promote active learning. Topics are discussed and reviewed from a number of sources and research evidences. These topics and sub topics are organized as follows.

2.1. Concepts of Teaching and learning

Teaching and learning have been described by different educators. These educators have been trying to define teaching and learning from their own perspectives. Stewart (2002) says that teaching and learning are inseparable, parts of a single continuum-more Mobius strip than a circle-of reciprocal giving and receiving. Stewart views teaching and learning to the extent of the Möbius strip-a two-dimensional surface that has only one side where the two surfaces are inseparable to one another. Tewodros and Admasu, (2008) also said that teaching and learning are two sides of the same coin, for lesson is not taught until it has been learned. Teaching, therefore, can be thought of as the process that facilitates learning Teaching is the stimulation, guidance, direction and encouragement of learning.

2.1.1 Teaching

Teaching is an old age profession that has been existed for many centuries. Many would agree that 'teaching is a complex and cognitively demanding' activity (Mutton, Hagger, and Burn, 2011). Similarly, teaching is a complex act that requires situation specific decision making in which a point that leads to the conceptual framework of teachers as educational decision makers

and provide an opportunity to emphasize the critical role that plays in the teaching-learning process (Jensen and Kileys, 2008). More popularly, teaching had been known as a planned action to bring about behavioral change in learners (Reda, 2001). Here, the act of teaching is facilitating things that bring up learners behavioral changes. In this case, teaching involves at least two persons: these are the teacher and the taught (Aggrawal, 2004).

The above given definitions, of teaching vary from imparting, guiding, to supporting activities. However, they have something in common that teaching is an integrated activity with learning. Teaching, therefore, can be thought of as the process that facilitates learning and provides stimulation, guidance, direction and encouragement to learners (Tewodros and Admasu, 2008). All the more, the above definitions emphasize teaching over learning that decision making or planning has more to do with teaching than learning. Accordingly, Aggrawal tries to involve learning in teaching or teaching involves the activities of two individuals that are teacher and student. But his definition leaves little or no room for joint involvement of both teacher and student in planning a lesson. Thus, for this particular research teaching should be redefined to permit involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning.

2.1.2 Learning

Definitions for learning have been given by many scholars. In its wider sense, learning could be a process of bringing behavioral changes. In its narrower concept, learning could be taken to the extent possible some body's actual presence in the classroom, while teaching takes place where one has to be in the classroom, may doing activities and work assignments. But one's learning of something is only determined by the degree to which one's behavior is changed.

Although several definitions of learning are available, most would agree that: Learning is an active process of acquisition by which an individual gains knowledge, changes attitude, and develops habits & skills (Tewodros and Admasu, 2008). Woolfolk, (2001:200) argues learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior. It is quite clear that the act of learning is a means of transforming one's knowledge or experience but, what responsibilities of learners are, still yet not mentioned.

If learning is to occur, careful organization of classroom activities, based on clearly stated objectives, content, and conclusion are essential (Kasambira,1996).

From the above definitions of learning, the last but not the least, says more comprehensive substance of what makes learning a learning. In another word, kasambira's definition emphasized planning if a purposeful learning is to occur.

Taken both teaching and learning together, it is by no means a mistake to conclude the occurrence of teaching is a necessary condition to the presence of learning. The researcher runs the full distance of reading over a considerable texts books and research findings from old to recent in search of a new concept of teaching and learning process. And finally, teaching and learning activities are integrated activities inseparable to one another to the extent possible; both can be taken as the typical examples of the law of unity and struggle of opposites in social science particularly in education. A sense of unity is obvious between teaching and learning activities that they are integrated activities. The nature of being opposites can also be seen when they are considered as opposite sides of the same coin. In supporting this fact, Stewart, (2002) says teaching and learning are inseparable parts of a single continuum more than a circle of reciprocal giving and receiving. Contradictions between teacher and teacher trainees are summarized below as Freire (1993) says so:

(a) the teacher teaches and the teacher trainees are taught;

(b) the teacher knows everything and the teacher trainees know nothing;

(c) the teacher thinks and the teacher trainees are thought about;

(d) the teacher talks and the teacher trainees listen—meekly;

(e) the teacher disciplines and the teacher trainees are disciplined;

(f) the teacher chooses and enforces his choice, and the teacher trainees comply;

(g) the teacher acts and the teacher trainees have the illusion of acting through the action of the teacher;

(h) the teacher chooses the program content, and the teacher trainees (who were not consulted) adapt to it;

(i) the teacher confuses the authority of knowledge with his or her own professional authority, which she or he sets in opposition to the freedom of the teacher trainees;

(j) the teacher is the Subject of the learning process, while the pupils are mere objects.

Freire tries to show visible struggle between the opposites (teaching and learning). What Freire presented above, have carried contradictions or unfair relationships between teacher and teacher trainees. It is as the result of unfair relationships between teaching and learning that make learners alienated from planning their learning and that requires struggle to solve the contradictions. The above contradictions as Freire puts it well, (f) the teacher chooses and enforces his choice, and the teacher trainees comply or (h) the teacher chooses the program content, and the teacher trainees (who were not consulted) adapt to it; are typical examples of the law of unity and struggle of opposites. According to the law of unity and struggle of opposites, there is conflict of interest or power between opposites as far as the relationships remain unequal interactions (Marx, 1977). If the teacher chooses the program, content, method, purpose and the

activities alone far from the involvement of teacher trainees in decision making, teacher trainees are treated as passive receptacles. In this case it is active teaching but not active learning that takes place. This implies, active teaching alone does not guarantee active learning. Learning without teaching is possible, but lacks clear purpose, direction, and not measureable. Learning is personal and is affected by multiple factors: such as the role of the learner in planning and implementing activities, environment, teacher, materials, methods of teaching, etc (AED/USAID, 2008). Teaching without learning is impossible. Thus, teaching and learning are inseparable parts of a single continuum more than a circle of reciprocal giving and receiving (Stewart, 2002:620).

If what has been said contradiction or reciprocals in teaching and learning process, viewed from the law of unity and struggle of opposites, it is a must to mention the teaching and learning process in the classroom, or the teacher and student activities in a given session as typical examples.

2.2 What is lesson plan?

In its broadest sense, lesson plan may refer to long-term (annual) and medium-term (unit) planning as well as short-range planning on a weekly and daily lesson basis.

Annual planning helps organize the school year into manageable chunks. Units are also functional for teacher trainees because the components including goals or objectives, content, and activities are tied together in a logical, coherent manner, providing structure for the new material to be taught (Pratt, 1998).

According to Clark and Starr (1986: 174) lessons are the atoms that make up units, courses, and curricula. Lessons usually last for single period although sometimes it may be continued for several days.

A *Lesson* is what a teacher teaches or what teacher trainees learn or experience about a certain specific instructional topic or issue. It is a smaller part of instruction dealing with a very specific topic that is taught, or learned in a relatively shorter period of time. Lessons could vary in their duration (Tewodros and Admasu, 2008). From the above sayings, lesson plan refers to annual, unit, and daily lesson plans. However, from now on wards, the present emphasis is on the later one perhaps to daily lesson plan only.

A *Lesson Plan* is a very small but much specific and detailed plan of instruction. It is a plan prepared for teaching one or two specific topics. Lesson planning is the final step in the planning process and generates specific plans of action for a specific class period (Biadgilign, 2010).

A daily lesson plan is a short carefully developed and usually written outline designed to help the teacher to achieve the objectives of specific topic, skill or idea (Kasambira, 1996:17).

Definitions on the area of a daily lesson plan vary from time to time perhaps even from school to school. A close examination on such definitions of a daily lesson plan given above provides, the definitions have the tendency to alienate teacher trainees from being partners in planning a lesson. Consequently, none of the above definitions of a daily lesson plan fit for this particular study. But by making a little rearrangement over Kasambira's definition, the problem can be fixed. Thus, here it runs: a daily lesson plan is a short carefully developed and equally shared outline between teacher educator and teacher trainees designed to help both teacher educator and teacher trainees. This definition tries to view lesson plan from two equally inseparable partners

of teaching and learning activities. Obviously, the definition reveals teacher trainees have equal right, duty, or responsibility of being involved in planning and implementing a lesson as a means of facilitating their learning.

Abdurrahman (1983), Kasambira (1996), HDP (2008), AED/USAID (2008), Biadgilign (2010), Tewodros and Admasu (2008) Clark and Star (1986), and Larson and Keiper (2007): include the most common components or elements of the daily lesson plan in their works where both teacher and teacher trainees can be involved in the teaching and learning process. These include: topics, objectives, introduction, presentation, conclusion, or, stabilization, teacher activity, student activity, assignments/ homework, teaching and learning methods, teaching and learning resources, and lesson plan evaluation.

The formats of a daily lesson plans tend to vary according to the teacher and the situation, but all deal, either explicitly or implicitly, with the fundamental questions of what to teach, how to teach, and why. Any given lesson plan no matter what kind of format it may be, the basic or didactic elements are compulsory. The commonest of the lesson plan used in Ethiopian schools include preliminary sections, body and appendix of the lesson (see appendix A).

As it has been seen, the commonest points reviewed above, of a lesson plan, are traditionally monopolized by teachers having alienated teacher trainees as if it were not their business. But few research evidences have been explored which partially call for teacher trainees' involvement in planning a lesson to promote active learning.

Besides, differences are observed about involving teacher trainees in planning a lesson among scholars particularly in the components of lesson plan. Some have the tendency to involve teacher trainees in stating and formulating objectives. Specially, Clark and Starr (1986) suggest

the lesson objectives should describe precisely what is to be learned in the lesson. By this act alone, Clark and Starr are exceptional scholars who acknowledge the presence of teacher objectives and student objectives. It is the student's objectives that cause the teacher to act accordingly in the teaching learning process. It is excellent policy to inform teacher trainees early in the lesson, unit, or course just what it is teacher trainees are supposed to gain learning is worthwhile. According to Clark and Starr, there are student objectives and teacher objectives consequently, it is, if the teacher trainees think teachers objectives are desirable and adopt as their own, the learning process is well on its way. Kasambira (1996:20) defines lesson objectives as precise statements of what teacher trainees are to learn from the lesson. Kasambira actually, confirms objectives are what teacher trainees are expected to learn, however, he did not think of involving teacher trainees in stating objectives like, Clark and Starr say so. All the more he claimed student objectives are set forth by the teacher for teacher trainees to accomplish.

Generally speaking, the act of setting specific objectives is a decisive part of any daily lesson plan. Objectives are expected to indicate what teacher trainees should be able to do, not what the teacher educator will do. It is a wise decision of the teacher to involve teacher trainees in planning and implementing a lesson as a means of promoting active learning. From the teacher experience point of view, specific objectives should be told and retold throughout the class time.

Others like Suzane (2011), Luces (2009), Stiggins and Chappuis (2004), and Eastmond, Bartlett and Terblanche (1997), preferred to involve teacher trainees in assessment/assignment part of the lesson as a means of promoting active learning. None of the above research evidences could satisfy teacher trainees' involvement in planning and implementing a lesson as a means of promoting active learning. Because teacher trainees make few of the planning activities in components of a daily lesson plan (call it the topic, or objectives, introduction, presentation,

conclusion, or, stabilization, teacher activity, student activity, assignments/ homework, teaching and learning methods, teaching and learning resources, or lesson plan evaluation). Therefore, it is hardly to say it has promoted active learning as far as teacher trainees are not fully involved in planning and implementing a lesson.

2.3 Why is lesson plan preparation needed?

Careful planning is absolutely essential for effective teaching. It helps to produce well-organized classes and a purposeful class atmosphere since it reduces the likelihood of discipline problems. Also, it helps to ensure that the teacher knows the subject and method of teaching (Callahan and Clark: 1988: 21). Then after, Callahan and Clark remind that well-written lesson plans have many uses. Primarily, the teacher and perhaps student as well should ask themselves what they want to accomplish, how can they accomplish, who is to do what, when and in what order should things be done, what resources are available, what materials and resources are needed, how will they get things started, how shall they follow up and how can they tell whether they have accomplished their goals or not. Similarly, Clark and Starr (1986) generalized the essentials of planning to teachers and teacher trainees because it helps create correct discipline, a pleasant atmosphere in the class and purposeful teaching-learning activity free from dead spots. Essentials of planning are also voiced by Pratt (1994), Woolfolk (2001) and Biadgilign (2010). They advised lesson plan enabled teachers to be systematized; where to begin, what to follow, how to go through, where and when to end; avoid unnecessary repetition; give stress on only topics which are relevant; saves time, energy, or resources; explain to others as to why they are teaching the topic.

As for the above points, there is no doubt that lesson plan is an important plan, however, it is a single handed view that can only be taken as a daily routine for teachers which alienated learners from planning their own learning. Thus, according to the above summarized points, although the important of preparing a lesson plan is true, there is a serious problem in the question of who must prepare it. Others like Kasambira (1996) views the why of a lesson plan from three angles. According to him, daily lesson plan is necessary from the school principal, the teacher and the student points of views.

Furthermore, according to, Mutton, Hagger and Burn (2011) planning is seen merely as being one of a number of teaching competences required for quailfication as a teacher. Here, it is possible to conclude that failure to plan a lesson can cause to the teacher a measure of disqualifying the profession. Clark and Starr (1986: 155) described that poor planning has ruined many classes and it has been known as the most common cause of teacher trainees not learning. What has been said above reminds an old age saying or common sense which says "if you fail to plan, you plan to fail". Lesson plan preparation has been prescribed by almost all professionals in the area as the most indispensable tool in teaching-learning process.

The point is that, to question whether or not it is possible for beginning teachers, and in particular student teachers to plan their daily lesson plans to learn as the teacher educators do to teach.

2.4 Who must plan it?

The question of who does the planning in most related literatures resemble similar in answering the person responsible for planning is the teacher. On the other hand, in this case, in order to promote active learning what if teacher trainees can be involved in planning and implementing a

lesson to learn as teachers do to teach is the central question. Scholars like Clark and Starr (1986: 141) agreed that the question to what extent teacher trainees involvement in the planning of their own learning activities greatly varies from school to school and class to class, the range being from almost no involvement in conservative traditional classroom to rarely teacher trainees making almost in all the decisions in progressive alternative schools and advanced college seminars. Kasambira (1996: 18-19) considers the "why" of a daily lesson plan from three standpoints. However, when comes to the question of "who" must prepare the lesson he excludes two of them (teacher trainees and administrators) from preparing a daily lesson plan and puts all burdens of preparing a lesson only on the teacher. Planning is essential not only in teaching but also in all spheres of human activity. Lack of planning or even poor planning has more damaging effect in teaching than in many other human activities. Because in teaching, we are dealing with human beings, and more specifically with children and young people who will be the-would be teachers in schools. So, planning in teaching young people particularly trainees at teacher institutions needs greater care and attention. Here, it is important to mention what Wildavsky (1973) has said. He equates the right of planning to the point of getting power and future control on the teaching-learning process. In supporting this fact, Calderhead (1996) cited in Mutton, Hagger and Burn (2011: 399-416) describes the characteristics of planning in providing creativity, flexibility, knowledge based practice to the planner. There is little doubt that planning is quite essential. The point is that who, why, and how should prepare it. Most of the related literatures in the area of a daily lesson plan leave the question of who must plan in the hand of teachers without leaving room for the involvement of teacher trainees in planning the daily lesson.

2.4.1 Teacher educators

The most significant variable in the planning process is the teacher educators. Teachers' beliefs about the role of the schools and what teacher trainees should learn, their own capacity to help teacher trainees, and their general philosophical approach to teaching and learning all affect the decisions they make (Tewodros and Admasu, 2008). Teachers with philosophical commitments to excellence take more personal responsibility for student failures and increase their effort to help understanding teacher trainees. Kasambira (1996: 18) strongly recommended that teachers must plan the daily lesson plan. For any classroom teacher to attempt to teach a class without the assistance of a daily lesson plan is analogous to an airplane pilot's taking off to a new destination without a chart. For Kasambira, a teacher who is assigned to prepare a daily lesson plan without involving teacher trainees interest is, like that of the airplane pilot who is not expected to discuss about taking off, or landing on issues with passengers. In saying so, he forwarded reasons that a well prepared daily lesson plan gives the teacher clear direction and energy to meet the aims, confidence to face the class, helps the teacher to act efficiently as well as use resources in proper and economic ways. Abdurrahman (1983) compared a teacher without lesson plan to more like a moving car without a break. In this case, the teacher without carefully prepared lesson plan may know the beginning but not where to end, how to end, or, when to end. Furthermore, Clark and Starr (1986:175) cautioned that even the most experienced teachers must give careful thought to their lesson plan, if they are to be successful for long. Because careful planning ensures that one is familiar with the content. It helps give one the confidence that comes from knowing what one is doing. It shows the teacher trainees that one is prepared. It gives the lesson structure,

organization, and, sequence and helps ensure optimum time on task. Clark and Starr continued to subscribe the need for planning by teacher trainees (see in the next topic the "student").

Biadglign (2010) explains what planning specifically means to teachers and what difference it makes in their work in the classroom: Planning provides the teacher with well-defined and clearly specified tasks to be accomplished by the teacher and the teacher trainees with in a given time of instruction. Tewodros and Admasu (2008) promised any good plan of instruction shows: the instructional objectives to be met, the subject matter to be taught and learned, the methods/strategies and media of teaching and learning to be used, the procedures and tools to be used in order to evaluate the results of teaching and learning.

