


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

TRAINEES' PERCEPTIONS OF THE TRAINING COURSE IN ENGLISH
LANGUAGE TEACHING FOR THE LOWER PRIMARY SCHOOLS:
THE CASE AT ADAMA T.T.I.

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ABSTRACT

The purpose in this study was to assess trainees' perceptions of the training course for the teaching of English in the lower primary schools, through taking the case at Adama T.T.I. in 1997/98 academic year.

The literature reviewed mainly focused on current trends in language (EFL) teacher education and language teaching-ELT, the content and process of pre-service teacher preparation, and major issues and problems in this area.

Questionnaire and interviews were conducted with a sample of trainees. Observations were made to classrooms (on formal training and practice teaching), and discussions also held with instructors. Reference was made to trainees' achievement records and the instructional materials.

The results indicate that the syllabus recently introduced in the curriculum for the ELT course gained a wide acceptance mainly for its features of the communicative approach; and yet accordingly discounted for inadequacy of levelled (appropriately staged) language contents and practice activities. It was observed that the participants mostly lacked a particular inclination for the teaching of English, though maintaining a positive attitude for teaching. Whereas, trainees more generally disfavoured the current policy for generalized training due to the preparation and work demands; and contrarily went for a more specialized scope of training and teaching.

The actual training was generally observed as lacking sufficient/desirable amount of practical teaching experiences, in simulated and/or live contexts. The professional competencies of the student-teachers on English teaching practice was mostly found far below the expectations.

Finally, factors were indicated that seemed to underlie the difficulty of the initial preparatory program to develop a reasonable degree of competence and confidence for the teaching of English. Recommendations were accordingly given for ways in which the program might better efficiently achieve its aims in this respect.

ABBREVIATIONS

AAU	: Addis Ababa University
BESO	: Basic Education System Overhaul
DTE	: Department of Teacher Education
EFL	: English as a Foreign Language
EL	: English Language
ELT	: English language Teaching
ESLCE	: Ethiopian School Leaving Certificate Examination
GPA	: Grade Point Average
ICDR	: Institute of Curriculum Development and Research
KCTE	: Kotebe College of Teacher Education
LP	: Language Practice
MOE	: Ministry of Education
TEFL	: Teaching English as a Foreign Language
TGE	: Transitional Government of Ethiopia
TTI	: Teacher Training Institute

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

In recent years, the rapid increase in the pressures to global communication is said to have brought an ever growing need for the teaching of foreign languages, and especially of those which are considered as international channels of communication (Wallace, 1991). With the explosion in language teaching, there has been an increased demand for language teachers and the consequent need to train these teachers. Hence, preservice programs have been developed, which are intended to provide teachers with initial skills, knowledge and attitudes necessary for effective performance of their roles.

It is clear that the quality of teaching/learning in the schools considerably rests up on the quality of teachers, which is in turn attributable to the quality of professional training they receive. Hence, it is expected that teachers in training be thoroughly examined to show competency in both the contents and methods of teaching. Accordingly, language teachers are minimally required of expertise in the language they are teaching and skills in the management of the learning process. And during their training session, these demands are believed to become even more vital for non-native trainees, who are students of the language (EFL) at the same time as training (TEFL), and who also have to grow out of the influences of previous, traditional ideas about teaching and learning a foreign language (Britten, 1988; Wright, 1992;

Woodward, 1991).

Moreover, trends in teacher training have currently evolved along with the introduction of communicative approach in language teaching. As indicated by Duff (1984: 118), the range of demands which a communicative approach puts on the teacher is much greater than that of the structural approach. The justification is that the job of teaching a language has become more complex where it is still necessary to teach the form and grammar, besides the ultimate task of involving learners in using these resources for communication. And hence, the demand implies immense resourcefulness on the part of the teacher, together with a very diverse range of communicative and organizational skills. And without proper training of teachers, as Duff emphasises it, these approaches to methodology would be ineffective - and a source of frustration to the teachers (ibid).

Recent developments have also shown a move from a period of 'teacher training,' characterized by approaches that view teacher preparation as familiarizing student - teachers with techniques and principles to apply in the classroom, to 'teacher education,' characterized by approaches that involve teachers in developing theories of teaching, understanding the nature of teacher decision making, and strategies for critical self-awareness and self-evaluation (Richards and Nunan, 1990: xi). Consequently, this has gained a pressure for practical -oriented courses and practical experience, rather than discipline oriented subject matter. Moreover, the move has gained an important secondary goal in any training program - other than professional certification - that of equipping trainees with the techniques to go on developing professional competence on the job by taking on the responsibility for their own

development (Wallace, 1991).

On the other hand, the question of impact of teacher education has remained yet a living issue and problem in teacher education world wide. As the available literature reveals, accompanied by dissatisfaction from all concerned groups with general performances in education, there has been a growing research interest in the cognitive functioning of the students of teaching. Lannier and Little (1986: 535-6), in their extensive review on the topic, have commented that the research on prospective and practising teachers is, appropriately, increasingly concerned with the teachers' intellectual competence, factors that influence their thinking abilities, and the substance and processing of their thoughts and judgements.

However, as the same authors indicate, the research on the value of teacher education has concentrated more on portraying teachers' general satisfaction or dissatisfaction rather than probing the sources of either, and is predominated by the record of teachers' disappointments (p.543). Bullough (1991) also provides a review of findings suggesting a similar view that the influence of teacher education is 'washed out' by teachers' experience in the schools. Moreover, the bulk of literature reveals a general impression that the candidates for teaching of-ten come from a relatively lower academic talent groups (Lannier and Little, 1986; Leavitt, 1991; Maranga, 1993); that they maintain low expectations for professional preparation; and that they have unfavourable career aspirations (Lannier and Little, *ibid*; Book et al 1983).

Accordingly, many reasons have been given for the lack of impact of teacher

education, which have generally pointed to lack of rigorous course work and limited program length and quality (Bullough, 1991; Leavitt, 1991). Additionally, however, teacher educators have explored - as an alternative approach to teacher education - the need to examine trainees' prior knowledge and thoughts about teaching, and incorporate into instruction (Book et, al, 1983; Porter et, al, 1990; Bullough, 1991; Bax, 1997). It has been argued that better understanding of the preservice teachers' characteristics, career aspirations, and perceptions of teaching would help to appropriately adjust their education to overcome any misconceptions that might unfavourably influence their learning (Bullough,ibid; Book,et, al,ibid).

On the other hand, contemporary developments in ELT have brought the notion of learner-centered/based curriculum, which allows for active involvement of learners in its process of development, and marking a growing tendency to match with learners' needs (Nunan, 1988). Following this, experiences have suggested that English language teachers obtain information continually from their students regarding the content and method, with the purpose of incorporating everything they learn into their teaching (e.g. Martinez, 1993). In teacher education, a corresponding movement has been for a more trainee-centered and process - oriented approach, and which is further believed to have the effect of matching the training methodology with the kind of foreign/second language teaching expected of student teachers (Porter et, al, 1990; Bailey, 1990; Bax, 1997). Experiences in this regard have suggested the analysis of trainees' reactions to teacher preparatory courses, to their classroom experiences, and their subsequent reflections on the teaching-learning process (e.g. Bailey, ibid; Porter et, al, ibid).

Nevertheless, as Bax (1997: 233) comments, informal observation of language teacher education around the world suggests that while the principles for more trainee-centered approaches may be generally known and accepted, teacher educators still tend in practice to adopt transmission (of inputs and suggestions) approaches, that might tend to draw attention away from trainees' own experiences. Porter et al (1990: 228) have also pointed out that the predominant mode of instruction in teacher preparatory courses yet tends to be the traditional teacher-generated curricula and an emphasis on evaluated products as a measure of learning, which makes it difficult to make the actual teacher education process in accord with the recommended method.

Therefore, as we move from a period of 'teacher training' to 'teacher education', as noted by Richards and Nunan (1990: xi), teacher educators need to reassess their current positions and examine afresh the assumptions underlying their own programs and practices. For teacher education to have greater impact, the prevailing need seems to be that of responding more sensitively to trainees' previous knowledge about the profession, their current contexts of learning, and their future contexts of work. As in all teaching situations, the composition and nature of the student group influences the nature of the teaching that occurs and accounts for a major part of the variance in learning outcomes. Hence, as Lannier and Little (1986: 536) note, "the cognitive process of those choosing to become and remain teachers [i.e. their qualifications, competencies, expectations, and attitudes] is and will remain an important area in teacher education research."

1.2 Statement of the Problem

In Ethiopia where English language functions as a medium of post-primary education and of international communication, the prevailing need for the teaching of English and the consequent need to train the teachers is strongly evident. Moreover, the demand for the teaching appears to be most vital at the primary level of education where the pupils have to be brought up to meet the academic demands of the successive English-medium learning. Nevertheless, the professional training of primary school teachers has often been criticized for its inadequacy in preparing teachers for their roles in the primary schools of the country (e.g. MOE, 1989, 1995a; Abebe and Tassew, 1994). Accordingly, the curriculum has been decried as discipline - oriented than professional training (MOE 1989, 1995a), and the goal of training has been made subject 'specialist' or 'generalist' at different times (MOE 1992, 1995a).

Following this, the current education and training policy has been aimed at an overall strategy to ascertain that teacher trainees have the competence, professional interest, and every fitness appropriate for the profession; and also that their education and training components will emphasize, among other things, methodology and practical training (TGE 1994: 20). Accordingly, the policy dictates that English is taught from the first grade of school, and correspondingly that teachers for the first cycle of primary education (Grades 1-4) receive a ten-months training in Teacher Training Institutes, after a secondary level education (ibid, p.22-24; MOE 1995a). In this case, the aim (goal) of the training is geared to the training of 'generalist teachers' who can handle all the subjects in the self-contained classrooms in the lower primary schools (MOE 1995a).

In line with this, there is an English syllabus designed to meet the educational and professional needs of trainees preparing to teach English for the first cycle, the level where students are to be enabled 'to use English at school and in their everyday lives' (MOE 1995b, d). The training course intends to enable the trainees develop the skills needed to teach English effectively in those grades; and, further, acquire the ability and motivation to continue their professional and linguistic development during their career time (MOE 1995b: 1). The approach shows-along with current trends - a tendency to focus considerably on practical (experiential) activities, and the need for these to be exemplified in the process of training (ibid).

However, since the English syllabus - along with the current policy for training - was implemented in the training institutions, no evaluative study has so far been made regarding the TEFL component of the training in particular. Some studies pertinent to primary school teacher training appeared at a national conference in July, 1998. Various institutes have been cited and the issues raised cover admission, relevance and effectiveness of training, and trainer qualifications. These studies have indicated significant problems that question the impact of the training; however, they become too general and inconclusive, and demand further investigation in specified scope and settings (Refer to Part 2.5.2 for details). Besides, personal experience as a teacher trainer has gained the writer conceptions [participants' unpleasant performances and attitudes] that suggest the need to look into the trainees' view points of TEFL training in particular. Hence, this study intends to investigate student-teachers' perceptions of the TEFL component of the training program at Adama T.T.I.

1.3 Objectives of the Study

In line with the purpose, the study has two general objectives: 1) to investigate student-teachers' conceptions about preparation for primary school EFL teaching; and, 2) to investigate their perceptions of the training in EFL teaching.

In the attempt to achieve the general objectives, the study seeks to answer these specific questions.

1. How do the trainees perceive professional career preparation?
2. What is their attitude towards becoming teachers, and teachers of English?
3. How do they rate their own competencies as prospective English language teachers?
4. How do the trainees view the aim (goal) of preparing as 'subject-generalist' teachers?
5. What is the trainees' perception of the English syllabus?
6. How do they perceive the actual process of EFL teaching course they experienced (i.e. in terms of classroom methodologies, supervisory approaches, and the assessment practice)?

1.4 Significance of the Study

The conclusions to be arrived at from this study would have implications for syllabus designers and those concerned with the training program (i.e. educational planners or practitioners). The findings are expected to provide input needed to improve the professional training of primary school teachers (especially those of English) of the country further. Particularly, the learner inputs (views, opinions, perceptions) to be gained from this study can be used to restructure the course content or methodology,

in the continuous endeavour of matching the training with the actual teaching in the schools.

1.5 Limitations and Delimitations of the Study

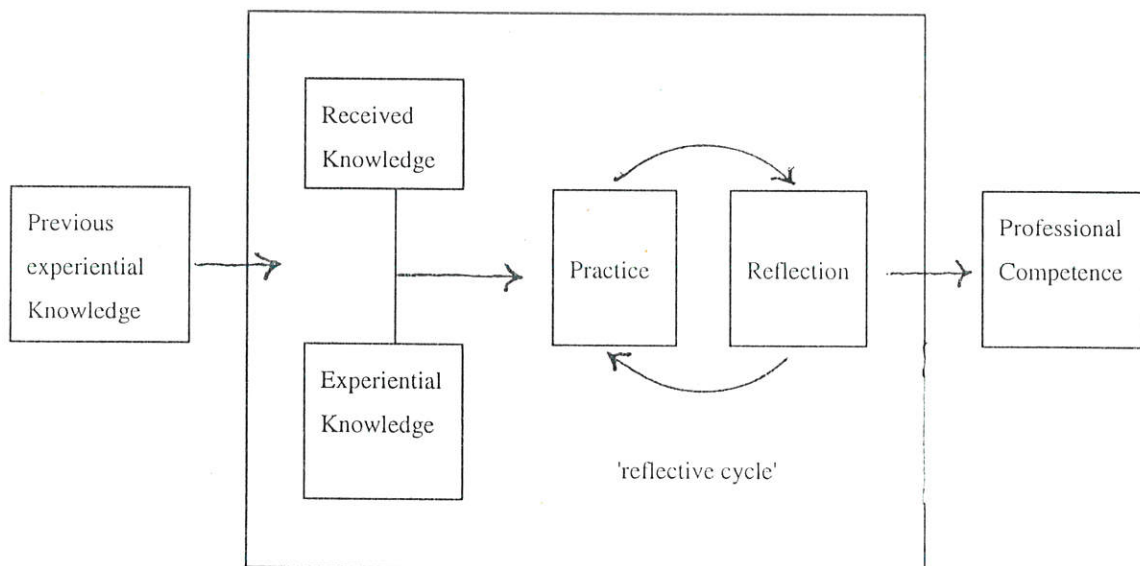
The case study would be restricted to one setting (i.e. the T.T.I. at Adama) due to financial and time constraints, though a consideration of various settings may enable one to reach a much more sound conclusion.

It should also be noted in this study that student-teachers' perceptions of their professional training is basically referred to as their EFL teaching course, though psychology and pedagogy courses are also components of their professional preparation. The study may also be subject to difficulties normally associated with explanation and interpretation of perception.



The applied science model, according to Wallace, is the traditional and probably still the most prevalent model underlying most training or educational programmes for the professions (ibid: 8). In teacher education, the findings of scientific knowledge and experimentation in the area are conveyed to the trainee, who then make intensive practice with these to achieve professional competence. Therefore, as Wallace (ibid) observes, any changes in the practice element can be established only by the experts in the various areas, and not by the teaching 'practitioners' themselves, i.e. those actually engaged in the day-to-day practice of the profession.

The 'reflective' model, which is widely proposed in current trends, is said to be one which combines certain strengths which exist only separately in the other two models (Wallace, 1991: 2). It is widely argued that structured professional teacher education should include two kinds of knowledge development: 'received' knowledge the trainee gains as part of the necessary intellectual content of the profession; and 'experiential' knowledge which the trainee develops by practice of the profession and reflection on it (Ur 1992; Kontra 1997; Wallace 1991; Ellis 1986). In this model, the process of achieving professional competence incorporates pre-training experiential knowledge (attitudes to the profession), on-training 'received' and 'experiential' knowledges, along with practice and reflection on practice. The reflective model is represented as follows (Wallace 1991: 49).