Almost all researches conducted in the area of teaching and learning activities dealt with the significance of preparing lesson plan for all teachers at all levels of all subject areas (Biadgilign, 2010:376). Pratt (1988) also added that preparation of a lesson plan is the primary task of the teacher. Notice must be taken that lesson plan is important for the teacher because it helps the teacher to identify what, why, how, how much, where, and when to teach. Therefore it is from the use value of planning a lesson that it is important to the teacher, but not from mere professional obligation to prepare it.

In general the existing literatures on the question of who must prepare the daily lesson plan stand in favor of the teacher. Unlike most of the reviewed literatures above, Kasambira (1996) considers planning a lesson from student points of view as well.

2.4.2 The teacher trainees

Like teachers, teacher trainees are yet other inseparable share holders of the teaching-learning process where the issue of lesson plan is equally associated with. Teacher

trainees can construct their own learning (Piaget 1996 cited in Biadgilign 2010). As for Piaget, if teacher trainees construct their own learning, they have the responsibility for their own learning. Then, responsibility could be expressed by planning, organizing, or directing, or, evaluating their own activities. Young people should have the right to control and direct their own learning so that the school should not retain the stigma of authoritative control particularly when the decision making freedom of learners is limited (Noll, 2005:34). There is no way to disregard what Noll has said; schools have retained the authoritarian approach. To be sure, if not for their authoritarian approach to teaching and learning, there is no reason to keep lesson plan preparation only for teachers. Most of the time educational researches have become very interested in teachers' planning having neglected teacher trainees' involvement. Traditionally, it has been the teacher's responsibility to do most of the planning instruction, however, new ways of planning are developing and suggested by constructivist approach that planning can be shared and negotiated with teacher trainees. Woolfolk (2001:482) provides a support that teacher and teacher trainees together make a decision about the content, activities, and approaches rather than having specific student's behavior and skills as objectives. Besides, Clark and Starr (1986) announced that a carefully thought out lesson plan inform what the teacher trainees are to learn from the lesson and how they are to learn it.

Generally speaking, Woolfolk provides the following points that a carefully prepared daily lesson plan by the teacher provides the Student with: opportunities to think through the whole process; Prepare for trouble spots with complex content; accommodate all ability and behavioral levels; link between lessons from day to day; demonstrate alignment of outcomes with assessment activities; decrease classroom management issues with well planned transition points;

decrease classroom management issues/concerns with active learning that addresses all ability and behavioral levels; demonstrates synthesis of ideal and expectations of a given course.

A few previously conducted research evidences have found when teacher trainees involved in planning the assessment part only. Such as, Suzanne's (2011): ***curriculum under construction*** that which involves teacher trainees in the creation of sociology classroom assignment preparation only. Thus, according to Suzanne, the average grades of these classes tend to be slightly higher, primarily because the grades of the poorest performers improve under this system. In addition, (Luces, 2009) studied incorporating teacher trainees in planning and implementing a lesson by assessing their perceptions in order to increase teacher trainees' participation in the classroom. However, still teacher trainees are kept out of the reach of planning and implementing their own learning because it did not go further than asking teacher trainees suggestions about the teaching and learning process at the beginning of the class and kept it, as if teacher trainees were involved while significant activities of planning are still carried out by the teacher. Yet another important paper was conducted by Stiggins and Chappuis (2004). One good thing about their research is, it acknowledged involvement of teacher trainees, however, like Suzane, it was only in assessment part; leaving teacher trainees too much alienated in the rest of the lesson planning and implementing activities. Involvement of teacher trainees in assessment is not restricted to only the above researches it was also advocated in Teachers Handbook prepared by AED/USAID (2008, 31). If Teacher trainees are not involved in the assessment process teachers are not practicing, or implementing formative continuous assessment to its full effectiveness. Teacher trainees should be involved in both as assessors of their own learning and as resources to other teacher trainees. There are numerous strategies teachers can implement to engage teacher trainees. In fact, research shows that teacher trainees'

involvement and ownership of their work increases their motivation to learn. This does not mean that the absence of the teachers' involvement. To the contrary, teachers are critical in identifying learning outcomes, setting clear criteria for success and creating assessment tasks that provide evidences of teacher trainees' learning so teacher trainees can see their progress (USAID: 2008). Arends (1997: 29) advised that lesson plan make classroom atmosphere interesting and motivating for teacher trainees. This is because when instructional activities are carried out in a smooth, continuous, organized and structured manner; learning becomes systematic and meaningful for teacher trainees.

Furthermore, there are also research studies that show how teacher trainees can be involved in planning and implementing a lesson. Student-teachers are required to complete daily lesson plans for all lessons they are teaching regardless of length of lesson (e.g., 5 minutes to full class length). Lesson plans need to be shared with Cooperating Teacher at least one week in advance. Cooperating Teachers also need to approve of student-teacher's lesson(s) in the relevance as well as timing in the curriculum prior to teaching the lesson, two days in advance (William, 2001).

In terms of curriculum practice, the teacher trainees have the choice in what they want to study and how they are going to apply their newfound knowledge (Ornstein and Hushkins, 2004). According to, Ornstein and Hushkins, Student learning processes are greatly enhanced when they participate in deciding how they may demonstrate their competence in a body of knowledge or the performance of skills. Therefore, they further argue that this aspect of learning holds the learner accountable for production of knowledge that he or she is capable of producing. In this stage of learning, the teacher evaluates the learner by providing honest and timely feedback on

individual progress as well as building a rapport with teacher trainees is an essential strategy that educators could utilize in order to facilitate student growth in active learning.

Nowadays, studies began to indicate that involving teacher trainees in planning and implementing a lesson has become a means of promoting active learning classroom environment. For instance, Clark and Starr (1986), Luces (2009), Suzane (2011), Stiggins and Chappuis (2004) advised cooperative teacher –pupil planning is an excellent method for involving teacher trainees in the active learning process. It has been clearly unreasonable to assume that teachers alone should prepare a lesson. Nor there be a policy or a guideline in the Ethiopian Curriculum (MoE, 1994) which prescribes a teacher has the mandate to prepare a daily lesson plan. The trend that teachers used to prepare daily lesson plan without involving teacher trainees had been a fallacious practice of teaching-learning process. Therefore, both teacher educator and teacher trainees have the right, or the duty, or responsibility to plan the lesson as far as active learning is concerned.

2.5 What is active learning?

Active learning has been the point of discussion among modern scholars keeping in mind their various views to teaching and learning process. Below are definitions and discussions of active learning extracted from some of the key thinkers in the field.

Active learning is an instructional activity involving teacher trainees in doing things; use local resources; understand new ideas; relate what they learn (USAID: 2008).

Similarly, Adler (1982) cited in (Noll, 2005:24) says active learning must use the whole mind, not just the memory. It must be learning by discovery, in which the student, never the teacher, is the primary agent. The quality of teaching, in short, depends crucially upon how the teacher

conceives his role in the process of teacher trainees' learning. When Adler speaks of active learning in this manner, he notes that teacher trainees are familiar with what, why, how, how much, when and where to learn. (USAID: 2008) has listed several characteristics of active learning. These are: active learning promotes long term retention of information, motivates teacher trainees towards further learning, allows teacher trainees to apply information in new settings, and develops the teacher trainees thinking skills.

Furthermore, from constructivism learning theory points of view (Koohang, Riley, Smith, and Schreurs, 2009) provide a set of points to describe active learning that encourage self-awareness in the knowledge construction process; strengthens student motivation; encourage the use of multiple modes of representation; promotes peer communication; reduces disruptive behavior; builds student-teacher relationships; promotes discovery/active learning; responsibility for one's own learning.

According to Santrock (2001), learning is best achieved when the individual actively construct knowledge and understanding. That is, individuals must actively participate in the teaching and learning process, thus to discover, to reflect and to think critically on the knowledge they acquire (Richardson, 2003). Hence, the constructivist approach does not allow for rote memorization but encourages the construction of meaningful knowledge and understanding.

An active learning environment, one that is open, dynamic, trusting, respectful, and promote teacher trainees' subjective as well as objective learning styles. This experiential learning involves the whole teacher trainees' and their emotions, thoughts, social skills, and intuition. The result is a person who is self confident and a critical thinker (Ovando, Collier and Combs, 2003:89).

Therefore, it should be noted that constructivist description to active learning does mean responsibility for one's own teaching as well as responsibility for one's own learning.

2.5.1 What is the role of teacher educators in active learning?

Traditionally, teachers direct the learning process and teacher trainees assume a receptive role in their education. However, with the advent of constructivism learning theory (Vygotsky, Piaget) cited in (Elias and Merriam, 1980) and the progressive education, like (Dewey, 1958) whose collective work focused on how teacher trainees learn are primarily responsible to suggest the role of the teacher from their philosophical understanding of education (Elias and Merriam, 1980).

Jensen and Kileys (2008:21-22) offered the role of teachers from various perspective point of view. These are briefly summarized below:

Teacher as inculcator: transmission of content, knowledge as central to teaching

Teacher as empowerer: teaching as a social change

Teacher as friendly pedagogue: teaching as lesson preparation and teacher personality characteristics

Teacher as facilitator: thinking and lifelong learning as the principal goal of teaching

Teacher as nurturer: teaching primarily as interaction with teacher trainees

Teacher as friendly scholar: transmission of academic knowledge balanced with a desire to make knowledge relevant and learning fun

Teacher as scholar psychologist: a mix of all perspectives

Jensen and Kileys put the role of the teacher as situational and flexible roles where and when adjustment of roles is inevitable at the time of necessity.

According to the advocators of active learning, Walklin, (1990), for example says that today's teacher is not a dispenser or a model to be imitated but is someone who recognizes effective learning can take place in many different ways, that different learners may have different preferred learning styles. Therefore, the typical role of the teacher goes to about supporting the learners' learning. The role of the teacher in active learning is to organize classrooms and create arrangements, get teacher trainees involved in learning; develop routines and procedures that allow for learning activities (USAID, 2010). Although, calls to make the role of the teacher equally improved relationships with teacher trainees have been sounded frequently, things have seldom been heeded. The role of the teacher is still yet not moved from its authoritarian figure despite the constructivists' remark.

Freire in his Pedagogy of the oppressed (1993: 72) shows the teachers' role retains its oppressive and restriction over learners. Thus, runs as follows:

> *His task is to "fill" the teacher trainees with the contents of his narration— contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the teacher trainees). Worse yet, it turns them into "containers," into "receptacles" to be "filled" by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better teacher trainees they are.*

According to Freire, the role of the teacher in his banking concept compares to oppressive role is not surprising that the current education system is still hardly any better as long as it remains rigged to involve teacher trainees in planning a lesson.

Similarly, Gibran (1915) speaks both teacher and teacher trainees roles at once that the teacher is who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind. Gibran goes on making analogy of the teacher with the astronomer, the musician, the mathematician who may speak to you of their understanding of space, rhythm and science of numbers respectively, but they cannot give you their understanding. This reminds again what Galileo (1564-1642) says four centuries ago that "you cannot teach a man anything; you can only help him find it within himself"

Elias and Merriam (1980) offer teacher's role in active learning as facilitator, coach, and co-learner. Therefore, the teacher should play the role of a mediator conveying and digesting information from one situation to another. Margetson (1994) supports, the chief task the teacher to assume to make certain that the teacher trainees make progress towards digesting the aim of the subject content as they identify what is needed to be learned, and establish how they will organize themselves to pursue the learning in preparation for the next lesson. Margetson, goes on saying teachers are encouraged to question, probe, encourage critical reflection, provide necessary and adequate information, abstain from harsh feedback, and become fellow learners.

Santrock (2001) claims that in an active learning environment, teachers should, adapt their instruction as accordingly to the developmental levels of the teacher trainees; pay attention to individual differences in learning, play various roles in bridging the teacher trainees and the learning process. Evidently, meaningful learning does not only takes place in the classroom but more importantly includes and reflects on the teacher trainees' experiences; constantly assess their teacher trainees as an integral dimension of the teaching and learning process.

As a conclusion, this topic highlights on the important role a teacher shoulders in shifting

teacher trainees from a passive role to an active role in a teaching and learning process. Specifically, some characteristics of a teacher as grounded in the constructivism theory of learning are established. For instance, teachers are encouraged to guide teacher trainees to critically reflect on knowledge they acquire and to encourage teamwork among teacher trainees; encourage thoughtfulness, reflection, and deeper cognitive engagement otherwise, the authoritative role of the teacher that has kept learners out of the reach of their own learning is far from the role of the teacher in the teaching learning process.

2.5.2 What is the role of teacher trainees in active learning?

By the act of teacher's role, is to get teacher trainees engaged in active learning, teacher trainees, the people who most directly concerned with active learning should have at least some specified roles in deciding what, how, why, as well as how much to learn. In this research context, it is this involvement in active learning what the role of teacher trainees meant for. Studies in active learning, for instance, Freire (1993), advised that teacher trainees should be the most responsive subjects to their own learning unlike the "banking" concept of education-in which the scope of action allowed to the teacher trainees extends only as far as receiving, filing, and storing the deposits. Freire has said it philosophically that teacher trainees in active learning should not be objects of active learning. For apart from active role of teacher trainees, cannot be truly active learners instead the teacher trainees, alienated like the slave in the Hegelian dialectic, accept their ignorance as justifying the teachers existence—but, unlike the slave, they never discover that they educate the teacher (Freire, 1993).

As too, Freire, the concept of teacher and student equates with a pair of dialectical elements which can be expressed by the law of unity and struggle of opposites. In plain language, the class struggle between the oppressed and the oppressor goes hand in hand with the current

relationships of teacher and student as its analogy. Thus, it means the traditional role of teacher trainees can no longer provide the learning context needed for teacher trainees' inquiry. Teacher trainees are naturally active (Clark and Starr, 1986: 86), but, in the other hand, it is a wonder why the existing teaching-learning process regards teacher trainees as adaptable, manageable beings. The more teacher trainees work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more they completely accept the passive role imposed on them, the more they tend simply to adapt the world as it is and to the fragmented views of the reality deposited in them (Freire, 1993:72).

Nationwide, most of the teaching learning processes still function in the above ways particularly in Aysaita Teachers College (five years of teaching experience and action research on student-made daily lesson plan). Most of teacher educators who were schooled under what Freire says "banking system" of teaching learning process prefer the convenience of sequenced textbook lessons that require little effort in lesson planning on the teacher's part, and strict teacher control of the class without involving learners in planning the lesson. As the result, they still have the tendency to keep on teaching learners in the same way they were taught by the banking system.

Fauzia, Negussi, Chinyere and Netsanet (2007) argue that active teacher trainees' participation in the teaching and learning process is an indispensable issue to ensure that teacher trainees are able to effectively practice self-regulated learning strategies. In doing these, it is imperative for the teacher trainees to have more time for reflection of what they have studied, for deliberate reflective reading, for assimilating the best of the original literature in each field. It is hardly to say there is active learning as far as the relationship between teacher and teacher trainees remains similar to what Freire says "**banking system**". Teacher and teacher trainees are more like two

complimentary aspects where the presence of the teacher is a necessary condition to the occurrence of the learners. The balance of roles between the teacher and learner should be kept equal if and only if the teaching learning process to be active.

In an active learning environment, Ovando, Collier, and Combs (2003: 89) claimed teacher trainees are engaged in, solving a problem, discovering new ways of their world, intensely applying learning strategy to the next task, developing family like community among classmates, sharing the excitement of a special discovery-these glimpse of invigorating, deep learning occurs naturally in a classroom that promotes open, dynamic, trusting, respectful, and promote teacher trainees' subjective as well as objective learning styles (active learning).

Briefly speaking, according to constructivists as Ornstein and Hunkins (2004) prescribe teacher trainees role in active learning should be: asking and answering questions; making hypothesis; testing hypothesis; confronting challenges with one's own and others thinking; exploring and reflecting on results; and engaged in dialogue with their teacher as well as among and between each others.

From the present research context, Ornstein and Hunkins put an improved role of teacher trainees in active learning because they have at least approve active learning environment requires teacher trainees and teachers to commit to a dynamic partnership in which both share a vision of and responsibility for instruction. Thus, the teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the teacher trainees, who in turn while being taught also teach. In support of this fact, (Freire, 1993: 70) claimed that teacher trainees should become jointly responsible for a process in which all grow. In this process, arguments based on "authority" are no longer valid; in order to function, authority must be *on the side of* freedom, not *against* it. Here, no one teaches another, nor is anyone self-taught. People teach

each other, mediated by the world, by the cognizable objects which in banking education are "owned" by the teacher.

Notice must be taken that Freire is claiming there can be active learning if and only if there is mutual programming of the process. He emphasized the phrase "*arguments based on "authority" are no longer valid*" between teacher and teacher trainees as far as active learning is concerned. The sole authority of planning a lesson should be shared between teacher and teacher trainees so that in the active learning process, no lesser or greater role should be played by both teacher and teacher trainees.

Several research studies have shown that learning should be active (Dewey: 1958), (Piaget: 1996), cited in (Noll: 2005). If so, what is active learning not well founded in planning, directing, organizing, or, evaluating one's learning? In this case teachers have had little understanding with active learning that they have still been in the habit of approaching wrongly that the involvement of learners in planning their own learning is still yet not viewed as the complimentary part to the teachers made plan.