Wallace (1991) further justifies the 'reflective' approach being given serious consideration by those concerned with language teaching, arguing that it is grounded on a broad base of professional knowledge and experience; that it has already gained very wide acceptance in teacher education circles; and that it is consistent with, and complementary to, current developments in language teaching, with their emphasis on the learner and on learner training (p.165). It is also held that this approach to teacher education aims to empower teachers to manage their own professional development, and enable them to be more effective partners in innovation (ibid).

2.2 Components of Language Teacher Education

2.2.1 Content and Delivery

In the era of the communicative approach in language teaching, the implication for teacher training has been noted to be that the range of demands put on the teacher

has become much greater than that in the structural approach: the demand which implies immense resourcefulness in the target language, together with a very diverse range of communicative and organizational skills (Duff 1984). Hence, as noted by Richards (1990:14), teacher education need activities and experiences, “that move beyond 'training' and that seek to develop the teacher's awareness and control of the principles underlying effective planning, organization, management, and delivery of instruction.”

Accordingly, it is generally held that structured (professional) language teacher education should include two components that are yet not mutually exclusive. In Ellis' (1986: 92) terms, these components involve 'awareness raising' and 'experiential' practices, which, as Wallace (1991: 14) puts it, are intended to develop 'received' and 'experiential' knowledge aspects, respectively. In other words, the trainee on the one hand becomes acquainted with the matching concepts of the subject, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession. In EFL context, these include English language description, linguistics, psychology of learning, TEFL methodology, and so on. According to Ellis (ibid), these are intended to develop trainees' conscious understanding of the principles underlying EFL teaching and/or the practical techniques that teachers can use in different kinds of lessons.

On the other hand, the 'experiential' component involve the trainee in actual teaching. According to Wallace, the trainee here develops 'knowledge-in-action' by practice of the profession and moreover gets the opportunity to reflect on that

knowledge-in-action (ibid). This occurs through 'live' or 'simulated' teaching practice and observation (ibid; Ellis, ibid; Richards, 1990). For example, classroom management, as shown by Richards (ibid), is an aspect of teaching that has to be inferred by observing a teacher for a period of time in a number of different settings.

Indicating the relationship between the two components, Wallace (1991: 52) writes that "the effectiveness of received knowledge courses will obviously depend on how well they relate to the trainees' own 'reflection' and practice." The writer argues for a reflective approach that makes the relationship reciprocal so that the trainee can reflect on the received knowledge in the light of classroom experience, and so that classroom experience can feed back into the received knowledge sessions (ibid).

Likewise, Ur (1992) maintains a consistent view in establishing a relationship between 'theory' and 'action' in teacher training. The argument is that the aim of teacher training should be "to get teachers to develop a 'theory of action', a private, integrated but everchanging system of knowledge, experience and values, which is relevant to teaching practice at any particular time" (p.59). It is thus implied that the relationship between theory and practice in teacher education is not one of implementation-theory being translated into practice - but a continually interactive one: 'theory can provide the analytic and conceptual apparatus for thinking about practice, while practice can provide the opportunity for testing and assimilation of theory' (ibid, p.59-60). Similarly, it has been noted by Ellis (1986: 92) that experiential and awareness-raising practices are not mutually exclusive, but can be combined in a single activity through reflection and evaluation.

According to several authors (e.g. Fidler, 1994; Tolley et al, 1996), the provision of the necessary components of the preparation course calls for role partnerships between training institutions and schools. More specially, Fidler (1994) implies that two institutions are thus needed, in the following note:

... Training institutions should be competent to provide the subject matter and theoretical parts of the process, generalised practice in planning teaching programmes and lesson preparation. However, only schools can provide the opportunity to watch exemplary practitioners, to practice class teaching and to experience working in schools (p.21).

In conclusion, for the development of trainee teachers' powers of reflection - and then, personal theory of action - the main focus of EFL teacher preparatory course should then be on an ELT pedagogy course which uses a variety of heuristic (lectures, reading, discussion) and experiential learning procedures, and in which teaching practice and observation is integrated, accompanied by collaborative clinical supervision (Ur, 1992; Wallace, 1991).

2.2.2 Language and Methodology Awareness

It is generally held that EFL teacher trainees for whom English is a foreign language - as is the case in Ethiopia - are learning to do something very much harder than native-speaking trainees. As Britten (1988: 3) justifies this: firstly, they need to establish communication in a foreign language with students who very likely share their own mother tongue; secondly, such trainees must master a set of professional skills which will probably have to be performed in the foreign language. And

stressing this same point, Woodward (1991: 6) writes that non-native trainees hence are 'students of EFL at the same time as training', as they may be wary of expressing themselves in the target language in the training classroom or may consciously use the training sessions as language improvement sessions too. Thus, they need to work on their teaching techniques and language ability at the same time.

In the same way, Wright (1992) writes that knowledge about the language-other than providing the tools to carryout instructional tasks - also 'makes a powerful psychological contribution to the teacher's work - confidence, which is even more vital for the non-native speaker who may be held up as a model user and a source of information about the language' (p.64). Hence, as Wright puts it, they are expected to know the language 'both as users in the everyday sense and as technicians in the pedagogic sense' (ibid). In other words, this implies that the trainee takes on three major roles: language user, language analyst, and language teacher.

To supplement the view-point of the target classroom group, Brosh (1996), for example, conducted a study on a group of foreign language teachers and their students to investigate their perception of the teaching characteristics that contribute to successful language learning, and why certain characteristics are more important than others. Accordingly, the author reported that both groups, as the first priority, perceived the teacher's command of the subject matter, i.e. his/her mastery of the four language skills (p.126). Brosh further notes the substantial agreement of this finding with an earlier study (by Politzer and Weiss, 1971), in which it was concluded that:

The most favourable attitudes and attitude changes toward foreign language study are produced by teachers who know the language; the most negative results are produced by teachers who teach from open books (Brosh, bid).

It is thereby indicated that these findings may suggest new approaches to the recruitment, selection, training, and assessment of language teachers. In connection to this, Bolitho (1988: 72) has noted that: "teacher education courses must aim to equip teachers with the motivation and means of acquiring [knowledge of the target language] as a life-time's project. This is all the more important in our time when many teachers arrive on training courses with no basis of linguistic understanding or insight developed from their general education."

The other aspect of awareness raising is the need for methodology training. Britten (1988: 3) justifies the more vital training demands of non-native trainees arguing - above all - that 'they have to grow out of not only ideas about teaching and learning a foreign language which were acquired as pupils in school, but also perhaps previous ideas about the nature of language and what it means to know a language.'

The justification here is that modes of teaching and learning picked up in previous language learning experiences can be durable influences especially for pupils whose favourite subject is English and who decide to become English teachers themselves.

In this way, therefore, the trainees are confronted with the change from the method they experienced as learners, to the method they are being trained to use themselves.

Thus, according to Britten, the main justification for having theoretical subjects (including the theoretical treatment of methodology) in pre-service training syllabuses, is that 'they foster and underpin attitude change during training itself and minimize reversion, once training is over, to older teaching models' (p.4).

With a consistent but more profound argument, Kontra (1997) raises the assumption that 'what teachers do is a reflection of what they know and believe', which provide the underlying schemata or framework which guide the teacher's classroom action (p.248). Thus, inner values and beliefs are one of the key components of teacher education; and which, according to this author, also applies to pre-service programs in which the trainees' practice is restricted to peer - and micro-teaching, planning activities, and lessons on paper, all of which often reflect the way they themselves were taught (ibid). In overcoming this, methodology training serves, according to Kotra: to raise awareness of inner values and beliefs and initiate their development; to pass on the craft (imitations of good models) and initiate its application within the framework of the trainee's inner values and beliefs; and to induce in the trainee a never-ending process of thinking, challenging, and changing (ibid).

2.2.3 Teaching Practice and Supervision

2.2.3.1 Practical Activities

One of the world wide issues and problems in teacher education has been noted to

be the gap in content between the pressure for discipline - oriented subject matter, and that for practical-oriented courses and practical experience that is found to more directly prepare teachers for classroom teaching (Leavitt, 1991). As Cochram-Smith (1991) confirms this: "research during the last decade has demonstrated that the formal aspects of pre-service preparation do little to alter students' outlooks and practices, where as the less formal, experiential aspects of student teaching are potentially significant influences" (p.115). This has brought a sounding principle that 'trainees learn to teach by teaching', which necessitates that they also practice using the information they receive about ELT methodology. It would therefore be expected that language teachers be provided with opportunities for safe experimentation while learning their profession, and, when qualified, for developing new skills and extending their professional repertoire.

Accordingly, the experiential component of teacher education generally involves activities like lesson observation (data collection and analysis), lesson planning, micro-teaching, supervised teaching, shared professional action (team teaching), and individual autonomous professional action (Wallace 1991: 89). Micro-teaching is referred to as a training context in which a teacher's situation has been reduced in scope or simplified in some systematic way (e.g. the teacher's task is much simplified or specified, lesson length is shortened, or class size is reduced). According to Wallace, none of the above categories can be a substitute for one another, and all should rather take place as a cline of professional learning experiences (ibid).

Experiential practices, other than in teaching actual students in real classrooms (live teaching), can also occur in simulated practice, as when the trainees are engaged in peer teaching (Ellis 1986: 92; Wallace 1991: 89). According to Wallace, involving trainees-other than real students - for this purpose has the advantage of giving insights into learning problems by putting the teacher in the learners' shoes, and of promoting a lively discussion through peer involvement (ibid).

2.2.3.2 Supervision

Tenjoh-Okwen (1996) values lesson observation as 'the key to teacher development,' which is viewed as a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher (p.10). Moreover, it is widely held that supervisory approaches that are characterized by honest dialogue and constructive feedback will lead to professional growth and result in positive supervisor/supervisee experiences and outcomes.

Regarding this, Wallace (1991) differentiates between two strategies in supervising teaching practice: the 'direct or overtly prescriptive', which involves discussing shortcomings in the lesson and making suggestions for improvement; and the 'non-direct or non-prescriptive', which is concerned about supportive interpersonal relations (p.112). Based on a prior research on the effect of the different supervisory styles in micro-teaching (McGarvey and Swallow, 1986), Wallace indicates that the weight of trainees' opinion comes down clearly against the more prescriptive approach, and in favour of the more collaborative approach (p.114). As reported by the authors:

'... without exception, the students did not find [the directive approach] a valuable way to proceed. They claimed to know themselves what problems they were having, and described the approach that their tutors favoured as being rigid and uncompromising. More seriously perhaps, this promoted a feeling that the tutor was distant and unapproachable. Students wanted to talk about their concerns but felt that the atmosphere did not allow it (Wallace, *ibid*, p.113).

On the other hand, the trainees' reactions towards the non-directive approach was reported as follows:

'... the students regarded their tutors highly for their flexibility and sensitivity towards them as individuals. [They] did not consider their tutors' persistent quests for analysis to be threatening; rather they appreciated that this was a valuable means of probing the complexities of teaching' (*ibid*).

The approach in this latter case seems to reflect what is today widely known as 'clinical supervision', the goal of which is the professional development of teachers, with an emphasis on improving teachers' classroom performance (Stroller, 1996; Tenjoh-Okwen, 1996; Wallace, 1991; Gaies and Bowers, 1990). The approach is characterized as a formative face-to-face interaction between a supervisor and a trainee (or a teacher) with reference to classroom teaching. It is systematically designed to engage both agents in a supportive and interactive process that: 1) provides objective feedback on instruction; 2) assists student teachers in developing strategies to promote learning, motivate students, and manage the classroom; and 3)



helps them develop a positive attitude towards continuous professional development, through encouraging their powers of self-evaluation (Stroller, 1996; Tenjoh-Okwen, 1996). The supervision is suggested to be done in a cyclical process consisting of a pre-observation meeting (the planning conference), the classroom observation itself and a post-observation meeting (feedback conference) (Stroller, *ibid*; Tenjoh-Okwen, *ibid*; Wallace, 1991; Gaies and Bowers, 1990).

2.3 Course Design and Assessment in Teacher Education Programs

2.3.1 Course Design

There is a broad-based consensus in ELT, and so in FL teacher education, that the design of courses should follow some kind of rationale or a set of organizing principles (e.g. Wallace, 1991; Sheldon, 1988). The implication for teacher education is that the course should have a reasoned explanation of what kind of course it is, and why it has been designed in the way it has, and specify the training and educational philosophy underpinning the course (Wallace, p.141). In this view, the programs can, otherwise, become a grouping of inputs or activities adopted for a variety of reasons, implemented in a variety of ways, and therefore unlikely to form a coherent training experience (*ibid*, p.165). Accordingly, it generally appears in current trends that a 'reflective approach' to FL teacher education is being given serious consideration by those concerned.

The rationale for a FL course also entails that the aims and objectives are determined. According to Sheldon (1988: 241), an ELT course should specify the learning-gaps it is intended to fill, which should derive from a needs analysis or

classroom piloting data.

Along with these arguments, Woodward (1991: 4) identifies two things to be especially important in an aim to train teachers of English as a foreign language. One is content: what information, skills or knowledge are to be taught or learnt. The other is process: how this information or knowledge is going to be taught or learnt.

Nonetheless, arguments over matching qualitative training with the scope of goals and durations of training seem yet to be settled. In this connection, Gower (1983: 210) notes that "what is not so easy on a short course is to make trainees sufficiently aware: not only of the language they are teaching but of the principles behind the techniques they use in the classroom and how these techniques in turn contribute to the achievement of the teacher's aims." The temptation in such conditions, in general, as Gower observes, is to oversimplify or be over prescriptive in order to save time. In other words, trainers often cut out much that the trainees need to know in an attempt to be finite in what they present, or conversely overload the trainees so that nothing is absorbed effectively (ibid).

Accordingly, Gower (1983) suggests that a good initial training course, if it is to make the best use of its time, needs to "have limited aims, a clear direction, and form a connected whole, with both awareness and doing mutually informing each other" (p.211). The author further contends that a lot can be done if the course meets these characteristics and is suggestive and generative in application.

Another point of argument in this regard is the need for extended programs (as opposed to specialization) that seem most serious at the elementary level, where the goal is, as Gough (1982) puts it, "to train generalists - Renaissance men and women" (p.41). The self-contained classroom plan requires the teacher to be a generalist who teaches all or nearly all subjects to the pupils in his/her classroom; whereas departmentalization is a plan for grouping pupils that permits the teacher to specialize in the teaching of one or a few subjects (Ragan and Shepherd, 1971: 143).

The proponents of the self-contained classroom emphasize the need for planning for individual differences. The long teacher-student association is believed to promote a teacher's understanding about each pupil, which will enable to plan and organise learning experiences according to individual abilities and interests. A further advantage was also claimed that the teacher will be in a good position to help pupils understand the interrelatedness of subject-matter fields. Regarding the training needs of the teacher (for subject-matter knowledge), it is assumed that "the scope and depth of subjects taught in elementary schools are not so great that they can not be acquired by regular class teachers" (Ragan and Shepherd, 1971: 141-2).

On the other hand, critics of the self-contained classroom have been increasing in numbers. It is underlined that the need for greater achievement in basic subjects [such as FL studies] calls for greater depth of preparation on the part of the teacher than teachers in the self-contained classrooms can generally have (Ragan and Shepherd, 1971). Hence, the work demands suggest that the teacher in training be enabled to display competence in handling each of the school subjects according to the structure of the discipline. However, as Gough (1982) observes and comments,

the goal of training generalists “is too extensive to allow, in a brief four years, the intensive training in content and methods that effective teaching requires” (p.41).

Gough (1982) thereby suggests that training programs should prepare elementary teachers to specialize - either in language arts/social studies or maths/science - for employment in departmentalized teaching situations.

In justifying this argument, Gough (1982) warns that teachers’ weaknesses in given disciplines are inevitably passed along to their students. It is also feared that teachers who are not well prepared in all subject areas may neglect the areas in which they lack competence, which leads to imbalance in the school program (Ragan and Shepherd, 1971). Specialization is hence believed to solve such problems by giving the prospective teachers the freedom to concentrate their studies in areas that match their interests and skills. Moreover, it is implicated that specialization permits increased time to intensify pre-service training.