Active learning is defined differently in the professional world of today than it was many years ago. In the past, previous researches did not have a clear demarcation between to what extent and how much the role of teacher trainees and teachers should be. Perhaps even, recent researches in the area of active learning have been reluctant to specify the real role of learners. Garcia (2001, 153) cited in Ovando, Collier and Combs (2003:92) notes, teachers play the most critical role in teacher trainees' academic success, teacher trainees become important partners with teachers in the teaching and learning enterprise. There is no doubt that all researches in the area of active learning preach the active involvement of both teacher and teacher trainees in the teaching and learning process. However, its classroom implementation has been far from theoretical realty.

Particularly, this is true in Aysaita Teachers College (based on teaching experience of the researcher in the area and action research on student-made daily lesson plan).

As it has been seen from above reviewed references on active learning, most of the studies approached to consider active learning as Peer learning or collaborating learning (Santrock, 2001), (Ovando, Collier and Combs (2003). Others also viewed active learning to the extent it is identical to student centered learning (Biadigilign, 2010).

No matter what the above altercations may say, active learning in this research refers to the state of making teacher trainees responsible to their own learning to the extent of involving teacher trainees in planning and implementing a lesson. Using what the so called active learning methods like peer learning or discovery, or scaffolding, or student centered approach in general, alone cannot make learning and teaching active. The fundamental assertion of this thesis is that teacher trainees should be involved in planning a lesson to learn as the teacher does to teach for teaching and learning to be active.

2.6 The role of lesson plan in active learning

Previously conducted related researches on the area of student involvement in planning provided a clue that involving teacher trainees in planning promotes active learning. Eastmond, Bartlett, and Terblanche (1997) studied planning for student involvement by taking two departments from University of Port Elizabeth-South Africa. They reported that there is significance difference in grades for participants compared to non-participants. Planning for student involvement provided a relaxed learning atmosphere and indicated a definite improvement in test marks. Accordingly, teacher trainees realized that they must come prepared to class and change their approach to studying were the causes of improvement. According to

Eastmond et al (1997) planning for student involvement is not specified to daily lesson plan level. Besides, teacher trainees were involved in planning by their representatives who had taken and passed the course. Therefore, it is hardly to say teacher trainees were directly involved in planning a daily lesson.

Much better involvement of teacher trainees in planning and implementing a lesson to promote active learning can be seen from the case studies presented by Clark and Starr (1986:146-153). According to them, there are two possible options of making active classroom leanings in relation to objectives. The first one is to ask teacher trainees to choose their own objectives from among alternative objectives. Another is to encourage teacher trainees to set up objectives as part of the teacher-student planning activities. In supporting their idea, Clark and Starr provide an example of a lesson planned by teacher trainees under the surveillance of the teacher in social studies classroom lesson. Teacher trainees had selected their topic from a short list of alternatives suggested by the teacher. In group discussion teacher trainees formed committees to look into various aspects of the topic to be investigated. Before groups start their work, they had set standards to guide and evaluate their success. In this case, at no time had the teacher dictated what they must or must not do. Neither had the teacher ever left teacher trainees without support. The teacher was always there to remind teacher trainees of the essentials, to suggest alternatives, to point out untapped resources, to correct errors, and to question unwise decisions. According to Clark and Starr, the results were particularly found to be effective in promoting active learning. They wondered that no one knows what teacher trainees find interesting and important better than teacher trainees themselves. Besides, once the group has planned an activity, if the planning has been really successful, it becomes a group concern. Teacher trainees who failed to do their part not only face the displeasure of the teacher, but also let down the group. Finally, they

recommended that teacher-pupil planning is at its best despite it requires great skill, much forbearance, and the careful training of teacher trainees in planning a lesson. Clark and Starr also recommended teacher-student planning requires teachers who do not need to be the center of the teaching-learning process; instead teachers should be not afraid of making errors, command respect without demanding it, and sure of to subordinate themselves to the groups made of teacher trainees. Studies indicate that teachers with carefully planned lessons tend to teach smarter than those without a lesson plan at hand. Therefore, it is obvious that lesson plan has significant role in active learning and teaching process.

2.7 Challenges of involving teacher trainees in planning and implementing a lesson

Research indicates that involving teacher trainees in planning a lesson is an excellent method of promoting active learning, however, in spite of its many virtues; it has also challenges to do it well. Teachers unfamiliar with lesson content ask lower level questions, stick closer to the text, and discourage teacher trainees from asking questions (Carlsen: 1987; Dyks: 1987: Shulman: 1987 cited in Tewodros and Admasu: 2008). The implications of this research are clear: When teachers are teaching unfamiliar content, they need to spend extra time studying to ensure that they will be effective. Moreover, Tewodros and Admasu go on saying that learners exert a powerful influence on instructional decisions, and many of these decisions occur during the planning process. The age of teacher trainees, their background knowledge, motivation and interests all affect decisions made by teachers plan for instruction. It seems projecting failure to some other factors, such as to learners age is not plausible in this case since it also remains the same for all teacher trainees at all level of learning from primary to tertiary even. To be sure, teacher trainees who are training to be teachers are not involved in planning a lesson (the case of

Aysaita Teachers College). Teacher trainees background knowledge and the view of the learner as responsible for discovering, constructing, and creating something new and the role of the teacher as a resource and facilitator is another powerful factor influencing the role of teacher trainees in planning a lesson (Ovando, Collier and Combs, 2003: 89).

The other is teacher resistance to involve teacher trainees. One of the main reasons teachers resist student involvement in planning is the view of assessment as problematic in practice. Since teacher-assigned grades are so tightly woven into the fabric of schools, expected by teacher trainees, parents and administrators, allowing teacher trainees to participate in assessment is somewhat contentious (Clark and Starr, 1986). Hendry, Ryan and Harris (2003) cited in Vighna, Luan and Abubaker (2009) argue that some teachers were too dominant in their teaching. A teacher being too dominant in his or her teaching may trigger tension and conflict in a group which may eventually lead to lack of commitment, cynicism or student truancy. On the other hand, if the teacher is too submissive, then the teacher trainees as well as the learning process might also come to a halt. In both cases (dominant and submissive) there is still lack of active learning occurrence. In more picturesque manner, Freire has said it well half a century ago:

> *The contradiction between teacher and student takes place in a situation in which both address their act of cognition to the object by which they are mediated. Thus, the dialogical character of education as the practice of freedom does not begin when the teacher-student meets with the teacher trainees-teachers in a pedagogical situation, but rather when the former first asks herself or himself what she or he will dialogue with the latter about. And preoccupation with the content of dialogue is really, preoccupation with the program content of education (Freire, 1993).*

As Freire puts, it seems there is a conflict of interest between teacher and student as long as the teacher still holds preoccupation with content of education and dialogue. In plain language the

preoccupation with the content of dialogue implies the state of being aware in advance with the point of discussion. This also does mean the preoccupation with program content of education by the teacher but alienation of student from the preoccupation with program content of education. Nietzsche (1886) once quotes that "he who is a teacher from the very heart takes all things seriously only with reference to his teacher trainees –even himself."

Therefore, teachers should be serious that play no lesser or greater roles in the teaching and learning process. But rather, there should be a balanced role played by teacher trainees and teachers throughout the teaching and learning process. As it has been seen in Hendry, Frommer and Walker (1999) playing both dominant and submissive roles caused teaching and learning come to halt.

It is worthwhile to mention once again what Freire says: Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and teacher trainees.

Therefore, most of the educational researches had been concentrated on Single handed research approach to active teaching and learning; to be sure, there has never been a single research that dealt with the need to involve learners in planning their lesson as the teacher does to teach.

Thus, here comes the need of this research which claims teacher trainees also need to prepare lesson plan as the teacher does to teach. To the extent possible, it should be a combined effort of both teacher and teacher trainees in planning and implementing a lesson. Thus, this research views active teaching and learning as the summation of active teaching and active learning.

Chapter three

3.1 Design of the study

The research at hand is designed to be studied in Afar regional state particularly at Aysaita town. There is only one teacher education institution in Afar named after Aysaita town which was established in 2005. Each year, Aysaita teachers College received about 150 trainees under 10+3 and 80 trainees under 10+1 programs according to 2004E.C. academic calendar. The institution provides professional training on Language, Natural and Social Sciences departments.

In order to examine the views of teacher trainees and teacher educators in involving teacher trainees in planning and implementing a lesson as a means of promoting active learning, primarily, qualitative approach was employed. In addition, quantitative approach was used to supplement the qualitative data. Three days training on involving teacher trainees in lesson plan was given. To examine the effect of the three days training on views of 37 second year teacher trainees in the natural science department, two things were done. The first was comparison of pre and post training observation. The second was comparison of questionnaire administered pre and post training to teacher trainees. Similarly, questionnaire was also used to examine the views and experience of 20 teacher educators. The study also included other supplementary quantitative data such as library attendance. Besides, the study employed semi structured interview made with 7 teacher educators to explore in depth view and experience of teacher educators about involving teacher trainees in planning and implementing a lesson as a means of promoting active learning.

Usually, trainees under each department are placed according to their interest. To examine involving teacher trainees in planning and implementing a lesson as a means of promoting active learning; paired sampled t-test; simple percentage; library attendances; provision of training; pre and post training classroom observations.

3.2 population and sampling

The population of the study consisted of 26 teacher educators and trainees at Aysaita College under 10+1, and 10+3 training programs. Usually, the 10+1 (certificate) program is one year training for teacher trainees with 1.5 score points and above in secondary school completion examination; whereas, 10+3 (diploma in teaching) program is three years of training for teacher trainees with 2.00 and above score points in secondary school completion examination. Under 10+3 program, there are three streams where trainees are assigned. These are: Language, Natural Science, and Social Science departments. Each year, the number of trainees admitted into these departments varies from year to year. For instance, in 2004E.C. the number of trainees assigned under the three departments is shown below.

Table 1: Number of trainees enrolled at Aysaita Teachers College in 2004E.C

Departments	First year			Second year			Third year			Sub total
	male	Female	Total	Male	Female	Total	Male	female	total	117
Language	26	19	45	21	17	38	20	9	29	104
Social science	35	10	45	29	9	38	25	1	26	92
Natural science	44	7	51	35	5	40	09	1	10	85
Certificate	54	31	85	-	-	-	-	-	-	
Grand total	159	67	226	85	31	116	54	11	65	393

Source: **office of the registrar Aysaita teachers College 2004E.C.**

As it can be seen from the table all third and first year trainees of 2004E.C.were unfit to the study due to the following reasons. With regard to third year students, they had already taken training on lesson plan. As far as first year is concerned, there was a schedule mismatch between data gathering time of the researcher and entry of first year trainees at Aysaita College in 2004E.C. The samples of the study were randomly selected using the lottery method from all second year trainees enrolled at Aysaita Teacher College in 2004E.C As a result; the participants of the study were second year teacher trainees in the natural science department.

According to the information obtained from office of the registrar Aysaita Teachers College, under second year natural science department, there were forty (40) registered teacher trainees at the beginning of the 2004E.C. academic year. Five (5) of them were females, the remaining thirty five (35) were males. This was, however, reduced to thirty seven (37) due to termination of three teacher trainees along the way. The setting was selected considering the institutional affiliation of the researcher so that the researcher would have easy access to data from several sources. As far as teacher educators are concerned all of them were made to fill questionnaire since they were small in number.

3.3 Data collection procedures

In the present study, six major data gathering tools were employed. Data collection process comprised the following:

3.3.1 Observation

Observations were important in this study because it was sources of actual data as to involve teacher trainees in planning and implementing a lesson to promote active learning. Observation was made based on the general guidelines of classroom observation parameters developed by

university of Amsterdam (see appendix B). The researcher was explicitly aware of asking teacher educators and teacher trainees about involving teacher trainees in planning and implementing a lesson to promote active learning. However, nothing substitutes actual observation of what is going on the classroom. The first was the pre training observation which lasted for about three periods that allowed the researcher to anticipate if there was a process of teaching and learning which involved teacher trainees in planning and implementing a lesson to promote active learning. The second was conducted right after the three days training which lasted about three classroom periods (50 minutes each). Thus, the pre and post training observations on involving teacher trainees in planning and implementing a lesson were qualitatively compared.

3.3.1.1 Pre training observation:

The researcher conducted a consecutive observation for about two and half hours (2:30 three consecutive periods that is 50 minutes each). The first, second and third sessions were English, mathematics and Biology classes.

3.3.1.2 Post training observation:

The post training observation with teacher trainees who involved in the training of planning and implementing a lesson was conducted having the roles of teacher trainees in planning a lesson in mind. According to the tacit agreement made between teacher trainees and the teacher educator on the training, the main components of daily lesson plan comprised; topics, objectives, teaching methods, teaching aids, assessment and evaluation, and references. For instance, the teacher trainees are informed and told about the topic, objectives, possible teaching methods, possible teaching aids, references, evaluation and assessment in advance for tomorrow. When they came to school they knew what, why, how... to learn. Here teacher trainees have brought notes on the

topic from possibly prescribed and available references for the course. Holding this in mind, the researcher decided to conduct three classroom observations to see to what extent the training on involving teacher trainees in planning a lesson makes them active during the implementation of a lesson in a way that promotes active learning.

The teacher educator whom the researcher observed was from the department of Natural science at Aysaita College. He honored teaching and wanted to bring a change on his teacher trainees besides he had been completely cooperative since the first day the researcher made the pre training observation. Having being accountable to their own roles both teacher educator and teacher trainees went to the next class.

3.3.2 Teacher trainees' questionnaire:

Questionnaire to be filled by second year teacher trainees under the department of natural science was prepared to examine their stands about involving teacher trainees in planning and implementing a lesson as a means of promoting active learning. The items had five scales of measurement which were in Amharic version and these were piloted on twenty eight (28) first year teacher trainees in the department of natural science (see Appendix C). Cronbach's alpha reliability coefficient of 0.814 was found for the total scale. Besides, the inter item variance was 0.741. (See appendix C1)

3.3.2.1 Pre training questionnaire to teacher trainees:

Questionnaire was administered to thirty seven (37) second year teacher trainees under the department of natural science during their free time. The administration was carried out with the help of a professional associate of the researcher at Aysaita College. The researcher gave a

glimpse of orientations for the participants on how to respond to the items. Responses were coded as follows: 1= strongly disagree; 2=disagree; 3=undecided; 4=agree and 5=strongly agree.

3.3.2.2 Post training questionnaire to teacher trainees:

The post training questionnaire to teacher trainees was administered in a similar way the pre training procedure was administered except its being administered after the post training observation. Care was taken to keep both pre and post questionnaire administrations procedures similar.

3.3.3 Library Attendance

Observation of teacher trainees attending Library was conducted with great help of the librarian following Pre training observation (December 26-January 05, 2004). The number of second year teacher trainees under natural science who visited the Library of Aysaita Teachers College were counted. This was done with continuous follow up with opening and closing hours of the Library. List of Teacher trainees had been sent to the librarian where the number of teacher trainees who came to the library were identified using their identification card. In doing so, care had been taken that teacher trainees were not aware of they were under surveillance. This remained true throughout both pre and post intervention.

3.3.4 Questionnaire to Teacher Educators:

At Aysaita teachers College there are around 26 teacher educators. The entire teacher educators were made to fill the questionnaire since they were small in number. Thus, the questionnaire was administered to twenty (20) teacher educators. Two were females. The responses of teacher educators' questionnaire items were coded as: 1= strongly disagree; 2=disagree; 3=undecided; 4=agree; and 5=strongly agree (see Appendix D).

The purpose of teacher educators' questionnaire was to investigate views of teacher educators on involvement of teacher trainees in planning and implementing a lesson. For this purpose percentage analysis was used to examine the data. The questionnaire that asked teacher educators about involving teacher trainees in planning and implementing a lesson was administered in the English version. This was so because the researcher and advisor agreed that teacher educators can understand the English version than if it was translated into the Amharic version. Initially, the questionnaire was provided to six teacher educators as a means of checking its validity. Teacher educators were asked some questions to make sure that they understood the items in a way of the intended purpose. The responses of the pilot test groups seemed that they understood the questions and the contents (see appendix D1).

3.3.5 Interview with Teacher Educators:

Semi-structured interview was made with seven (7) teacher educators after pre-training observation was made, which was intended to supplement the data obtained through questionnaire with teacher educators (see Appendix E). The process of the semi structured interview with teacher educators was recorded using Toshiba web camera video tool. The response was transcribed first before the next teacher educator was interviewed. Thus, turn by turn the data transcription was made. Doing this had two purposes. For one thing, it simplifies work: for another thing, it freed abundant space from the web camera for the next interview made with the next teacher educator.

3.3.6 Training:

The three day training was conducted to answer the research questions in mind. During the training Teachers Handbook prepared by USAID/AED, 2008 was used as a supplementary training material because it was well prepared and presented components of a daily lesson plan.

The training was scheduled by the help of the teacher educator with great caution so that teacher trainees could not be absent throughout the training. Attendance was taken twice a day. Stationary materials (pen and shorthand notebook) were distributed to participants at the commencement of the training day. The training was entitled LESSON PLAN IN PROMOTING ACTIVE LEARNING (for more details see Appendix F).