A further implication has been that departmentalization of teaching makes it easier for the teacher to keep up with new developments in methods, materials, and equipment in one or two fields (Ragan and Shepherd, 1971). Critics of the self-contained classroom also describe the trend as one in which the teacher and a group of pupils are cut off from association and experience with other teachers and pupils (Ragan and Shepherd, 1971; Gough, 1982).

On the other hand, it seems that experiences regarding the self-contained classroom plan have had unfavourable implication for teacher recruitment. The fact can be

inferred from Ragan and Shepherd (1971: 144), that: "more young men and women may be attracted to teaching in elementary schools if they are not required to teach all the subjects."

2.3.2 Assessment

A further point to be noted in connection to the design of courses is assessment. Assessment is an important part of any course since it determines what the students must do in order to gain qualification. In a teacher education course, assessment is believed to play a positive role on the part of the trainees too, for example by integrating various areas of the course, and developing the trainees' powers of analysis and reflection (Wallace 1991). According to Wallace, the rationale for assessment ensures that the assessment is actually helping the underlying aims and objectives of the course as a whole and is not being used as a matter of tradition or routine (1991).

Wallace (ibid) further proposes principles for assessment to be relevant depending on the situation that: the assessment should be formative as well as summative; it should act as an integrative device for the course; it should be varied in form and be sufficient to yield adequate information on trainees' performances. Accordingly, utilizing a variety of modes of assessment enables the different aptitudes and abilities of trainees to be demonstrated; and these include assignments, examinations, and the assessment of professional action.

Assignments further involve a variety of types including exercises drawing on

introduced classroom studies, (oral) presentation on certain topics, reviewing of a teaching/learning material, guided referential reading, and a folio of on-going classroom work, tasks and observations (Wallace,1991). Examinations, on the other hand, are believed to generally test the trainees' ability to understand, remember and discuss certain key information, concepts and skills which ought to be internalized as part of the trainees' experience of the course (ibid). Then, the assessment of professional action refers to that part of practical experience in which the trainees have to demonstrate their capabilities as classroom practitioners. It is further noted that this should also include their ability to participate positively in clinical supervision, i.e. their powers of self-evaluation (Wallace, 1991). Hence, professional action thereby serves a dual function: formative -for the purpose of training, and evaluative - for that of assessment.

In connection, the grading system may follow norm - or criterion - referencing approach; it is, however, said that grading by criteria has become a popular practice (Wallace, 1991). In using this, it is suggested that the criteria should indicate 'not only whether or not a trainee is capable of performing a certain skill, but also how well the skill is performed' (ibid, p.133). In the final analysis, ensuring validity and reliability in assessment entails the task of 'carefully matching the aims and objectives of the course not only with the form of assessment used but also with the weighting given to the different forms' (ibid, p.129).

2.4 Studies on Students of Teaching: Issues and Problems in Teacher

Education

The student group in teacher education comprises adult learners who seek formal preparation for teaching as well as those who enter teaching and become participants in various forms of teacher education. As indicated in the review made by Lannier and Little (1986: 528-535), of the four 'common places' for research in teacher education (i.e. the teachers, students, curriculum, and the milieu), the students receive the most attention, and remain the primary subjects of inquiry. Despite the growing global inclination to the introduction of new approaches in teaching and learning seen in recent years, a review of the state has been noted to reveal that general performances in education are still wanting (e.g. studies reporting low test scores and other school problems, complaints from all concerned, etc.) (ibid; Maranga, 1993). Accordingly, it is believed that the cognitive functioning of prospective and practicing teachers - i.e. qualification, competencies, expectations, and attitudes - will remain, as it has ever been, an important area in teacher education research.

2.4.1 Qualifications: The Recruitment Issue

Leavitt (1991: 323) raises recruitment as a world wide issue and problem in teacher education, proposing that 'countries around the world are having difficulty in recruiting the most promising teaching talent because of competition from more lucrative and more prestigious professions.' Moreover, such general impression has evidently been supported largely by research in the literature. Notably, Lannier and Little (1986) have an extensive review of studies (e.g. Kerr, 1993; Valence and

Schlechty, 1982; Feistritzer, 1983) reporting that the students of teaching do not come from among the best and the brightest of the college population. In these studies, it was claimed - as far as test scores (SAT verbal and Math measures) count as proxy measures of competence - that most persons preparing for teaching are average or below average, and that 'the smart go elsewhere' (ibid, p.539). The reviewers, however, claim that judgements about reasonable proportions of academically talented persons over the professions is a matter yet for analysis.

Whatever the case might be, however, it is believed that the quality of candidates for teaching is largely determined by factors beyond the control of teacher educators. According to Leavitt(1991), the prestige accorded the profession by the society, salary levels, competition from other employment opportunities, working conditions in schools, and conditions of employment are among the factors that determine who goes into teaching.

In one African setting, Maranga (1993) reports on the case of the primary training colleges in Kenya, noting that 'the criteria for admission and finally recruitment has been spread over whim, favouritism and other unclear criteria '(p.20). As he observes, due to lack of employment opportunities in the total economy, there is usually a rush into any available opening for training and employment. Consequently, it is noted that poor quality candidates were admitted into training and consequently into teaching profession. Maranga thereby recommends that the government/Ministry begin to recruit teachers who have much higher educational

level (graduate teachers) - to replace those whose academic level is relatively lower - for effective teaching at the primary level.

On the other hand, Lannier and Little (1986) underline the fact that preparing and offering sound programs of initial and continuing teacher education in populated countries committed to mass schooling (like the US) is a vast undertaking, making the teaching force so large and so common to acquire enough of them for its classrooms. Such awareness, the authors indicate, should help people "understand why the goal of putting an inspirational teacher in every classroom is one of the greatest illusions of our time" (p.538).

In such conditions, it becomes worthnoting that the curriculum and instruction for courses (and workshops) should necessarily revolve around the intellectual norms of the student group. Hence, assuming that the student group is dominated by persons from the lowest quartiles of academic talent - as Lannier and Little suggest - makes it of necessity to ensure the extent to which course objectives and instructional discourse revolve around the majority's desire or demand (1986: 541). In connection, the authors argue that student's academic ability is not everything for teacher professionalism, noting that the factors of study motivation, aspiration, and expectation are equally relevant to be considered.

2.4.2 Students' Expectations and Motivations for Teacher Education

It is often reported in the literature that teacher educators encounter many learners that are not easily engaged in serious intellectual growth with the aim of improving

schools and professional practice. Besides the impression that academic interests and abilities of the student majority is relatively low, the research evidence also suggests that both prospective and practicing teachers maintain low expectations for the professional knowledge aspects of their education (Book et al, 1983; Lannier and Little, 1986). A sceptical student attitude often prevails, as cited in Lannier and Little (ibid, p.542): "Why bother to be a serious student of teaching if the learnings will probably not be worthwhile?"

Book et al (1983), in their study on 400 pre-service students, found that many candidates come to formal preparation believing that they have little to learn. The summary data showed (as reported in Lannier and Little, 1986) almost one-quarter of the students entering teacher education with high or complete confidence in their ability to teach prior to specialized course work. Another two-thirds were at least moderately sure of their ability at the outset, leaving almost 90% of the student group believing that 'professional studies had little new to offer them.' Moreover, it was reported that 40% expect to leave in less than 10 years, intending to change their careers entirely or advance in education (p.542).

Accordingly, Lannier and Little (1986), from their review of various relevant works, have this to report:

... in contrast to persons in other professions, prospective and practicing teachers expect simple access, easy work, minimal academic value, and occupational discontinuation (p.543).

In explaining this fact, it is noted that prospective teachers enter pre-service course work having already spent much of their lives in classrooms, serving what is considered as "apprenticeship of observation." This emanates a conception of teaching that seems to emphasize natural instincts over intellectual capacity. In this connection, Book et al (1983) claim traditional roles that view teaching as an extended form of parenting to be the nemesis which diminishes pre-service teachers' valuing of pedagogy courses and professional attitudes. The authors find it disturbing that they by and large do not perceive a strong need to obtain a professional knowledge base to become effective teachers (ibid,p.13).

According to Lannier & Little(1986), prospective teachers' expectations for professional training are acquired indirectly from early encounters with their own school teachers, social norms communicated by the general public, and the existing ethos of low esteem for teacher education on the higher education campus (p.542). The expectations formed from these sources typically carry a negative valence and reflect an awareness that teacher education is easy to enter, intellectually weak, and possibly unnecessary.

The reviewers point out, however, that the research on the value of teacher education has concentrated more on portraying teachers' general satisfaction or dissatisfaction than on probing the sources of either because 'in-sightful interpretations of the disjuncture between expectations and work, and between training and on-the-job demands are less available' (p.542). Nonetheless, present studies show that the experiences of and the expectations held by contemporary participants in teacher

education are, in general, predominantly negative.

Bearing such facts in mind, it is strongly believed that the views that prospective and practicing teachers hold about learning to teach affect their involvements in formal programs of teacher education and their work with one another. Observing the unfavourable influence on teacher-student interactions, Lannier and Little (1986: 543) have noted that "learning to teach is complicated in many deceptively obvious ways, not the least of which are students' low expectations for teacher education." Accordingly, the implication of the contrary perception of professional training was stated as follows:

Entering with a belief that one has much to learn becomes motivation to learn, and the inevitable endemic uncertainties of practice rest side by side with a respected body of collectively accepted views and practices (ibid).

Moreover, students' motivations for serious long-term professional study has also been found to be generally unfavourable (Book et al, 1983; Lannier & Little, *ibid*). In this connection, it is further believed that the primary rewards of initial or continuing professional education are found either in the occupation for which the study provides access or in the improved work performance that accrues as a consequence of the study (Lannier & Little, 1986: 544). Nevertheless, despite the excessive demands of the occupation, it is generally perceived that on-the-job rewards are few and on the decline, as are opportunities for advancement in to educational administration or colleges of education (*ibid*). The practical implication of the issue tends to be of much concern, as from Lannier and Little (1986), that:

Those who train teachers also encounter learners [today's majority] whose motivation for learning is negatively influenced by a set of career expectations and aspirations that emanate from predominantly low professional and public regard for serious investment in teaching and teacher education... The task [of counter facing this] represents an obviously formidable challenge, particularly when it must be accomplished on the top of the average teacher's 46-hour work per week (p.344-5).

In a possible conclusion, the crux of the matter is to note that a work environment that is generally lacking in intellectual stimulation and group norms that traditionally and increasingly reflect below-average ability and interest in academic pursuits understandably influence the motivation to learn on the part of the students of teaching. These worldwide problems, as remarked by Lannier and Little (ibid,p.445), "will not only persist, but will become exacerbated if changes in the conditions of teaching are not made."

2.4.3 Learner-orientation in Teacher Education

Paralleled with the growing research focus on professionalism on the part of the students of teaching (i.e. competencies, expectations, and attitudes) as one of global issues and problems in teacher education, various measures and alternative approaches have been proposed and implemented. Accordingly, global sphere of experiences have shown various attempts to improve the professional status of teachers, which included intensified efforts to build a knowledge base, increment in the duration of training, increase in salary, and more inservice education to upgrade teachers (Leavitt, 1991; Bullough, 1991).

On the other hand, alternative approaches sought for teacher education include the need to examine trainees' prior knowledge about teaching, and that of making the training approach trainee-centered and context-sensitive.

2.4.3.1 Considering Previous Knowledge about Teaching

A growing interest has been shown in recent years towards the need to examine and incorporate trainees' previous knowledge, thoughts and experiences about teaching and teacher education. For instance, Britzman (1986), Crow (1987), and Clark (1988) have identified the problem that teacher educators typically ignore the novice's prior knowledge about teaching and instead approach the task of teacher socialization and development as though the beginner were a tabularasa (all cited in Bullough, 1991). Bennet (1991) also provides a review of such attempts by teacher educators on the need to examine pedagogical schemata (i.e. the mental structures that represent knowledge about teaching) of pre-service teachers, in contemporary years.

The whole argument has been that prior knowledge about teaching, functioning as a teaching schema, serves as a filter through which the student responds to teacher education. For example, one whose life experiences has led him to think of teaching as an extension of mothering, a form of nurturing, attends to that part of teacher education that confirms his outlook while discounting the rest. Such metaphors hence represent teachers' understanding about teaching and their conceptions of themselves as teachers. Thus, it is suggested that teacher education should have greater impact if the novice's background knowledge about teaching is incorporated

into instruction in teacher education. Meanwhile, the challenge for teacher educators, as Bullough (1991: 44) finds it, is to make this tacit knowledge explicit: to help trainees become aware of the metaphors they used to interpret teaching and teacher education and to explore the origins of those meanings.

Likewise, Lannier and Little (1986: 544) have indicated that a more productive approach for research in teacher education is 'the study of meanings and views prospective and practicing teachers bring to and take from [...] teacher education practices.' A first and necessary step in this regard, as Bullough (1991) points out, is 'to establish means for helping beginning teachers make explicit the grounds upon which they interpret and understand their experience of teaching and of teacher education' (p.50). Accordingly, by better understanding the characteristics, career aspirations and perceptions of teaching with which pre-service teachers enter a teacher preparation program, Book et al (1983) similarly hope that the faculty or institution can appropriately adjust course content to overcome any misconceptions that might be getting in the way of pre-service teachers' learning.

In conclusion, it can be said that the issue has become of immediate necessity, as is revealed in the emphatic remarks of Bullough (1991):

... Educationally, there is no escape from teacher metaphors,
only building upon them or assisting in their construction...
then the influence of teacher education might be
significantly increased (p.50).

2.4.3.2 Trainee-Centered or Context-Sensitive Approaches

The need for incorporating teacher metaphors in teacher education has, on the other hand, been found as consistent with contemporary developments in language teaching (ELT), with their emphasis on the learner and on learner-training (Wallace, 1991). This area of focus has brought the notion of a learner-centered/based curriculum, which differs notably from the traditional curriculum as it is based primarily on a collaborative process between teachers and learners, rather than on a number of rules and norms imposed from outside (Nunan, 1988). In a parallel direction, there has been a growing tendency to focus on learners' needs, with the assumption that a particular syllabus for a particular group of learners should rather match students' needs as closely as possible than be designed in a vacuum.

Accordingly, Martinez (1993), for instance, has demonstrated the sorts of information English language teachers should obtain from their students with the purpose of incorporating them into their teaching. These include students' attitudes towards English and the English class; their study motivations; their preferences for teaching materials, activities, and forms of interaction; their views on priority for language skills development; preferences regarding assessment technique; views on the roles of teacher and learner; and use of learning strategies and study skills. In connection, it was suggested that information about students' attitudes or interests should be gathered at the beginning of the course so that the data can be integrated into course planning. On the other hand, students' evaluation of the course was indicated to be conducted towards the end when students and teachers have a more

global view of the classwork. It also seems a well-established practice to obtain information from learners on various features of an ELT material, which mainly include adequacy, appropriacy, progression, and linkage of contents; learner autonomy, communication, motivation, and so on (e.g. Cunningsworth, 1984; Sheldon, 1988; Ellis, 1997).

Correspondingly, the main focus in teacher education has been in making the approach more client-centered or context-sensitive, which should also be as relevant as possible to trainees current/future teaching contexts. The rationale for this, according to Bax (1997: 232), is that much traditional teacher education has been unduly trainer-centered in both approach and content, which, to a large extent, prevented trainees from drawing on and reflecting on their own experience. Bax also notes in this connection that dependence on published materials which offer ready-made recipes for trainers tends to reinforce this transmission (of suggestions and inputs) approach. Indicating that such practice is still sustained in teacher education around the world, the writer underlines the need for trainers to modify their approach to make it more sensitive to trainees' concerns and teaching contexts, along suggested 'indicators' for favoured practice (refer to appendix V).