The first day of the training (January 8, 2004) centered at the creation of awareness about concepts and components of the daily lesson plan. The second day of the training (January 9, 2004) dealt about planning and implementation of a lesson with active learning in mind. Day three of training (January 10, 2004) was all about the preparation of the daily lesson plan that participants were discussing. The six groups each consisting at least six participants were formed. Each group produced six models of daily lesson plan which includes the commonest components of a lesson. However, together with the teacher educator six of the developed models were reduced into one consolidated daily lesson plan (see appendix G). Besides, expected constraints and their solutions were also points of discussion. Finally, conclusion was made by reviewing the objectives. Briefly speaking, data collection procedures had the following patterns. These were:

3.1 pre training observation
3.2 pre training library attendance
3.3 pre training questionnaire to teacher trainees
3.4 training on involving teacher trainees in planning and implementing a lesson
3.5 post training observation
3.6 post training library attendance
3.7 questionnaire to teacher educators
3.8 interview with individual teacher educators
3.9 post training questionnaire to teacher trainees

Chapter Four

4. Data Analysis

Data analyses are presented sequentially as follows: the analysis based on classroom observation; library attendances; questionnaires to teacher trainees and teacher educators; trainings; interview with teacher educators; and post training interview with some teacher trainees and one teacher educator were treated part by part.

4.1 Analysis of Observation

4.1.1Pre-training Observation:

The researcher conducted a consecutive observation for about two and half hours (three consecutive periods 50 minutes each). The first, second and third sessions were English, mathematics and Biology classes respectively.

It was Wednesday morning at 2:00 January 02, 2004 E.C. that the randomly selected classroom visited was from natural science department.

The class was filled with dusty chairs. There were ventilators hanged at the middle of the roof. The teacher educator came and greeted his teacher trainees. Soon he rushed near the blackboard to write the date and the title of the topic. After a glimpse of discussion with his teacher trainees, the teacher educator kept on writing and explaining. Teacher trainees were busy of taking down notes. After a while pause, he continued writing an exercise which consisted five (5) comprehension questions. This type of process consumed ¾ of the allotted time. The teacher educator was active throughout the lesson from the introduction to assessment and evaluation. He run the full distance of teaching and learning was being active and dominant. The teacher educator was on his way to close the session when he said if you have questions and suggestions

to his teacher trainees. This kind of question left teacher trainees to remain mute for awhile. He pitifully requested if they did not understand, however, teacher trainees are still yet not responsive. This time he continued writing homework activities and reminded them not to forget to bring it the next class. Soon he left the class. This was how the class ended. Next came the mathematics class where the teacher educator came and wrote the date and the topic of the lesson that is Euclidian Plane Geometry and kept on writing and drawing. Similarly teacher trainees were also writing and drawing. This kind of process consumed around 20 minutes of the period. In the mean time three late coming teacher trainees interrupted his writing and drawing: he let them entered with the wave of his hand which displayed come in message. Soon they took a seat and began writing and drawing. He gave explanations on what he wrote. After a while pause he went on writing an exercise which consisted five questions preceded by a computed example. The teacher educator said to his teacher trainees it is time to ask questions. Two teacher trainees raised questions. The teacher educator answered these questions turn by turn. The rest of the class remained mute until the teacher educator said "good bye for today."

Immediately the third class (biology) continued. The teacher educator wrote date and title of the topic and made a glimpse of revision and soon kept on writing notes, as his predecessors did.

Putting myself in place of teacher trainees I felt how it was uncomfortable to keep on learning being in active with these kinds of classroom situations. Teacher trainees had shown a sense of discomfort. However, willy-nilly teacher trainees have got ***Hobson's choice*** and they are expected to copy the notes from the blackboard written by the teacher without adding or reducing; or without adding further notes from other references.

Three of the sessions observed by the researcher had no lesson plans; perhaps even none of them had clearly stated objectives, and used teaching aids. Teacher trainees' activities were poor

because teacher trainees were not encouraged to take wider roles throughout the teaching and learning process. Generally speaking, teacher trainees were practicing rote memory learning, or recalling facts given and asked by the teacher educator. Briefly speaking the pre training observations enabled the researcher to construct the following statements:

- Teacher educators at Aysaita College had not daily lesson plans, thus, they had a common sense of teaching and learning practices perhaps even the components of the daily lesson plan such as the teacher and teacher trainees' activities, teaching aids and methods, objectives, introduction, presentation, and conclusions were not spelled out properly. They were not deductively structured.
- Too much of the classroom time was consumed by teachers in note writing on the blackboard and teacher trainees note taking from the blackboard. Therefore, teacher trainees' natural tendency was to copy what was written on the board though the teacher did not instruct them to do so. As a result, a sense of note copying culture was the most dominant activities in the teaching and learning process.
- I saw of no teaching aids throughout three of the observation periods except the drawn triangles on the blackboard in unit three classifications of triangles: *Euclidean Plane Geometry.*
- It was hardly to say there was active learning because most of the teacher trainees were off task as it was seen poor participation of teacher trainees in the class: the teaching approach was characterized by the traditional lecture and dominance of the teacher educators throughout the sessions.
- Teacher educators were not also punctual to accomplish the sessions based on the allotted time (in this case 50 minutes).

- The issues of making decision on what, why, how and how much to learn and teach was ultimately in the mercy of teachers.
- Teachers had the right to plan their teaching though none of them had planned lessons
- Teachers came to class having known what, why, how, or how much to teach in advance but teacher trainees came to class not having known what, why, how, how much to learn.
- Teacher trainees roles were not included in planning a lesson

As a result the researcher assumed it was the poorest kind of teaching and learning process that was taking place at Aysaita Teachers College because teacher trainees were not informed about the topic in order to make preparation before coming to class. They did not even know objectives, what methods, aids, assessments and references will be employed. Briefly speaking, the nature of pre training observation can be summarized below in table 2.

Table 2: Roles of teacher educator and teacher trainees in the pre training classroom observation

	Activities	
	Teacher educator	teacher trainees
Lesson planning	Prepared lesson Not available	Not involved
Topic	Familiar with the topic	Not informed in advance
Objective	Familiar with the objectives	Not informed in advance
Methods	Familiar with the methods	Not informed in advance
Teaching aids	Familiar with the teaching aids	Not informed in advance
Assessment	Familiar with the assessment techniques	Not informed in advance
Reference materials	Familiar in advance	Not familiar with

From table 2 it is visible to expect what kind of teaching and learning process was going on during the pre training classroom. It is a kind of one way interaction between the informed in advances (teacher educator) and not informed in advance (the student). One can expect right how hard it would be for the teacher educator to drag teacher trainees into familiarity with the topic,

objective, methods, aids, assessment and reference materials at once in implementing the lesson without involving in planning the lesson in advance. Therefore, that is why the researcher decided to provide training; scheduled into three days training on involvement of teacher trainees in planning and implementing a lesson to promote active learning. The main purpose of the training was to create awareness on how teacher trainees can be involved in planning and implementing a lesson as a means of promoting an active learning in the teaching and learning process. Consequently, teacher trainees' response after the training was found significantly different from the pre training responses. Therefore, holding other things similar this was assumed to be brought by the training provided.

4.1.2 Post training Observation

The post training observation with teacher trainees involved in planning and implementing a lesson was conducted bearing in mind involvement of teacher trainees in planning a lesson. The main components of daily lesson plan where teacher trainees and the teacher educator equally agreed to involve comprised; topics, objectives, teaching methods, teaching aids, assessment and evaluation, and references. For instance, the teacher trainees are informed and told about the topic, objectives, possible teaching methods, possible teaching aids, references, evaluation and assessment in advance for tomorrow. When they came to school they knew what, why, how... to learn. Here, teacher trainees have brought notes on the topic from possibly prescribed and available references for the course. Holding this in mind, the researcher decided to conduct three classroom observations to see to what extent involving teacher trainees in planning a lesson makes them active during the implementation of a lesson in a way that promotes active learning.

Having being accountable to their own roles both teacher educator and teacher trainees went to the next class. According to his roles the teacher educator did the following:

1. Introduced the topic 'classification of Triangles'
2. Stated the objectives:

- classify triangles according to their sides
- Define an altitude of a triangle
- Define a median of a triangle
- Identify angle bisector of a triangle

3. Suggested the discussion and question and answer methods to be employed
4. Hinted cut out triangles made of paper, wood will be used
5. Informed Assessment and evaluation approach
6. Prescribed materials and references from where teacher trainees will read and make notes.

When, the topics, objectives, teaching methods, aids, assessments, and references were told in advance so that teacher trainees were expected to make advanced readings and preparations for their own learning from locally available sources before coming to class. This is what involving teacher trainees in planning a lesson meant for from this thesis point of view. In another word, teacher trainees' activities in planning a lesson to promote active learning were done partially. Besides, what were left of it were the roles of teacher trainees in implementing a lesson to promote active learning. Next time, teacher trainees came to class being familiar with what, why, how, how much, where, and when to learn.

It was Monday morning, January 14, 2004 E.C. the researcher as usual took the far back seat and observed what was going on. The physical environment was similar with the pre training observation classes. The teacher educator once again as usual wrote the date and title of the lesson at the left corner and upper center part of the blackboard and restated the objectives. Soon

he requested his teacher trainees what have they brought or done to achieve the objectives of the lesson. Then, the teacher educator, moved around the class to check what teacher trainees have brought into the class. Teacher trainees responded they had brought written notes on the classification of triangles. They knew in advance methods, aids, assessments, and references. Then, the teacher educator's role was to ignite the discussion torch. Further, the teacher educator break down parts of the topic into smaller parts. Teacher trainees expressed, argued for and against each other from the point of their notes they had from different references. It was extraordinarily done that teacher trainees' reaction to one another was interesting. This process had consumed the majority of the allotted time. Towards the conclusion part of the lesson, the teacher educator drawn pictures like triangles on the blackboard and summarized the concepts of the topic where teacher trainees were consolidating their notes and understandings. Furthermore, questions were raised about the classification of triangles; the classroom was full of waves of hands. The definitions brought by teacher trainees on the classifications of triangles according to their sides were on air from here and there corners of the classroom. At this time, the teacher educator began to choose definitions by authors or references when responses frequently went the same. However, teacher trainees were less likely to cite references from where they brought. Essential to this classroom was the activities of teacher trainees in being at least responsible in making their own notes as well as actively engaged in reading their own notes. This reminds what Ovando, Collier and Combs (2003) stated that one good thing of active learning is the view of the learner as responsible for discovering, constructing and creating something new and view of the teacher as a resource and facilitator. Teacher educator role's was probing the topic.

At the end of the class based on the tacit agreement, the teacher educator introduced lesson for tomorrow ***"Congruence of triangles/ basic theorems on the congruence of triangles";*** stated

objectives; suggested and hinted "***group discussion method***", aid, and references, teacher trainees. Apparently, teacher trainees made themselves ready and responsible to achieve the objectives by advanced readings and note making activities. The teacher educator reminded his teacher trainees to form groups made of six people. Besides, he also reminded his teacher trainees not to forget to identify the sources and references from where the notes will be extracted. The second day of the post training classroom observation was carried on January 15, 2004E.C. As usual the teacher educator reintroduced and restated the topics and objectives respectively in an interesting manner. In plain language, it seemed a conversation between two people. Thus, it runs as follows:

Teacher educator: what is the topic for today?

Teacher trainees: classification and congruence of triangles

Teacher educator: what are the objectives?

Teacher trainees: list down six parts of congruence elements in two congruent triangles; State SAS, SSS, AAS, AND, RHS congruent theorem apply the congruence theorems; solve problems using the congruence theorems.

Teacher educator: have you made readings and notes on it?

Teacher trainees: yes we did

Teacher educator: what are the references and materials used?

Teacher trainees: Understanding Secondary Mathematics Geometry, Advanced Mathematics Grade 11-12, Modern College Mathematics, Mathematics Concepts and Applications, Modern Mathematics for Schools.

Teacher educator: what are the possible teaching aids?

Teacher trainees: mathematical tools, triangles made of wood.

Teacher educator: what is the method suggested to be employed?

Teacher trainees: group discussion (6 persons in one group).

This was a very interesting kind of conversation made between teacher educator and teacher trainees that the researcher ever heard before. From the above nature of interaction between teacher trainees and teacher educator it can be said that teacher trainees had readiness to learning by making advanced readings and making notes on classification and congruence of triangles. As a result, the activities of teacher trainees in the introduction part of the lesson were improved. Next, they were ready enough to go to the presentation part of the lesson. Teacher trainees went on learning being in groups of six. Each group was asked notes and references they had turn by turn. The teacher educator sequenced teacher trainees' notes and moderated the presentation using teaching aids followed by quick overview of the lesson. Finally, lesson for tomorrow was introduced. The second day post training classroom observation, shown improvement over the pre training as well as the first day post training classroom observations.

Unlike the first day post training classroom observation, teacher trainees were more involved in planning and implementing classification and congruence of triangles. For instance, teacher trainees began citing references from where they had extracted notes such as ***titles, authors, and publication years.*** Then, it can be said that teacher trainees shown improvement over their note making skills. More profoundly, the third day post training observation strengthened involving teacher trainees in planning and implementing a lesson had acquired significant place in the teaching and learning process from planning up to implementing. In post training observation, teacher trainees who came to class having known objectives, methods, aids, and references as well as made advanced readings on the topic of the lesson before coming to the class became

active learners from introduction to conclusion part of the lesson. Generally, the post training observation can be represented by table 3 given below.

Table 3: Roles of teacher educator and teacher trainees in the post training classroom observation.

	Activities	
	Teacher	teacher trainees
Lesson planning	Prepared lesson available	Involved in planning a lesson
Topic	Familiar with the topic	informed in advance
Objective	Familiar with the objectives	informed in advance
Methods	Familiar with the methods	informed in advance
Teaching aids	Familiar with the teaching aids	informed in advance
Assessment	Familiar with the assessment techniques	informed in advance
Reference materials	Familiar in advance	work actively with educational materials

The above table shows classroom conditions of both teacher educator and teacher trainees on a given lesson after the training. But, the pre training classroom observations were characterized by lack of prepared daily lesson plan, disorganized, lack of punctuality, lack of teaching aids, lack of active learning, perhaps even phases of daily lesson plan, or components of the daily lesson plan such as the teacher and teacher trainees' activities, teaching aids and methods, objectives introduction, presentation, and conclusions were not spelled out properly. Most of the allotted time was spent by note taking from the blackboard; teacher trainees were not informed about their learning in advance as a result teacher trainees were not aware of how to make involvement in planning and implementing a lesson. A supportive, events were also extracted from the pre training library attendance of teacher trainees' that teacher trainees work actively with educational materials and references of the library were small in number when compared with the post training library attendance.

4.2. Analysis of library attendance:

Attendances taken, of second year teacher trainees in the department of natural science who were at least present per day at library of Aysaita Teacher College to make use of references and materials related to Euclidian Plan Geometry course had two phases (see pre and post training library attendances).

4.2.1. Pre training library attendance:

The results of the pre training library attendance were the frequencies of teacher trainees' presence in the library of Aysaita Teachers College actively working with references available in the library within 10 working days (see table four).

Table 4: Pre training library attendance of second year natural science teacher trainees (December 26, -January 05, 2004 E.C.)

Date	Male	female	total
December 25	3	-	03
December 26	8	5	13
December 27	11	5	16
December 28	13	4	17
December 30	12	4	16
January 1	10	4	14
January 2	13	3	16
January 3	11	8	19
January 4	10	5	15
January 5	9	4	13
Total	97/10=9.7	45/10=4.5	142

Source: Library of Aysaita Teachers College 2004 E.C.

The pre training library attendance in table four shows frequency of teacher trainees who manipulated the available resources and references in the library. Therefore, the results of table four indicated that the average number of teacher trainees used to visit the library as a resource center where teacher trainees can make use of the references and resources were 14 out of 37

every day (see figure 1). Here the assumption is that teacher trainees who attended the library are those who work actively with materials and references available in the library. Besides, the library attendance was viewed as the continual part of observation outside the classroom. One possible way of justifying that teacher trainees were working on the assignment given by the teacher educator in the library is that the reference books and materials they were shuffling were related with the course Euclidian Plane Geometry. Besides, when teacher trainees borrowed any book or materials from the library, were subjected to give their ID on demand of the library rules and regulations so that borrowers ID will remain with the card book until borrowers return. Assessment over the card book and ID of teacher trainees revealed teacher trainees were using books and reference materials, such as, Math 111: Euclidian Plane Geometry, *Mathematics Concepts and Applications*, *Modern Mathematics for Schools*, and *Fundamentals of Mathematics*.

4.2.2: post training library attendance:

Results of the post training library attendance taken, of second year teacher trainees in the department of natural science were presented in table five.

Table 5: Second year natural science teacher trainees post training library attendance (January 11-22, 2004 E.C.)

Date	male	female	total
January 11	18	04	22
January 12	32	05	37
January 14	28	03	31
January 15	31	05	36
January 16	30	05	35
January 17	29	05	34
January 18	27	05	32
January 19	31	04	35
January 21	30	05	35
January 22	29	05	34
Total	285	46	331

Source: Library of Aysaita Teachers College 2004 E.C.

Table 5 revealed that after the training 33 out of 37 of teacher trainees were engaged themselves in active manipulation of library materials. Therefore, it can be said that the training had increased the number of teacher trainees who actively worked with materials and references available in the library.

As it can be seen from the above tables the library attendance of teacher trainees has shown marked differences between the two tables (table four and five).