Moreover, it is also taken as a truism that the teaching experience in a training institution ought to reflect, in an appropriate way, the teaching and learning experience of the schools that the trainees are going to teach in (Wallace, 1991; Duff, 1984; Porter et al, 1990). As Wallace (1991) puts it, teacher educators should 'practice what they preach' (p.18), which implies that they must model in their

classroom the approach to language teaching they teach. Thus, for example, if we are advocating a communicative methodology for trainees to use as teachers, features of the approach - like autonomous and discovery learning-should be reflected in aspects of the training process as well. In other words, it is unlikely that trainees will develop much skill or understanding of those such techniques if they are taught only by didactic lectures and assessed only by examinations which emphasize factual recall.

It is also meant in this argument that trainees need to be encouraged to reflect on the different methods of learning available to them. According to Wallace (*ibid*, p.43), this can be done by having a varied and flexible approach involving a range of teaching and learning techniques. The implication for this, according to Woodward (1991), is that the more trainees are helped to get the most out of input methods, the more are they helped to improve their input methods.

Furthermore, in an attempt for a more client-oriented approach in teacher education, experiences have demonstrated the study of learner journals or diaries, which regularly document student-teachers' reactions to teacher preparatory courses, to their classroom experiences, and their subsequent reflections on the teaching/ learning process (e.g. Bailey, 1990; Porter et al, 1990). A procedure of this kind has been sought for the purpose of encouraging learner involvement and autonomous learning, and using learner input in the curriculum, and thereby making the class more reflective of learners concerns (Porter et al, *ibid*, p.227-37). Moreover, in this way, the use of learner journals is believed to make the training more process-oriented,

and in effect matching the training methodology with the foreign/second language methodology wished to be promoted.

In spite of all these, as Porter et al (ibid) comment, in teacher preparatory course the predominant mode of instruction tends to be the traditional teacher-centered format, with teacher-generated curricula and an emphasis on evaluated products as a measure of learning. In other words, the actual teacher education process is not in accord with the recommended method. According to them, the use of journals hence makes preparation more closely parallel to the type of teaching expected of student teachers.

2.5 The Current State of EFL Teacher Training for the Lower Primary School

2.5.1 General (Background) Information

In line with the current policy for education and training in the country, the educational structure at the first cycle primary education (Grades 1-4) is the start of an eight years spanning basic and general (primary) education offered to prepare students for further general education and training at the secondary level (TGE 1994: 14). Accordingly, the Grade 1-4 English syllabus aims to give the students the skills they will need to use English at school and in their everyday lives. It is intended at this level that the students will learn to talk about themselves, their family and their environment; and also to read and write about these topics (MOE 1995d: 1).

Correspondingly, the policy puts it that teachers for the first cycle primary education



are prepared in teacher training institutes, where they are offered subject generalist training for the self-contained classrooms. Accordingly, the curriculum for the educational and professional preparation generally covers eleven subject courses: the mother tongue, Amharic and English languages; mathematics, natural, and social science content areas; cultural studies: music, art, and sports; and pedagogy and Educational psychology professional courses.

The TEFL component of the generalized training aims to equip the trainees with the cognitive, professional and problem-solving skills necessary to teach English effectively in Grades 1-4 and in different environments (MOE 1995b: 1). The English syllabus claims two underlying principles. The first is that 'trainees learn to teach by teaching', and thereby specifying both the 'received' and 'experiential' knowledge components of the offerings. The second one is that 'How trainees learn is as important as WHAT they learn,' and thus specifying both the product and the process of their learning. It is further aimed as equally important that the trainees should also acquire the ability and the motivation to continue their professional and linguistic development after graduation (ibid). The general aims and the objectives of the course are also specified (see appendix VI), and cover a wide range of professional learning needs for the EFL teacher.

The content of the English syllabus for Teacher Training Institutes, entitled 'Practical English Teaching', is divided into two sections: ELT methodology and English proficiency. The ELT methodology section aims to equip the trainees with the skills and techniques necessary to teach English effectively in those grades, and with a

particular emphasis on techniques appropriate for teachers in schools with large classes and limited resources. The section is suggested to comprise 60% of the total course content and contains 20 modules on various methodological topics, with a minimum of 3 periods to be spent on each (ibid, p.3). Accordingly, each module is suggested to contain 3 components: methodological input and discussion, practical exercises and activities, and micro-teaching (p.4).

The English proficiency section of practical English Teaching, which is entitled 'language practice', on the other hand, aims at the practice of language items the trainees will teach in the grades (1-4) and to develop their ability to conduct lessons in simple English (ibid, p.5). The language proficiency work is suggested to comprise 40% of the total course content and contains these components: the language structures, vocabulary, and skills of Grade 1-4 English syllabus; the pronunciation practice of these features; and instructional English they need in conducting the lessons (ibid). 44 periods are suggested to be allotted for these components.

Accordingly, evaluation (assessment) of the trainees is indicated to be based on the principles that it should be: diagnostic and formative, in providing feedback on areas of achievement and weaknesses; valid, in measuring the extent of achievement; and varied, in that the assessment instruments reflect the varied demands of the course and evaluate the whole range of professional expertise. The assessment instruments suggested to be used to assess trainees' performance include mid-and end-of-semester tests, an oral test, written and reading assignments, a materials port-folio,

and peer-and live-teaching practices (ibid, p.8).

2.5.2 Contemporary Studies

It has been noted earlier that evaluative studies specific to the TEFL training, and contemporary to the recent developments, are not available. For example, Ambissa (1997) surveyed Nazereth T.T.I. [currently known as Adama] graduates from 1983-87 Ethiopian calender, on their satisfaction with their pre-service professional training. It was reported that the graduates were least satisfied with the training they received in the skills of classroom instruction among the categories of professional skills (including lesson planning, classroom management and instructional evaluation) (p.57). It was further observed that training methods were not favoured for: non-use of methodology that involve trainees; that trainers do not practice what they preach of methods; inadequate opportunity for peer-teaching; and for insufficient feedback from, and interaction with supervisors on live teaching practice (p.57-58). It is possible that this general observation be inclusive of the TEFL training as well; however, it is not evident whether (or which one of) these views are also maintained among respondents trained along the current policy in particular.

In more recent developments, evaluative studies pertinent to primary school teacher training have appeared among papers presented at the National Conference on the Quality of Primary and Secondary Education in Ethiopia, conducted at Awassa from July 13-18, 1998. The observations cover various institutes, and commented on issues covering admission criteria, relevance and effectiveness of training, trainer qualifications and English language skills. Accordingly, the predictive validity of

the admission criteria at Adwa T.T.I. (on 1000 entrants from 1994 and 1995) was reported to be that the high school cumulative GPA was the best predictor of trainees' academic performance at the institute, followed by the entrance examination. On the other hand, the ESLCE was indicated to have had no predictive value. Recommendations for strengthening the entrance criteria were suggested in accordance with these results of statistical correlation (Yitbarek, 1998).

On the other hand, the training program in Oromia, in another paper, was indicated to have minimal congruence with the teachers' roles in the self-contained classrooms. The conclusion was reported to have been drawn from a survey of T.T.I. instructors, inservice trainees, school teachers and directors, and classroom observation. It was moreover indicated that conditions in the schools and motivation on the part of the teachers did not seem to promote successful implementation of the current policy for education and training (Teshome, 1998). However, it was not suggested what exactly the "different" type of training program required should be - other than recommending inservice training - that will specifically prepare trainees for the demands of the self-contained classrooms. Furthermore, it is not evident whether the 8 town schools reportedly surveyed could reflect the varied circumstances of schooling in Oromia.

Likewise, the training program at Awasa T.T.I. - based on a survey on 1995-97 graduates (#20) in four zones of the regional state - has been observed as lacking sufficient practical orientations and alignment with the newly integrated primary education (Shenkute et al, 1998). On the other hand, respondent teachers were

reported as positively perceiving the relevance of their training to the primary curriculum, rather blaming the school environment - for the observed unqualitative performance.