Below, **figure 1** shows the average number of teacher trainees who visited library to make use of available references in the library. Therefore, this means that the training provided on involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning initiated the change to be occurred.

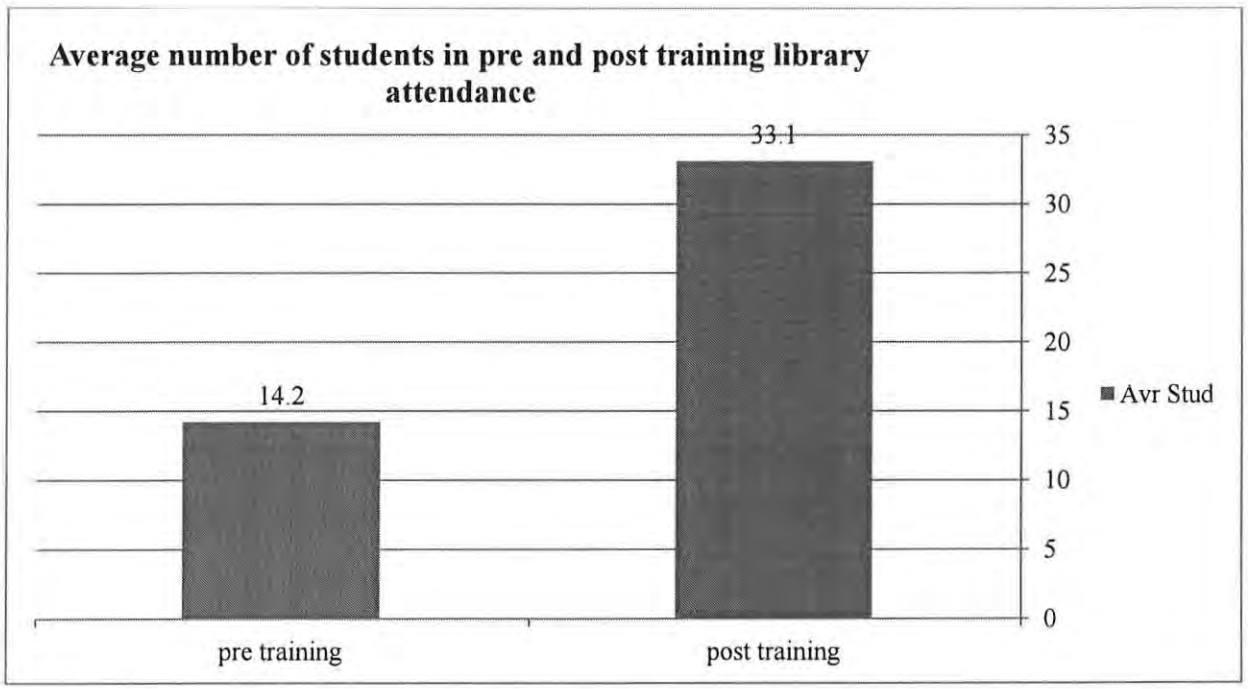


Figure 1: Average number of teacher trainees in pre and post training library attendance

4.3. Analysis of teacher trainees' questionnaire

Data gathered from second year teacher trainees in the Natural science department on the involvement of teacher trainees in planning and implementing a lesson revealed that before the training eleven (29.8%) and ten(27%) teacher trainees out of thirty seven (37) had strongly agree and agree responses respectively. Taken together there were around twenty one (21) out of thirty seven (37) teacher trainees who responded the need to be involved in planning and implementing a lesson. In another word, it was around 56.8% of the teacher trainees who necessitated the involvement of teacher trainees in planning and implementing a lesson. The remaining sixteen teacher trainees (3+8+5) were distributed into uncertain, disagree, and strongly disagree categories respectively. This can be expressed that a total of 35.2% of teacher trainees responded negatively and 8% of teacher trainees remain uncertain. After the training, around 67% of teacher trainees responded strongly agree and agree (43.2% &24.4% respectively). And a total of 27% of the teacher trainees had responded negatively (16.2 % disagree & 10. 8 % strongly disagree). Only 5.4 % were uncertain. See table 6 for details below:

Table 6: teacher trainees' response on involvement of teacher trainees in planning and implementing a lesson.

Description	pre training		post training	
	No.	%	N0.	%
Strongly agree	11	29.8	16	43.2
Agree	10	27.0	09	24.4
Uncertain	03	08.1	02	05.4
Disagree	08	21.6	06	16.2
Strongly disagree	05	13.5	04	10.8
Total	37	100.00	37	100.00

Here notice must be taken that there is a considerable improvement in the stand of teacher trainees as the results of the training provided (see table 6). This means the training caused the adjustment.

Table 7: Statistical comparison between pre and post training on involving Teacher trainees' role in planning and implementing a lesson

Statistics	pre training	post training	t
Mean	43.70	49.38	-4.175*
Standard deviation	7.457	4.912	

*P< (o.o5, 36)

As it can be seen from the above table, there is a statistically significant difference between the pre and post training responses of teacher trainees in planning and implementing a lesson as a means of promoting active learning. The mean differences between the pre and post training results was -5.68 at 95% level of significance for the estimated population mean differences is between -8.43 and -2.92. The effect size was large (d=0.92). The paired t test showed that the difference between the pre and post training responses was significant (t=4.175, df=36 p<0.00025 one tailed). This means that the training given on involving teacher trainees in planning and implementing a lesson had a considerably significant effect in their perception in promoting active learning.

4.4. Analysis of teacher educators' questionnaire

The purpose of this questionnaire was to examine the perception of teacher educators in involving teacher trainees in planning and implementing a lesson as a means of promoting active

learning. The items were constructed along agree- disagree continuum on a five point scale that is strongly disagree, disagree, undecided, agree, and strongly agree (see appendix D).

Percentage distribution of responses extracted from teacher educators' questionnaire revealed that 40% of teacher educators failed to encourage teacher trainees in order to plan their own learning. Only 10% remained uncertain while 50% of them volunteered to encourage teacher trainees in planning and implementing their own lesson. With regard to involvement of teacher trainees in planning and implementing a lesson 90% of teacher educators of Aysaita Teachers College witnessed they are ready enough to share objectives of the lesson with teacher trainees. In practice 55% of teacher educators responded that they did not use teacher trainees learning plan in order to help them plan their own teaching. Others who make use of their teacher trainees learning plan as a proper input to plan their own teaching reached 25% whereas, the remaining 20% were uncertain about it. From active learning perspective 85% of teacher educators assured that the presence of active learning should necessary be followed by active learning. More specifically, 65% of them underlined involvement of teacher trainees in planning a lesson if and only if a given learning is to be active. These teacher educators further conceptualized teacher trainees and teacher activities part of a given lesson as analogous with north and south poles of a magnet which are inseparable to one another. But 25% of them declined to allow the teacher trainees' activities part of the lesson to be prepared by teacher trainees. In this case 60% of teacher educators resisted the issue of allowing teacher trainees to prepare the student activity part of the lesson instead, they insisted the preparation of both teacher trainees and teacher activities part of the lesson by the teacher educator without the conscious knowledge of teacher trainees. Only 40% of teacher educators justified equal involvement of teacher trainees in planning and implementing a lesson. However, 70% of teacher educators proposed active

learning comes from joint involvement of teacher trainees and teacher educators in planning and implementing a lesson. But still 15% of them withhold the right of involving teacher trainees in planning particularly, the teacher trainees' activities part of the lesson. Taken involvement of teacher trainees in planning and implementing a lesson altogether, 80% of teacher educators necessitated the need to inform teacher trainees about the topic, objectives, methods, teaching aids, assessments and references in advance. Furthermore, 70% of them hypothesized involving teacher trainees in planning and implementing could grant active learning (see Appendix $_{D2}$).

Speaking generally, involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning received 17% of uncertainty, 21% resistance and 62% support from teacher educators. The following table explains the same thing.

Table 8: Teacher Educators' View on Involving Teacher trainees in Planning and Implementing a Lesson to Promote Active Learning.

Categories	Responses of teacher educators in number and percentage	
	No.	%
Strongly disagree	16	5
Disagree	47	16
Uncertain	50	17
Agree	114	38
Strongly agree	73	24
Total	300	100

The responses of the great majority of the teacher educators appreciated the involvement of teacher trainees in planning and implementing a lesson in promoting active learning. More specifically, they approved teacher trainees' activity as a counter part of the teacher activity. Besides, teaching methods and assessment part of the lesson were suggested areas teacher

trainees can be involved. Supportive ideas were also extracted from teacher educators' interview that teachers have the tendency to view the student activity part of the lesson in which teacher trainees can be involved

4.5. Analysis of Teacher educators' interview:

Interviews made with seven (7) teacher educators revealed that a daily lesson plan is a proposed action, a guide tool, a blue print, a teaching receipt, in the teaching and learning process to teacher educators. All of them said that they have the tendency to prepare a daily lesson plan rarely, especially when they are not familiar with the course. All of them assured that preparing a daily lesson plan helps what, who, why, how, how much, when, and where to teach. Three out of them underlined the use of lesson plan to differentiate their activities from teacher trainees' activities.

Except two of the teacher educators the remaining five teachers appreciated the involvement of teacher trainees in planning and implementing a lesson perhaps even the involvement of parents was also mentioned. In doing this these teacher educators suggest how and in which part of a lesson teacher trainees can be involved in planning particularly: in the presentation and assessment; in the teacher trainees activities; in all part of the lesson; presentation and stabilization part of the lesson; in choosing teaching aids and methods; introduction; in choosing methods; by providing general objectives and letting teacher trainees to specify the general objectives; by selecting representatives from the class; by forming groups; by providing training on how to prepare daily lesson plan together with the teacher educator were some of the suggestions extracted from the interview.

Besides, not involving learners in planning a lesson was attributed to the professional skills of the teacher that teachers can predict instructional behaviors of learners better than teacher

trainees themselves. Answers against the reasons for keeping teacher trainees far from involving in planning and implementing a lesson include: teacher trainees are not capable of planning their own learning; traditional views of the teaching and learning trend; time constraints; lack of interest in involving teacher trainees in planning a lesson; teacher educators can plan teacher trainees' activities better than teacher trainees because of their professional skills.

Actually, all teacher educators accepted student activity part of the lesson refers to teacher trainees. But they did not think this implies it should be prepared by teacher trainees, rather such ideas may be easier said than done. One of the teacher educators said pitifully, "*I,* for example, *proposed my activities and let my teacher trainees prepare their own activities. So then, how can I make use of all the diversified teacher trainees' activities proposed by teacher trainees themselves? You see the problem the idea is fine in theory than in practice.*" This kind of frustration was not limited to one teacher educator only, there are also rather it was common among all of them. Yet another teacher educator wondered when he heard of involving teacher trainees in planning and implementing a lesson. Surprisingly, he said the following ideas.

> *Involving teacher trainees in planning and implementing a lesson would be a dream though there is hypothetical place which is written to include teacher trainees' activities. This is impossible in a real situation because it is time consuming; difficult to involve teacher trainees in all parts of the lesson; it is unusual way of teaching and learning, lack of interest from teacher educators' side; as well as inadequate planning skills of teacher trainees.*
>
> *(A teacher educator at Aysaita teachers College in department of language)*

Five of the teacher educators postulated teacher trainees who had the idea of the topic, methods, aids, objectives, assessment of the session in advance would have the probability of being active

learners in the classroom. To the extent possible, involving teacher trainees in planning a lesson could guarantee active learning in implementing a lesson. More colorfully, one of the teacher educators said that learners who prepare to have meat at lunch will have meat appetite. This implies learners know what mode of learning is waiting for them may have better appetite for learning. Below is the extract from interview with the teacher educator.

> *Teacher trainees should be viewed as a customer in the cafe where they have the right to choose their own order as far as they are going to pay the cost. Similarly, the student should be involved in making decision and planning because it is the student who is going to learn the lesson. (Teacher educator from the department of social science)*

It was clearly reasonable to assume among all interviewed teacher educators that teacher trainees can be involved in planning and implementing a lesson having been taught how to plan as a means of promoting active is true since the evidence of the training provides supportive ideas as well.

4.6. Analysis of the training:

The main points grasped from the three days training on "lesson plan and teacher trainees role in planning and implementing a lesson to promote active learning" runs as follows:

- Assured that teacher trainees are familiar with the preparation of daily lesson plan to learn as teachers who do plan to teach
- Ensured that all teacher trainees are participating in making their own notes
- Required teacher trainees fully accountable for their own learning
- Required teacher trainees to check for their own and each others' learning activities

Teacher educator and teacher trainees have some common understanding on teacher trainees and teachers activities. To be sure, the teacher educator acknowledged the student activity part of the lesson belongs to teacher trainees and approved the need to be prepared by teacher trainees themselves instead of being prepared by the teacher educator.

Format of the daily lesson plan was developed by student participants and the teacher educator (see Appendix G). The first components are the preliminary parts which give auxiliary information. Such as: the name of the institution, title of the course, and date of the session.
The second section of the daily lesson plan includes the two major events of instruction that is teacher and teacher trainees activities followed by the stages of instruction: such are period of transformation, introduction, presentation, and conclusion.
Under this section one additional thing added is that the ***period of transformation*** which deals with the reciprocal activities of teacher and student for the coming lesson. This section in particular was emphasized because it was a point where both teacher educator and teacher trainees were exchanging their roles and responsibilities of the next day teaching and learning process. The components of this section are: topic of the session; objectives; teaching methods, aids, or references from where teacher trainees can make notes of their own; assessments to be used. In short, the period of transformation in the daily lesson plan, deals with the activities of both teacher educator and teacher trainees in advance about the session for tomorrow. Then the introduction presentation and the conclusion continue as usual except the dramatic shift in the teacher trainees and teachers activities. The main points harvested from the training were the tacit agreement between teacher trainees and teacher educators.

Accordingly, the role of the teacher educator was to Introduce the topic: For instance in this case, 'classification of Triangles'. Stated the objectives: suggested the discussion and question and

answer methods: Hinted cut out triangles made of paper, wood; Informed Assessment and evaluation approach; Prescribed materials and references from where teacher trainees can read and make notes.

By this agreement made between teacher trainees and teacher educator, the topics, objectives, teaching methods, aids, assessments, and references were told in advance so that teacher trainees were expected to make advanced readings and preparations for their own learning from locally available sources. This is what involving teacher trainees in planning a lesson meant for from this thesis point of view. In another word, teacher trainees' activities in planning a lesson to promote active learning were done partially. Besides, what were left of it were the roles of teacher trainees in implementing a lesson to promote active learning. Next time, teacher trainees came to class being familiar with what, why, how, how much, where, and when to learn. At the end of the training the teacher educator made ground rules together with teacher trainees who had participated in the training. These were:

The role of the teacher educator was:

- Introduce the topic of the lesson in advance for the next class
- share objectives of the lesson in advance for the next class
- instruct teacher trainees to make notes on the given topic from available references
- suggest the type of teaching method, aid, as well as possible assessments will be used
- make sure that teacher trainees have gone through reading and note making on the given topic
- reintroduce the topic in organized manner
- restate the objectives
- apply the teaching method, aid, and assessment with which teacher trainees are familiar

The role of teacher trainees:

- introduce and familiarize themselves with the topic at hand
- share objectives among each other
- make readings and notes on the topic at hand from any available references
- present their notes
- consolidate their notes and understandings about the topic
- construct their knowledge

Furthermore, teacher trainees and the teacher educator after the post training observation reported that the training was an indispensable one that they have felt more responsible than before in planning and implementing a lesson. Here are some of the teacher trainees' reports from post training observation.

Student 1: *I think it is good comparing from the past; because I do have the right to be involved in planning and implementing the lesson. I came to the class having known the topic, the objectives, assessment and evaluation techniques, the teaching aids and methods, in advance. As a result I made myself ready accordingly.*

The main role of lesson plan for a particular teacher educator is helping him or her to prepare well in advance. **Student #1** reported after the training the same thing that preparation in advance has the probability of making teacher trainees active in the teaching and learning process. Coming to class having known what to learn; why to learn; how to learn; how much to learn; when and where to learn helped teacher trainees to be purposive and active participants in their learning. Still yet other teacher trainees' report extracted from the interview run as follows:

Student #2: *we spent most of the classroom time by taking notes from the blackboard and responding to teachers raised questions. But now, it is possible to bring our own notes into the classroom from various references.*

Student # 3: *it was teachers' right and responsibility to decided what we are going to learn when we are going to take exams but now it seems to me that we have the right to make and share decisions with teacher educators about what the topic for tomorrow shall be.*

Student #4: *I know what to learn before coming to class and the objectives in particular. I feel that it is important to be involved in planning and implementing a lesson in order to make teacher trainees responsible to their own learning.*

Student #5: *I can have as many references as possible from which I can prepare notes and I know the objectives in advance for each lesson. thus, I feel secure and comfortable when the teacher comes to class.*

Student # 6: I was not very sure what was going on during the pre involvement classes and I used to frustrate when the teacher came to class because I did not know the topic objectives, methods, teaching aids, assessment and references employed in advance. I am now familiar with the preparation of daily lesson plan so that I am learning by planning and taking great part in class activities confidently.

The reported opinions of teacher trainees indicated that the training brought significant contributions to the teacher trainees. Parallel with the teacher trainees' opinions, a corresponding report extracted from the teacher educator, appreciated the value of the training as an input to the process of involving teacher trainees in planning and implementing a lesson. Below are the reports of the teacher educator:

To me as teacher educator, it simplified the classroom complications. Because most of the time, it was me who prepared and wrote notes to be written on the blackboard. In short, it was me who shouldered all the burdens of the teaching and learning process. From teacher trainees points of departure, I think, before the intervention only a few of my teacher trainees were used to participate actively, raise their hands and engaged actively in working home works and assignments when I used to ask questions or give assignments. This time, the roles of the teacher trainees are modified a lot from a mere passive receptacles to active role players of their own learning.

(A teacher educator at Aysaita College in department of natural science)

Practically, the training proved to be important and indispensable as it was seen throughout the post training classroom observations. A glimpse of post training classroom observations, assured that teacher trainees shown remarkable improvement unlike the pre training classroom observation. The major improvement observed after the post training were:

A) Teacher trainees became familiar about the topic, objectives, methods, aids, references, assessment and evaluation in advance. In the presentation of the lesson teacher trainees were quite sure about the activities they were expected consequently the presentation part of the lesson was dominated by teacher trainees' notes extracted from diversified references and materials. Hence, teacher trainees had brought notes on classification of triangles. This was one step forward in the teaching and learning process. Unlike the previous teaching and learning activities teacher educator and teacher trainees understood one another as equally important partners.

Teacher trainees had large volume of notes on classification of triangles; however, at first many of the teacher trainees were not aware to cite the sources and references they brought from. Finally, the role of the teacher educator was summarizing notes brought by teacher trainees and working on the assessment and evaluation holding the objectives in

mind. Besides, the teacher educator introduced and shared lesson for tomorrow with teacher trainees in a way he could carefully manage and rearrange the teacher activities part of the lesson in line with student activities. The teacher trainees and teacher activities were designed and known by both of them. Results from teacher educators' questionnaire as well as interviews supported the idea of involving teacher trainees in planning and implementing a lesson as a means of promoting active learning.

B) Grouping teacher trainees and involving in planning and implementing a lesson was the characteristics of the second day classroom observation. This time teacher trainees had brought notes on ***Basic theorems on the congruence of triangles.*** They were curious to cite the resources from where they brought for instance *Understanding Secondary Mathematics Geometry, Advanced Mathematics Grade 11-12, Modern College Mathematics*, *Mathematics Concepts and Applications*, *Modern Mathematics for Schools*, and *Fundamentals of Mathematics* were mentioned. Unlike the previous lessons, observation revealed that both teacher trainees and teacher educator were more like experienced partners in the process of teaching and learning.

C) The third day classroom observation showed a sense of mastery on the procedures of planning and implementing a lesson. Teacher trainees' skills in note making and reading activities were improved as it was observed in the quality of their notes and the diversities of reference materials. For instance teacher trainees began to include sources from where they brought the notes and make readings. Yet another striking improvement observed was on the involvement of teacher trainees in assessment and evaluation. The mode of selection of assessment and evaluation were made and decided according to bilateral agreements between teacher educator and teacher trainees holding the objectives

on emphasis. For instance, the teacher educator had a role of making sure that all teacher trainees had made and brought notes on the topics and subtopics of the lesson at hand.

Involving teacher trainees in planning and implementing a lesson were expressed in the form of familiarity with the topic, objectives, methods, aids, assessment and manipulation of locally available references and materials in advance before coming to class. However, the state of being familiar with the above mentioned components of lesson plan was allowed to the teacher educator only which left teacher trainees alienated from being familiar with the components of the daily lesson plan. Similarly, results earned from the post training library attendance revealed that a significant increase was detected compared to pre training library attendance. Teacher trainees involved in planning classification of triangles and basic theorems on the congruence of triangles were found to be active participants during the implementation process.

Thus, observation, training, interview with teacher educators, questionnaire to teacher trainees, questionnaire to teacher educators and library attendances support that involving teacher trainees in planning and implementing a lesson has positively related with promoting active learning. Detail discussions of results were made based on the findings.

Chapter Five

5. Discussion

The main purpose of the present study was to examine involving teacher trainees in planning and implementing a lesson as a means of promoting active learning in the teaching and learning process at Aysaita Teachers College.

General findings in relation to involvement of teacher trainees in planning and implementing a lesson to promote active learning include findings extracted from questionnaires, interview, observations, training, and library attendances to answer the research questions of the thesis.

Findings from the three days training underlined involving teacher trainees in planning and implementing a lesson meant teacher trainees can take responsibilities about their own learning. It is true that at first glance, "student activity" was designed by the teacher educators but now teacher trainees can plan this part of the lesson to learn. The three days training enabled both teacher educator and teacher trainees to make tacit agreement on the involvement of teacher trainees in planning and implementing a lesson in such a way that complimented teacher educators' plan. In this case teacher trainees were informed in advance about the topic, objectives, methods, teaching aids, references, assessment and evaluation employed. As a result teacher trainees will be ready enough on the lesson for tomorrow by reading and making notes on the topic from various materials and references, practicing exercises, have some idea about the method will be employed, knew in advance what type of teaching aid would be available. It was this familiarity what involving teacher trainees in planning and implementing a lesson meant for. Eventually, findings from interview made with teacher educators supported involving teacher trainees in planning and implementing a lesson compared to planning the scope, content,

objectives, teaching aids and methods, assessment and evaluation, and references of a given lesson plan together with their teacher trainees. Involvement in this manner is more comprehensive than previously conducted related research because it goes to the extent of reading and making notes from available references far beyond simply informing about the topic, objectives, methods and aids, assessment and evaluation, and references of a given lesson. Previously conducted research for instance, Luces (2009) meant involvement of teacher trainees in planning and implementing a lesson for incorporating teacher trainees interest and needs in the planning process. Luces's research examined interest and needs of teacher trainees on a given lesson and assumed teacher trainees are involved. Compared with Luces's research, involving teacher trainees in planning and implementing a lesson is a comprehensive study that rewarded teacher trainees with planning responsibility in their own learning.

Apparently, involving teacher trainees in planning and implementing a lesson has been found positively related point with active learning. Results showed that after the training, about 20 % of teacher trainees changed their stand that they strongly agreed on the importance of involving teacher trainees in planning and implementing a lesson as a means of promoting active learning. Consequently, observations made before and after the training confirmed the same thing that the post training, unlike pre training learning environment, was characterized by teacher trainees' involvement in the topic of the lesson, objectives, methods, teaching aids, assessment techniques and references to be used. Involvement of teacher trainees in groups in planning a lesson made them more active in the implementation of the lesson where the teacher educator began to call the topic lesson for tomorrow. The method was discussion; six groups were formed using alphabetical order which includes six teacher trainees each. It was this time the researcher saw the most active classroom learning throughout his observations that all groups began to present

what had they brought into the classroom in relation to the instructions they had received. According to the post library attendance, number of teacher trainees work actively with the educational materials and references available in the library also increased after the provision of the training. Similarly, teacher educators reported that there is no reason that teacher trainees who had the idea of the topic, objectives, methods, aids, assessments, and references would not be active learners than those who did not know. But they were not sure whether it guarantees or not because active learning in the classroom is a complex activity of both teacher educators and teacher trainees which requires higher order cognitive skills apart from mere involvement of teacher trainees in planning and implementing a lesson (Noll, 2005), (Santrock, 2011). In this case, there is no wonder in teacher educators' response of being unable to be quite sure because involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning requires real practice. The reports of the teacher educator who applied involvement of teacher trainees in planning and implementing a lesson assured that *involving teacher trainees in planning and implementing a lesson is a must; perhaps even it is not an option.* Thus, involving teacher trainees in planning and implementing a lesson is a typical approach to make teacher trainees active learners throughout the lesson. Similarly, Eastmond, Bartlette and Terblanche (1997) also reported that teacher trainees who were taught by planning for student involvement approach showed definite improvement in test marks and increased enrollments.

Therefore, it can be said that teacher trainees who involved in planning a lesson were active participants in implementing the lesson. In the implementation of a lesson the role of teacher trainees were presenting, consolidating their notes and understandings as well as constructing their knowledge. Involving teacher trainees in planning and implementing a lesson can be carried

out individually or in groups. The role of the teacher educator, in this case, was more like what Jensen and Kileys (2008) say that of a facilitator, empowerer, friendly pedagogue, partner, and nurturer of the teaching learning process. Apart from teacher trainees themselves, teacher educators justified that teacher trainees should be involved in planning and implementing a lesson if and only if active teaching and learning to be considered. Here, it is once again worthwhile to name Freire (1993) states active learning requires both teacher and teacher trainees to commit dynamic partnership in which both share a vision of equal responsibility. Thus, teacher trainees' involvement in planning and implementing a lesson was not a one sided approach, but rather it was inseparable part of a single continuum more than a circle of reciprocal giving and receiving (Stewart, 2002). This in turn led to claim that there is no reason; learning cannot be active if teacher trainees and teacher educator are equally involved from planning to implementing-process of a lesson.

It is a general truth that human being learns through experience and training. Training was an indispensable tool to involve teacher trainees in planning and implementing a lesson as a means of promoting active learning in classroom. Analysis of the paired t- test supported that there was a significant difference between the pre and post training response of teacher trainees. Statistically significant number of teacher trainees who initially refused to accept involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning were changed their stand for the necessity of involvement in planning and implementing a lesson. Findings of interview made with teacher educators said the same thing that training was one of the repeatedly prescribed points in order to involve teacher trainees in planning and implementing a lesson.

Practically, the three days training on involvement of teacher trainees in planning in planning and implementing a lesson as a means of promoting active learning enabled both teacher and teacher trainees to refresh the obsolesced partnership of teachers and teacher trainees where the teacher had been the only responsible person to whom the issues of preparing a lesson plan was autonomously provided for. However, the three days training assured that involving teacher trainees in planning and implementing a lesson was also possible so that that joint involvement of teacher and teacher trainees is inevitable. The training showed learning like teaching should also be guided by planning the lesson. The achievement from the training witnessed that both teacher and teacher trainees were able to share responsibilities in planning the lesson for tomorrow before coming to class so that teaching (teacher activities) and teacher trainees (teacher trainees activities) are framed as typical examples of the struggle and unity of opposites in social science; education in particular. According to Marxism-Leninism the unity of opposites is a process of coincidence and equal action (Daglish, 1982: 111). What has been said about equal action and coincidence allows drawing that teacher and teacher trainees should take equal action and coincidence in preparing a lesson in the process of teaching and learning. It is quite clear that teachers were trained to plan their lesson before they begin teaching. Teacher trainees also need to be trained how to be involved in planning.

The role of teacher trainees right after the training was familiarize themselves about the topic, objectives, methods, aids, references, assessment and evaluation employed in advance. As it was clearly seen from the post training observation teacher trainees role was completely changed from passive note takers into active note makers. In another word, teacher trainees knew what they will learn before coming to the class. Apparently, they will read related topics in advance and will make notes on it. Ideas extracted from one teacher educator's and teacher trainees'

interview revealed that training enabled them to plan, direct, organize, evaluate, share objectives and take charge of all the learning and teaching activities. More profoundly, the teacher educator prescribed the necessity of the training on involvement of teacher trainees in planning and implementing a lesson since when they are assumed to take the academic title "teacher trainees "or "learners" in Aysaita Teachers College.

The rationale of involving teacher trainees in planning and implementing a lesson caused teacher trainees to become more active, to the extent that transformed teacher trainees from passively note taking into actively note making agents of learning. Following the involvement, teacher trainees were observed while they were learning ***classification and congruence of triangles.*** As a result; teacher trainees had shown active participation from introduction to conclusion part of the lesson.

Taken only the introduction parts of both pre and post training classroom observations; teacher trainees were more active in the post training introduction compared with pre training introduction of a lesson.

In a given lesson, the most decisive stage at which the condition of teaching and learning could be decided is the introduction phase of the lesson. That is why Kasambira (1996: 23) called it the appetizer of the lesson where the success or failure of the presentation, to a large degree, established in the first few minutes of the introduction. The introduction phase of lessons observed were hardly exploited by teacher educators as what Kasambira has said it above. According to pre training observation, teacher educators habitually used introduction phase of lessons to greet their teacher trainees, write the date, ask teacher trainees where did they stop, beyond that, it was not manipulated to get teacher trainees involvement and attention. But,

during post training observations, introduction phase of lessons became a situation where teacher trainees and teacher educator were in a very interesting state of understanding that it was more like a kind of effective conversation made between two parts. Teacher trainees were asked if they were ready enough to learn: knew the topic, objectives, methods, teaching aids, assessment and reference from where they made readings and notes. It was here both teacher educator and teacher trainees make sure everybody in the classroom was ready to learn. Teacher trainees being in groups as well as in person were active participants in discussing and arguing on the notes and readings made by teacher trainees themselves. Teacher trainees began discussing on the topic they knew in advance, using methods and aids they knew in advance

The day the researcher observed the post training classroom observation of second year teacher trainees under natural science involving teacher trainees in planning and implementing a lesson improved from simple note taking activities from the blackboard to actively reading, note making and working with references as well as being conscious learners from introduction to conclusion part of the lesson.

Results have shown significance relationship between teacher trainees' involvement in assessment and improvement in teacher trainees learning. In the post training observation the teacher educator began asking eight true or false and two workout questions aligned with the restated objectives. The teacher educator was very good at intentionally challenging teacher trainees' responses no matter what teacher trainees' response were right or wrong. When the teacher educator, asking if angles and medians of a triangle do meet inside or outside the triangle, many teacher trainees volunteered in responding. The teacher educator challenged their thinking consequently caused many teacher trainees to analyze and investigate their responses

deeper than before the pre training classroom observation. By doing this, the teacher educator was helping teacher trainees construct knowledge and think through their own questions.

Besides, interview made with teacher educators indicated that informing teacher trainees about type and procedures of assessment is one possible way of involving teacher trainees in the assessment part of the lesson. Moreover, involving teacher trainees in planning and implementing a lesson increased the number of teacher trainees who used the library as sources of references from where they can make their own notes about a given topic.

Therefore, all the more reasons, involving teacher trainees in planning and implementing a lesson, improved learning to the extent of advancing their own learning, making readings and notes from references and materials. Teacher trainees have shown interest in being involved in planning and implementing a lesson as their day to day duty in the teaching and learning process because roles of teacher trainees in this manner were new for them. However, teacher trainees' endurance may decrease as the number of teacher educators who involve teacher trainees in planning and implementing a lesson increase. Furthermore, results showed that involving teacher trainees in planning and implementing a lesson has wider classroom implications and can be carried out either individually or in groups.

Previously conducted research findings on student-involved assessment for instance, by Stiggins and Chappuis (2004) revealed that teacher trainees need to know where they are headed in order to participate actively in their own learning otherwise teacher and teacher trainees cannot partner effectively without a shared vision of enterprise. More recently, Suzane (2011) found involving teacher trainees of sociology department in planning the assessment and evaluation part of the lesson caused to increase the average grades of teacher trainees. As too Suzane, this was

attributed to the involvement of teacher trainees in deciding the type, scope, content, and time of the test to be given. In general involving teacher trainees in the teaching and learning process to promote active learning has been recommended many years ago. Kasambira (1996:6) says although teachers have many other things to learn on the job, probably none is more important than that of obtaining and using student involvement in the planning process. Involvement of teacher trainees in planning a lesson has been prescribed by Clark and Starr (1986) said that the natural way to start on the road to teacher-student planning is to encourage teacher trainees plan their own activities; particularly, involving teacher trainees in stating the objectives of the lesson.

Briefly speaking, considerable number of research evidences found to acknowledge involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning. However, none of them fully acknowledged teacher trainees should be involved in all parts of a lesson. Some of them like, Suzane, and Stiggins and Chappuis said it was only in the assessment part of the lesson that teacher trainees should be involved. Others like Clark and Starr emphasized involvement of teacher trainees in objectives of the lesson. Involvement of teacher trainees in planning and implementing a lesson should not be partial as long as involving promotes active learning, teacher trainees should be involved in every part of the lesson.

Chapter six

6. Summary, Conclusion and Recommendation

This part of the study sequentially presents summary, conclusion and recommendations extracted from the entire part of the study.

6.1 Summary

The main purpose of the present study was to examine the role of teacher trainees' involvement in planning and implementing a lesson to promote active learning at Aysaita Teachers College. Accordingly, the research questions entertained throughout the study included:

1. What is an involving teacher trainee in planning a lesson in active learning?
2. Should teacher trainees' involve in planning a lesson for learning to be active?
3. How can teacher trainees make active involvement in planning and implementing the planned lesson?
4. To what extent teacher trainees' involvement in planning and implementing a lesson improves learning and teaching?

Holding these research questions in mind Aysiata Teachers College was the target institution which has a total population of 343 teacher trainees (according to 20004E.C. academic year) distributed across three fields of study (Language, Social and Natural sciences); two type of programs (10+1 and 10+3) and level of years of study (I, II, III). Selection of departments and years of study were carried out using simple random sampling consequently, thirty (37), teacher trainees under second year natural science were the actual participants of the study.

Data collection instrument comprised of interview with individual teachers, questionnaire to teacher educators, and teacher trainees, observation, training on lesson plan and the role of

teacher trainees, and library attendance. The instruments had gone under advisor's and professional associates' comment. Following the comments received improvements were made accordingly.

Analysis of the study was made using paired sampled t- test using the statistical package for social science (SPSS) version 20.0. Besides, Simple percentages, interview, and observations were used. Test of significance was set at 0.05 levels.

Major findings extracted from the study include: involving teacher trainees in planning and implementing a lesson were expressed in the form of familiarity with the topic, objectives, methods, aids, assessment and manipulation of locally available references and materials in advance before coming to class. Teacher trainees have shown interest in being involved in planning and implementing a lesson as their day to day duty in the teaching and learning process because roles of teacher trainees in this manner were new for them. However, teacher trainees' endurance may decrease as the number of teacher educators who involve teacher trainees in planning and implementing a lesson increase. Furthermore, results showed that involving teacher trainees in planning and implementing a lesson has wider classroom implications and can be carried out either individually or in groups. Therefore, all the more reasons, involving teacher trainees in planning and implementing a lesson, improved learning to the extent of advancing their own learning, making readings and notes from references and materials.

6.2 Conclusion

Involving teacher trainees has gone under different changes in the history of education. The shift from teacher centered to student centered has been great stride in the teaching and learning process. Still, the student centered by itself, has gone under a process of improvement such as

independent, or active learning. However, active learning has been partially understood that teacher trainees have been alienated from planning and implementing their learning lessons. This thesis was not a mere partial fulfillment of the requirements for the Master of Arts in Educational Research and Development it also provided the researcher with course of experience and opportunity in the field of educational research.

It is quite clear that involving the role of teacher trainees in planning and implementing a lesson as a means of promoting active learning was an original topic in the context of the researcher. Thus, the researcher concluded the following points from the findings of the study:

1. Involving teacher trainees in planning and implementing a lesson provides a sense of feelings of responsibility about their own learning. Observational results confirmed that teacher trainees involved in planning a lesson become active learners in the implementation process of the lesson.
2. Providing training on how to be involved in planning and implementing a lesson enabled teacher trainees be active learners
3. Teacher educators should give opportunities for teacher trainees to plan the activity part of the lesson by teacher trainees themselves. Learning like teaching should be preceded by planning.
4. There should be congruence between the teacher and teacher trainees activities part of the lesson from "planning" up to "implementing" process. Teacher trainees and teacher activities are two inseparable processes as in the case of action and reaction of mechanics; combination and association of chemistry; integrals and differential in mathematics; positive and negative polarities of magnetism. Therefore, there should be joint involvement of both teacher educator and teacher trainees in planning the lesson.

5. Teacher trainees should be trained to plan their own learning as the teacher does to teach his or her own teaching so that teacher trainees will be involved in planning and implementing a lesson actively.
6. "Lesson for tomorrow" should be included as part of the lesson as a stage of transformation between today's and tomorrow's lesson. This stage is a place where the teacher educator is expected to introduce, specify and share topics, objectives, methods, aids, references, assessments and evaluation issues for the coming lesson. As a result teacher trainees will be prepared and read in the prescribed topic from available references in advance.

6.3 Recommendations

The present study has gone a limited distance of investigating involving teacher trainees in planning and implementing a lesson as a means of promoting active learning with particular reference to Aysaita Teachers College. However, the present findings seem to have educational implications for practice and future research by applying more advanced methods of analyses not treated in the present study. Moreover, the following are recommendations of the study

- The existing role of teacher trainees- should be reconsidered against teachers' role in planning and implementing a lesson as a means of promoting active learning by providing training on lesson planning and implementing in Aysaita Teachers College.
- The components of daily lesson plan should be revised to include the new roles of teacher trainees in planning and implementing a lesson. For one thing, the teacher educator should reconsider the introduction part of the lesson to involve teacher trainees in planning and implementing a lesson because involvement will enable teacher trainees

make active readings and extract notes on the topic from various references and materials. Parallel with that, involvement will enable teacher trainees to be familiar with methods, aids, references, assessments, and evaluations in a way that allows the achievement of objectives of the lesson. For another thing, teacher educators should reconsider the presentation part of the lesson to involve teacher trainees in planning and implementing a lesson because doing these enable teacher trainees to be encouraged in constructing and consolidating their own understanding on the given topic. Teacher trainees, at this stage of the lesson, will bring notes, experiences, and references on the topic before coming to the class as partners of the teaching and learning process with the teacher educator. In this case teacher trainees will be more active when both teacher trainees and teacher educators have know how about using teaching aids, methods, references and assessments. Finally, the teacher educators should reconsider the conclusion part of the lesson plan to involve teacher trainees in planning and implementing a lesson as a means of promoting active learning because involvement in conclusion enable both teacher educators and teacher trainees comment on each others' experience, knowledge and responsibilities to review and assess their own as well as each others' explanation and activities. More importantly, both teacher educators and teacher trainees share equal responsibility on the preparation of the next lesson; specifically, introduce and specify the contents of the lesson; inform the teaching aids and methods; suggest the available references; negotiate assessment techniques with teacher trainees to be able to achieve the objectives of the lesson.

- Student-teacher joint involvement is compulsory in planning and implementing a lesson as a means of promoting active learning. Thus, teacher educators should frame teacher

trainees' activities from teacher's activities parts of a lesson in planning and implementing a lesson.

- Still, senses of reactionary views were seen from teacher educators as well as teacher trainees in involving teacher trainees and implementing a lesson. Thus, teacher educators should fully acknowledge teacher trainees' partnership in planning and implementing a lesson for learning to be active enough. More importantly, Aysaita teachers College should provide training on how to involve teacher trainees and teacher educators in planning and implementing a lesson to simplify problems that caused resistance.
- Further comprehensive researches with more advanced approaches and design to involve teacher trainees in planning and implementing a lesson should be conducted as a means of promoting active learning by interested researchers and likewise the involvement of teacher trainees would be formal approach to active learning.

References

Abdurahman Qoram. (1983). መምህርና ስራው: አድስ አባባ :ትምህርት ሚኒስቴር

Academy for Educational Development: AED/EQUIPII, (2008).*Teachers Handbook on Formative Continuous Assessment*. Addis Ababa: Amanuel printing press.

Aggrawal, J.C. (2004). *Teacher and Education in Developing Society* (4th edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Arends, I.R. (1997). *Classroom Instruction and Managemen*t. New York: The McGraw-Hill Companies, Inc.

Biadiglign Ademe (2010). *General Learning-Teaching Methods and Techniques*. Addis Ababa: Addis Ababa University Press.

Callahan, F. J. and Clark, H. L. (1988).*Teaching in the Middle and Secondary Schools: planning for Competence* (3rd edition).New York: Macmillan Publishing Company.

Clark, H., L and Starr, I., S. (1986). Secondary and Middle School Teaching Methods.(5th edition). New York: Macmillan Publishing Company.

Daglish, R. (1982).*The Fundamentalist of Marxist-Leninist Philosophy*. Moscow: progress publishers.

Dewey, J. (1958). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: The Macmillan Company.

Eastmond, N.J., Bartlett, G. and Terblanche, N. (1997). Planning for Student Involvement in a Program of Supplemental Instruction: *Educational Technology Research and Development*, 45, (3), PP.134-140 retrieved from http://www.jstor.org/stable/30220193

Elias, J. L. & Meggiam, S. (1980*). Philosophical foundations of Adult Education*. Florida Krieger: Jessey Bass Publishers.

Fauzia Shamin, Negussi Negash, Chinyere Chuku and Netsanet Demewoz (2007). *Maximizing Learning in Large Class: Issues and Options. Addis Ababa: master Printing Press.*

Freire, P. (1993). *Pedagogy of the Oppressed* (30th anniversary edition). New York: Continuum International Publishing Group Inc.

Gibran, K. (1915). *The Coming of the Ship: Prophet*. New Delhi: UBSPD Publishers Pvt. Ltd.

Hendry, G. D., Frommer, M., and Walker, R. A. (1999). Constructivism and Problem Based Learning. *Journal of Higher Education*, 23(3), pp. 359-371.

Higher Diploma Program (2008).*Handbook for Teacher Educators*. Ministry of Education: Addis Ababa.

http://digitalcollections.sit.edu/ipp_collection/465 Accessed on November 5, 2011.

Kasambira,P.,K. (1996).*Lesson Planning and Class Management*. Edingburg: Addison Wesley Longman limited.

Koohang,A., Riley,L., Smith,T. and Schreurs,J.(2009).E-Learning and constructivism: from theory to Application. *Interdisciplinary journal of E-learning and learning objects*, 5, pp.1-19

Larson, E.B. and Keiper, A.T.(2007). *Instructional Strategies for Middle and High School*. New York: Routledge Taylor and Francis Group.

Luces, G.L. (2009). "Incorporating Teacher trainees' Perceived Needs and Interests in the Planning and Implementation of Lesson Plans" (unpublished MA thesis)

Mao,T. (1975). *Selected works of Mao Tse-tung*, 1 .Peking: Foreign Language Press.

Margetson, D. (1994). Current Educational Reform and the Significance of Problem Based Learning. *Studies of Higher Education*, 19 (1), pp. 219-236.

Marx, K. (1997). *On Dialectical Materialism*. Moscow: Progress Publishers.

Ministry of Education (1994).The Education Training and Training Policy of Ethiopia. Addis Ababa: St. George Printing Press.

Mutton, T., Hagger, H. and Burn, K. (2011). Learning to Plan, Planning to Learn: The Developing Expertise of Beginning Teachers. *Teachers and Teaching*, 17:4, 399-416 retrieved from http://dx.doi.org/10.1080/13540602.2011.580516 accessed on: 20 December 2011, At: 08:39

Nietzsche, W. F. (1886). *Beyond Good and Evil: Prelude to Philosophy of the Future*. London: Penguin Classics.

Noll, J. W. (2005).*Taking Sides: Clashing views on Controversial Educational Issues* (13th edition). Maryland: McGraw Hill

Ornstein, C. A. and Hushkins, P. F. (2004). *Curriculum Foundations, Principles, and Issues* (4th edition).Boston: Pearson.

Ovando, J.C., Collier, P.V. and Combs, M.C. (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts* (third edition).Boston: McGraw Hill

Pratt, D. (1994). *Curriculum Planning: A Hand Book for Professionals*. Fort Worth: Harcourt Brace College publishers.

Reda Dargie. (2001). Conception of constructivist teaching approaches in higher education. *IER Flambeau*, 9(1), pp. 57-63

_____ (2008). Educational Psychology: Course Module Distance Education Program. Bahir Dar University: Department of Pedagogical Sciences (Unpublished).

Richardson, V. (2003). Constructivist pedagogy: *Teachers College Record*, 105(9), pp.1623–1640.

Santrock, J. W. (2001). *Educational psychology:* International edition. New York: McGraw-Hill Companies, Inc.

Stewart, J. (2002). *Bridges Not Walls: Interpersonal Communication* (8th edition). Boston Burr Ridge: McGraw Hill.

Stiggins R. and Chappuis J. (2004).Classroom Assessment for Student Learning: Doing it right well. Portland, Oregon: Assessment Training Institute.

Suzanne S. H. (2003). Syllabus under Construction: Involving Teacher trainees in the Creation of Class Assignments: *Teaching Sociology*, 31, (2), pp. 195-202. doi: 2011 02

Tewodros Bekele and Admasu Gebre (2008). General Methods of Teaching: Course Module Bonga College of Teacher Education (unpublished).

Vighna, R.,Luan, W. and Abubaker, K. (2008). The Shift in the Role of Teachers in the Learning Process. *European Journal of Social Science*, 7,(2).

Walklin, L. (1990). *Teaching and Learning in Further and Adult Education*. London: Stanley Thornes Publishers.

Wildavsky, A. (1973). If planning is Everything, May be Nothing. Journal of Policy Science,4,(2),pp. 127-153. Doi:4531522

William, D. (2001). Form Available On-Line at: Required Daily lesson plans:**http://www.winona.edu/education/studentteaching/sttchresources.html** Accessed on:19/12/2011: 05:52

Woolfolk, A. (2001*). Educational Psychology* (5th edition). Boston: Allyn and Bacon.

Appendices

Appendix A

Commonly used type of daily lesson plan in Aysaita Teachers College

School _____ subject_____

Teacher's name _____ specific objectives

Date_____ _____

Lesson topic_____ _____

Time	Lesson content	Events of instruction		Remarks
		Teacher activity	Student activity	
		• Introduction • Presentation • Stabilization • Checking and evaluation		

Teacher's sign_____ dep't head's comment_____ director's comment-----

Date_____ _____ _____

Sign_____ sign_____

(Extracted from AED/EQUIP II 2008)

Appendix B

Compilation form for Teacher trainees and Teacher educators Activities

Teacher_____**Class**_____**Subject**_____

Teacher trainees activities	**Poor**	**moderate**	**Sufficient**	**Good**
1.Variety of teacher trainees activities observed	About 2 different activities	3-4 activities observed	5-6 activities observed	8 and more activities
2.involvement of teacher trainees in planning a lesson	Not observed	Occasionally observed for 5 minutes	Frequently observed	Actively involved for more than 10 minutes
3. Teacher trainees work actively with educational materials and references	Not observed	Occasionally observed for 5 minutes	Frequently observed from 5 to 10 minutes	Actively involved for more than 10 minutes
Teachers activities	**Poor**	**moderate**	**sufficient**	**Good**
1.Lesson plan	No lesson plan	Occasionally available	Frequently available	Teacher-student made plan frequently available
2.involve teacher trainees in planning	Not observed	Occasionally observed	Frequently observed	Cooperative teacher-student involvement frequently observed
3.introducing the topic	Not observed	Occasionally observed	Frequently observed	Cooperative teacher-student involvement frequently observed
4.stating objectives	Not observed	Occasionally observed	Frequently observed	Cooperative teacher-student involvement frequently observed
5.informing methods and assessments used	Not observed	Occasionally observed	Frequently observed	Cooperative teacher-student involvement frequently observed
6.encourage teacher trainees to participate actively	Not observed	No specific attention observed towards encouraging	Occasionally encouraging teacher trainees	Encouraging teacher trainees on a regular basis, at an individual and group level
7.assessing teacher trainees work in the classroom	Not observed	Observed occasionally using 1 method	Observed occasionally using 2 methods	Observed frequently using three or more methods
8.Classroom management	Poor organization	Insufficient logical management of teacher trainees tasks (e.g. group work without group assignments)	Organization facilities on task behavior at individual and group level	Responsibilities for learning is delegated to teacher trainees well organized class

PARTICIPATION TASK FORM

Teacher ..... Grade ..... Room .....

Tick the appropriate boxes in sections 1, 2 and 3. Give a short description (max. 4 words) of subject content

1	Period	00 - 10 min - (start)	11 - 20 min	21 - 30 min	31 - 40 min (end)		
2	Lesson phase	introduction	presentation	stabilization	evaluation		
3	Teaching method & types of interaction	Teacher centered no interaction or chorus answering	Teacher centered interaction, teacher gives turns with closed questions	Whole class discussion (dialogue - with open questions)	Individual Work	Pair or group discussion	Other activating method such as role play, game
4	Seating arrangement	Whole class arrangement	Groups	Pairs	Individual		
5	Subject content	.....					

Student 1	OFF TASK	PASSIVE PARTICIPATION				ACTIVE LEARNING				
	Off task activity	LOT listening / observing teacher	LOS listening / observing student	CON Copying notes	OPP Other passive part	RTW Reading textbook workbook	WWT Writing workbook textbook	AEX Answering explaining	DEX Discussion exchange	OAL Other Active Learning
20										
20										
20										
20										

Student 2	OFF TASK	PASSIVE PARTICIPATION				ACTIVE LEARNING				
	Off task activity	LOT listening / observing teacher	LOS listening / observing student	CON Copying notes	OPP Other passive part	RTW Reading textbook workbook	WWT Writing workbook textbook	AEX Answering / explaining	DEX Discussion exchange	OAL Other Active Learning
20										
20										
20										
20										

Student 3	OFF TASK	PASSIVE PARTICIPATION				ACTIVE LEARNING				
	Off task activity	LOT listening / observing teacher	LOS listening / observing student	CON Copying notes	OPP Other passive part	RTW Reading textbook workbook	WWT Writing workbook textbook	AEX Answering explaining	DEX Discussion exchange	OAL Other Active Learning
20										
20										
20										
20										

Student 4	OFF TASK	PASSIVE PARTICIPATION				ACTIVE LEARNING				
	Off task activity	LOT listening / observing teacher	LOS listening / observing student	CON Copying notes	OPP Other passive part	RTW Reading textbook workbook	WWT Writing workbook textbook	AEX Answering explaining	DEX Discussion exchange	OAL Other Active Learning
20										
20										
20										
20										

Remark: .....

Observer ..... Date .....

Appendix C

አዲስ አበባ ዩኒቨርስቲ

የትምህርት ጥናትና ምርምር ተቋም

<u>በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ</u>

<u>ውድ ተሳታፊዎች በሙሉ</u>

የዚህ መጠየቅ ዋና አላማ በአይሳኢታ መምህራን ኮሌጅ የሚካሄደው የመማር ማስተማር ሂደት ውስጥ በተለይ በዕለታዊ ዕቅድ ላይ የተማሪዎች ሚና የሚዳሰስ ይሆናል፡፡

ይህ መጠይቅ ሁለት ክፍች አሉት የመጀመሪያ ክፍል አጠቃላይ የተማሪዎች መረጃ የሚጠይቅ ሲሆን የሁለተኛው ክፍል ተማዎች (የመምህርነት ሙያ ስልጣኞች) በዕለታዊ እቅድ ላይ ያላቸው ግንዛቤ የሚጠይቅ ይሆናል፡፡

የእርስዎ ትብብርና ዕርዳታ በተለይ ለተጠየቁት ጥያቄዎች ትክክለኛ መረጃ በመስጠት በሚካሄደው ጥናት ላይ አይነተኛ አስተዋጾኦ ያደርጋል ለትብብረዎ ከልብ የመነጨ ምስጋና እያቀረብኩኝ ስለተሰጠኝ መረጃ በታማኝነትና በሚስጥር ተጠበቆ ለታለመለት ስራ ብቻ ቸገልግሎት ላይ እንደሚወል አረጋግጥልዎታለሁ፡፡

<u>ክፍል አንድ የተማሪዎች አጠቃላ ሁኔታ</u>

መመሪያ አንድ ከዚህ በታች የቀረቡ ጥያቄዎች በተሰጠው የመልስ መስጫ መልስዎን ይግለጹ

1.1 የመታወቂያ ቁጥር ----------

1.2 ጸታ ወንድ ☐ ሴት ☐

1.3 የትምህርት ዘመን ----------

1.4 ስንተኛ ዓመት ተማሪ 1ኛ ☐ 2ኛ ☐ 3ኛ ☐

1.5 ሰሚስተር 1ኛ ☐ 2ኛ ☐

1.6 የትምህርት ክፍል ----------

ክፍል ሁለት/መምሪያ ሁለት/ ተማዎች ወይም ስልጣኝ መምህራን በዕለታዊ ዕቅድ ዝግጅት ላይ ያላቸውን ሚና እና አመለካከት የሚዳስሱ የጥያቄ አይነቶች ቀርበዋል የእያንዳንዱ ጥያቄ ይዘት መመዘኛ አማራጮች በጣም አልስማማም፣ አልስማማም፣ አልወሰንኩም፣ እስማማሁ፣ በጣም እስማማለሁ፣ የሚሉት ቀርበዋል በተሰጠው የመልስ መስጫ ቦታ ላይ መልሶዎን አጂዙን በመግጽ ወይም ሀረጉን በመጠቀም መግልጽ ይችላሉ።

ተ.ቁ	ገላጭ አረፍተ ነገሮች	1. በጣም አልስማማም 2. አልስማማም 3. አልወሰንኩም 4. እስማማለሁ 5. በጣም እስማማለሁ
	ዕለታዊ ዕቅድ በመጠቀም የተካሄደ የመማር ማስተማር ሂደት ውጤታማ ነው	
	ዕለታዊ ዕቅድ በመምህራን ብቻ መዘጋጀት አለበት	
	በዕለታዊ ዕቅድ ዝግጅት ውስት ሰልጣኝ መምህራን (ተማሪዎች) መካተት አለባቸው	
	ተማሪዎች (ስልጣኝ መምህራን) በዕለታዊ ዕቅድ ዝግጅት እንዲካተቱ ስልጠና አስፈላጊ ነው	
	ስልጣኝ መምህራን (ተማሪዎች) ክፍል ከመግባታቸው በፊት ስለሚማሩት ትምህርት አቀራረብ፤ የትምህርቱ አላማዎች፣ የመረጃ መሳሪያ አይነት፣ የመማር ማስተማር ዘዴዎች የግምገማና ምዘና ዘዴዎች በቅድሚያ የሚዘጋጅበት መሆን አለበት።	
	በዕለታዊ እቅድ ውስጥ የተማሪው ተግባር መታቀድ ያለበት በተማሪው ነው።	
	በእለቱ እቅድ ውስጥ ያለው የተማሪ ተግባር መታቀድ ያለበት በአስተማሪው ነው	
	በእለቱ እቅድ ውስጥ ያለው የመምህሩ ተግባር መታቀድ ያለበት በመምህሩ ነው	
	መማር ማስተማር ተካሄደ የሚባለው የዕለቱን የትምህርት ዕቅድ በመምህሩና በተማሪው የጋራ ጥምረት መታቀድ ሲችል ነው።	
0	ንቁ የመማር ማስተማር ተግባር እንዲኖር በእለታዊ እቅድ ዝግጅት ተማሪዎች መካተት አለባቸው	
1	በእለታዊ እቅድ ዝግጅት የተካተቱ ተማሪዎች ካልተካተቱት በተሻላ መልኩ በእቅድ ተግባራ ውቅት ንቁ ተሳታፊዎች ናቸው	
2	በእለታዊ እቅድ ተግባር ንቁ ተሳትፎ የሚያደርጉ ተማሪዎች በእለታዊ እቅድ ዝግጅት የተካተቱ እንደሆነ ብቻ ነው።	
3	ተማሪዎች (ስልጣኝ መምህራን) በእለታዊ እቅድ ዝግጅት ማካተት በእቅድ ተግባር ወቅት ንቁ ተሳታፊ ለመሆናቸው አይነተኛ ማረጋገጫ ነው።	

Appendix C1

Reliability results of pilot tested questionnaire Student Questionnaire based on Alpha scale reliability analysis:

Number of cases: 28

Number of items: 13

Reliability Statistics: 0.814

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q.1	88.8000	1108.200	.868	.	.753
Q.2	88.8000	1749.700	-.225	.	.861
Q.3	88.8000	1215.700	.765	.	.769
Q.4	88.8000	1331.700	.706	.	.780
Q.5	88.8000	1256.700	.679	.	.779
Q.6	88.8000	1678.700	-.081	.	.827
Q.7	88.8000	1863.700	-.800	.	.853
Q.8	88.8000	1320.700	.769	.	.775
Q.9	88.8000	1371.200	.696	.	.783
Q.10	88.8000	1269.200	.967	.	.759
Q.11	88.8000	1609.700	.458	.	.812
Q.12	88.8000	1705.700	-.188	.	.832
Q.13	88.8000	1278.200	.834	.	.767

Appendix D

Questionnaire to be filled Teacher Educators

To: Participants in "involvement of teacher trainees in planning and implementing a lesson to promote active learning"

The researcher currently involved in teacher trainees' involvement in planning and implementing a lesson to promote active teaching-learning. The researcher would greatly appreciate a few minutes of your time to respond to the following questionnaire. The results of this study will determine the roles of teacher trainees in planning and implementing the lesson. This information will be used as part of a review of teacher in-service training program at Aysaita College. You were randomly selected from a pool of currently working teacher educators at Aysaita College. You will not be identified by name. All information provided by you will be treated as strictly confidential. This questionnaire is prepared to be filled by teacher educators. It has two parts the first part deals with general information about teachers; whereas the second one deals with the views of teacher educators in involving teacher trainees' role in planning a lesson.

Part I: General Teacher educators Information

1.1 Institution Name: _____
1.2 Faculty name: _____
1.3 Date_____

1.4 Gender: ☐ Male ☐ Female

1.5 Qualification BEd/BA/BSC ☐ MA/MSC ☐ PhD ☐
1.6 Service year: _____
1.7 Field of study:_____

Part II: The following questionnaire is designed to measure and reflect the roles of teacher educators' in active teaching-learning practices. The items are partially extracted from Higher Diploma Program handbook prepared by Ethiopian Ministry of Education (HDP, 2008).The items are intended to reflect the views of teacher educators on the role of teacher trainees' involvement in planning and implementing a lesson to promote active learning. For each of the following questions, please, mark the answer that comes closest to how often you feel about. Thank you for your co-operation. Put the tick (√) mark below the rating scale point of your response.

Ro.No.	Descriptors of active learning statements	1:strongly disagree 2:disagree 3:undecided 4:agree 5:strongly agree
1	**I encourage teacher trainees to prepare their own learning plan activities**	
2	**I have clear objectives for my lessons ready to be shared with teacher trainees**	
3	**I collect my teacher trainees' learning plan regularly and use these to help me plan my teaching**	
4	**Active teaching should be followed by active learning**	
5	**Teacher trainees can be involved in planning and implementing a lesson for learning to be active**	
6	**In the lesson plan part the teacher activities and the student activities are inseparable to one another to the extent possible, analogous to north and south polarities of magnetism**	
7	**In the active learning classroom, the student activities should be planned by the student**	
8	**In the active learning classroom, the student activities should be planned by the teacher educator**	
9	**In the active learning classroom, both teacher and student activities should be planned by the teacher educator alone without the consent of teacher trainees**	
10	**Active learning comes from joint involvement in planning and implementing teacher trainees' and teacher's activities by teacher trainees and teacher respectively**	
11	**The teaching-learning approach is active if and only if teacher trainees are involved in planning and implementing, at least the teacher trainees' activities, of a lesson**	
12	**teacher trainees need to be informed about the teaching methods, teaching aids, type of assessment employed and the stated objectives in advance**	
13	**Teacher trainees involved in planning their own activities are active learners**	
14	**Involving teacher trainees in planning a lesson guarantees an active learning**	
15	**Teachers should share responsibility of planning lessons with teacher trainees**	

Appendix D1

Reliability results of pilot tested teacher educators' questionnaire based on Alpha scale reliability analysis:

Number of cases: 6

Number of items: 15

Reliability Statistics: 0.936

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q.1	56.0000	1194.500	.614	.	.934
Q.2	56.0000	1033.500	.897	.	.925
Q.3	56.0000	1372.000	-.317	.	.950
Q.4	56.0000	1097.500	.749	.	.930
Q.5	56.0000	1103.500	.968	.	.924
Q.6	56.0000	1220.500	.393	.	.939
Q.7	56.0000	1263.500	.304	.	.940
Q.8	56.0000	1134.500	.836	.	.928
Q.9	56.0000	1322.500	-.032	.	.945
Q.10	56.0000	1091.500	.980	.	.923
Q.11	56.0000	1160.500	.860	.	.928
Q.12	56.0000	1070.500	.886	.	.926
Q.13	56.0000	1141.000	.878	.	.927
Q.14	56.0000	1076.500	.945	.	.924
Q.15	56.0000	1077.500	.940	.	.924

Appendix D2

Responses of Teacher Educators

TEACHER EDUCATORS' RESPONSES IN PERCENTAGE (%)

Ro.No.	Descriptors of active learning statements	1	2	3	4	5
1	**I encourage students to prepare their own learning plan activities**	10%	30%	10%	40%	10%
2	**I have clear objectives for my lessons ready to be shared with students**	0%	5%	5%	50%	40%
3	**I collect my students' learning plan regularly and use these to help me plan my teaching**	15%	40%	20%	15%	10%
4	**Active teaching should be followed by active learning**	5%	0%	10%	40%	45%
5	**Students can be involved in planning and implementing a lesson for learning to be active**	0%	15%	20%	45%	20%
6	**In the lesson plan part, the teacher and the student activities are inseparable to one another to the extent possible, analogous to north and south polarities of magnetism.**	5%	5%	25%	20%	45%
7	**In the active learning classroom, the student activities of a lesson should be planned by the student**	0%	30%	30%	20%	20%
8	**In the active learning classroom, the student activities should be planned by the teacher educator**	5%	25%	10%	45%	15%
9	**In the active learning classroom, both teacher and student activities should be planned by the teacher educator alone without the consent of students**	30%	25%	5%	30%	10%
10	**Active learning comes from joint involvement in planning and implementing students' and teacher's activities by students and teacher respectively**	0%	10%	20%	45%	25%
11	**The teaching-learning approach is active if and only if students are involved in planning and implementing, at least the students' activities, of a lesson**	5%	15%	25%	40%	15%
12	**students need to be informed about the teaching methods, teaching aids, type of assessment employed and the stated objectives in advance**	0%	0%	20%	45%	35%
13	**Students involved in planning their own activities are active learners**	0%	10%	25%	35%	30%
14	**Involving students in planning a lesson guarantees an active learning**	0%	20%	10%	50%	20%
15	**Teachers should share responsibility of planning lessons with students**	5%	5%	15%	50%	25%

Appendix E

Interview with individual Teacher educators

1. What is lesson plan for you?
2. Do you plan a lesson? How often/why?
3. Do you think planning a lesson should be allowed only for teacher educators? Why?
4. What is the use of lesson planning for teacher educators?
5. Why planning a lesson is reserved only for teacher educators?
6. Do you think teacher trainees can be involved in planning a lesson? Why? If so in which part of the lesson? Objectives, Teaching methods, Teaching aids, Student-activities, Assessment
7. How do you involve teacher trainees in planning and implementing a lesson?
8. Who decided to plan the teacher activities and student activities of a lesson?
9. Do you think the student-activity part of the lesson belongs to teacher trainees? if so why the teacher educator used to plan alone without the knowledge of teacher trainees?
10. How a teacher educator can plan alone the student activities of a lesson without the consent of teacher trainees?
11. Does active learning come from joint involvement of teacher trainees and teacher educators in planning and implementing a lesson? Can you explain it more how?
12. Do you think involving teacher trainees in planning a lesson is necessary for learning to be active? Why?
13. Do you think teacher trainees involved in planning a lesson are active learners? Why?
14. Does involving teacher trainees in planning a lesson guarantee an active learning? Can you explain it more how?

Appendix F

Training on teacher trainees' involvement in planning and implementing a lesson at Aysaita Teachers college: January 08-10, 2004

The target participants at this training are second year teacher trainees at department of natural science. This training aimed to introduce the participants to some key concepts and issues of involving teacher trainees in planning and implementing a lesson to promote active learning.

Objectives of the Workshop:

- **Introduce the concept of lesson plan**
- **Create awareness on the need to involve teacher trainees in planning a lesson brings active learning in the classroom teaching and learning process.**
- **Update the role of teacher trainees in planning a lesson**
- **Involve teacher trainees in planning a lesson to promote active learning**
- **Train teacher trainees to play their active role in planning a lesson.**

Day	time	Activity	facilitator
08	8:00-8:30	Registration and Provision of stationeries	The researcher
	8:30-9:00	Welcome and opening speeches by the researcher Set ground rules of the workshop: such as switch off mobile phones and reduce interruption as far as possible; punctuality before and after tea break. Include participates' suggestion Introduce the topic State objectives of the training	researcher
	9:00-10:30	What is daily session plan? ➢ Definitions ➢ Formats of daily session plan	researcher
	10:00-10-30	Tea break	
	10:30-12:00	What are the components of daily lesson plan?	researcher
09	8:00-10:00	Reviewing yesterdays' discussion Why is lesson plan needed? What is the role of teacher educator and teacher trainees in planning a lesson?	Researcher Teacher educator
	10:00-10:30	Tea break	
	10:30-12:00	Who is in need of a daily lesson plan? ➢ The teacher educators, if so why? ➢ The learners if so why? ➢ How teacher trainees can be involved on planning a lesson? ➢ Does planning a lesson promote active learning? ➢ Are teacher trainees who involved in planning a lesson can be active learners in implementing the lesson?	Researcher Teacher-educator
10	8:00-10:00	Daily lesson plan and active learning ➢ Developing a daily lesson plan format which allows teacher trainees involvement in planning and implementing it ➢ Formation of format developing groups ➢ Presentation of the developed format by each group ➢ Organizing the developed formats into one.	Teacher educator Researcher
	10:00-10:30	Tea break	
	10:30-12:00	➢ Involving teacher trainees in Planning a lesson to implement active learning ➢ Challenges and solutions of involving teacher trainees in planning and implementing a lesson ➢ Closing the three day training and reminding teacher trainees to make ready themselves to apply the developed lesson format into their language classes	Teacher educator and researcher The teacher educator

Appendix G

Daily lesson plan developed by teacher educator and teacher trainees after the training

Name of the institution:			
Name of the planner(s):			
Course title:			
Date of session:			
Teacher trainees academic level:			
Topic:			
Objectives:			
Teaching methods:			
References from which notes can be prepared: Teaching aids:			
Assessment to be used:			
Events of instruction	Teacher trainees' activity	Time	Teacher activity
Introduction	• get ready to achieve objectives • get ready to employ and manipulate methods and aids • exhibit their notes		• remind and restate the topic and its objectives • Arrange the setting the way teacher trainees present by breaking the topic and subtopics down • make sure if teacher trainees have brought notes
Presentation	• Present their notes • Compare their notes		• Ignite the presentation • Facilitate the flow of teacher trainees reaction
Conclusion	• Consolidate their notes • Make sure they have achieved the objectives • Answer/ask questions		• review the lesson in relation to the objectives • fill the gaps of the presentations made by teacher trainees • ask/answer questions
Period of (transformation) Lesson for tomorrow	• Familiarize themselves with the topic objectives, • Share responsibilities to work on the topic • Ready to manipulate and exercise the method and assessment • Make notes on the topic from the specified references		• Introduce the topic for tomorrow • State objectives • Inform: teaching methods, aids, or references from which notes can be prepared • Tell the type of assessments to be used • limit the topic, or the sub topic on which teacher trainees can make notes

DECLARATION

I hereby declare that this thesis is my original work, done under the guidance of Ato Girma Lemma and all the sources are duly acknowledged.

Name: Seyoum Mehari Shimuye Signature: _____

Place: School of Graduate Studies, Addis Ababa University

Date:_____

This thesis has been submitted for examination with my approval as university advisor of the candidate.

Name: Ato Girma Lemma Signature: _____

Date: _____