On trainer qualifications, instructors in all the T.T.I.s the country hosts were observed as mostly having no experience in primary/school teaching (79.7%); significantly as lacking the appropriate [first degree] qualifications (26.2%); and as having had no any opportunities for on-going professional development (86.5%). Accordingly the professional training needs of instructors was underlined in improving the quality of teacher education (Befekadu, 1998). Similarly, based on experience drawn from an intensive English language course given to T.T.I. instructors (from Awasa, Adwa, and Arba Minch T.T.I.s) in 1997, the English language communication skills or competencies of the subjects on a pre-test was indicated to be 'very weak' and 'far below the expectations' (Hailom & Woldu, 1998). It was thus claimed that many instructors do not engage in academic self-improvement activities, and regular intensive training programs were suggested for the quality of the service they give to improve.

reported as positively perceiving the relevance of their training to the primary curriculum, rather blaming the school environment - for the observed unqualitative performance.

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CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In this chapter, the setting of the study, sampling, instruments of data, and procedures of data collection and analysis are described in the same order.

3.1 The Case Study Site

The teacher training institute at the town of Adama (in the Oromia regional state) was found to be most accessible for the case study. The Adama T.T.I. is one of the seven such institutes training teachers for the first-cycle primary schools in the country. The institute, currently, is one of four such training centers in the regional state offering instruction in the regional official language-Oromo. In the study year (1997/98), the admission criteria for the candidates generally required a minimum ESLCE GPA of 2.00 for males and 1.60 for females, and a working knowledge of the Oromo. It contemporarily accommodated about 555 trainees (297 males and 258 females) enrolled in eleven sections. Unlike in former cases, the training staff had been involved in their selection.

The TEFL component of the training was handled by three staff: a graduate of KCTE in English, and of 3 years of related experience (male); a graduate of AAU in English, with an equivalent experience (female); and an American Peace Corps Volunteer (female) in her second year of experience at the setting, and qualified in

Special Education. On the other hand, the professional courses - pedagogy and psychology- were offered by five staff, all qualified in the relevant fields at first degree, and their related work experiences varies from 3 to 18 years. The practitioners generally had no experience in school teaching, except for three instructors of the professional courses (one of whom had also taught at primary level).

3.2 Subjects and Sampling

The target population in this study were the teacher trainees being trained at the institute in 1997/98 academic year. Accordingly, from the total 555 student population (297 M + 258 F) enrolled in the contemporary year, a sample of 175 trainees (95 M + 80 F) - nearly 32% - were identified through systematic random technique as subjects of the study. The sampling was fairly distributed over the eleven sections, incorporating a uniform proportion from each. However, data obtained from 150 of these (80 M + 70 F) was included in the final analysis of the study as the rest were attritted for they did not thoroughly complete the questionnaire. This sample was not employed for part IV of the questionnaire, which incorporated an available sample of 82 student' teachers.

Moreover, five teacher trainers - two from English and three from the professional courses - were included from the staff pertinent to TEFL training.

3.3 Data Gathering Instruments

In line with the nature of the study, a descriptive survey method of research was generally employed. Questionnaires and interviews - both structured and unstructured - were basically used. Moreover, classroom observation - on training and practice teaching, and analysis of official student and instruction related documents have been made.

3.3.1 The Questionnaire

The questionnaire was broadly divided into four parts. The first part concerned with trainees' perceptions of preparing for primary school (EFL) teaching; the second one with the English syllabus materials they are using in training; while the third part concerned with actual classroom practice of the training. The last part was regarding student-teachers' reactions and reflections on their teaching-practice experiences. (Refer appendix I for respective parts).

Part I

The first part was further divided into four categories, all of which (26 items) were to be answered with five possible alternatives of attitude scales: strongly agree, agree, undecided, disagree, and strongly disagree.

The first category (8 items) was intended to assess the trainees' perceptions of professional teacher education. The next one (6 items) was to investigate their

attitude towards becoming and working as a teacher; whereas the third category (6 items) was designed to obtain trainees' views on the desire to work as English language teachers. Then, the fourth category consisted of 6 items (No. 21-6) designed to obtain trainees' views regarding the aim of training as generalist teachers. The items in these four categories were generally derived from the review of literature in the area, and general conceptions gained from prior experience with trainees; and were finally organized in this way as they suit for the purpose of the study. (N.B. The items appear in the respective order.)

Part II

The second part of the questionnaire was designed to obtain trainees' views of the English syllabus, both Methodology and Language Practice sections. It consisted of various items (statements) covering (asking about) various features of the syllabus, and respondents were asked to respond to these, showing their extent of agreement, on a five point scale ranging from 'strongly agree' to 'strongly disagree'.

The items were derived from the review of literature and especially from criterion for ELT course book evaluation suggested by various authors on the area (e.g. Cunningsworth 1984; Sheldon 1988; Ellis 1997). The criteria have been recognised as "common-core factors that reviewers, administrators, teachers, learners, and educational advisors most frequently use in deciding the worth of a course book" (Sheldon, 1988: 241).

The questionnaire was roughly grouped into four sections. The first section (4

items) was designed to assess trainees' perceptions of the rationale underlying the syllabus, questioning about the guiding principles, relevance and scope of the aims.

The second section was intended to obtain trainees' views of the LP section of the course book. It consisted of various items (# 13) targeted at general features like clarity and attainability of task objectives, adequacy and relevance of tasks, grading, linkage, resource, etc.

The third section (12 items) was then targeted at the methodology component of the syllabus. It included identical items referring to the nature of tasks and activities in the LP section; and, besides, there were others that raise questions about the sequence of contents, and sufficiency, applicability and flexibility of methodological concepts. The items in the last section of the questionnaire (# 10) then refer to the entire syllabus. They cover features such as organization (guidance), learner autonomy, communication (authenticity), layout, cultural aspect, horizontal linkage and self-sufficiency. Respondents were also given the opportunity to add any further comments regarding the syllabus if they desired.

Part III

This part of the questionnaire was intended to obtain student-teachers' views of the approach and practice in their TEFL training, with reference to the actual teaching and learning process they experienced in the training classroom. The items (# 14) mainly focused on affective-interactional aspects, structure, and content of teacher education practice. They were derived from 'indicators of good practice in trainee-oriented (context-sensitive) teacher education' suggested by Bax (1997: 234) (refer

to appendix V). The questionnaire consists of 15 items, all of which were to be answered with five possible alternatives ranging from 'strongly agree' to 'strongly disagree'.

Trainees were finally given the opportunity to add any further general (overall) comments they had (problems, criticisms, or suggestions) regarding the goal and process of the training program.

Part IV

The fourth part of the questionnaire was to be answered by student-teachers who would teach English during the live-teaching practicum. It had three sections, the first of which was a preliminary information on their sex, grade level they taught, the classroom type, and status of their supervisor.

The second section was designed to obtain the student-teachers' views on the supervisory service they gained on their practice of teaching English. It contained 12 items all derived from the literature on the specific area, and the subjects' responses followed the same pattern of the earlier ones.

The third section, finally, was intended to investigate the would-be teachers' subsequent conceptions of their own competence in EFL teaching. It consisted of seven items covering various areas of teaching characteristics, derived from the objectives of the training course for English (refer appendix VI). Respondents were then asked to rate their competence in each characteristic area, against five possible

scales ranging from 'very adequate' to 'very inadequate'. The questionnaire also had room for any extended views.

3.3.2 Interviews

The interviews were partially structured and largely unstructured. The themes discussed with students covered topics like motivational factors as students of teaching; regarding the approach, content and goal of the training; and the trainees' self-perceptions as prospective teachers. The interview was intended to engage students in a free discussion and extract their ideas, opinions and judgements on the topics generally raised in the questionnaire. The discussions were focused especially on those forms (aspects) of data that could not be obtained through the questionnaire (refer appendix II).

3.3.3 Observation

Observation of classroom was planned to be conducted while the trainees were on training (3 weeks), and also while they were on live practice teaching (2 weeks). The observation of the training classroom was generally intended to assess the actual teaching-learning procedure, and the trainees' involvement and performance levels. It was then also to look at the syllabus implemented in the classroom. On the other hand, student-teachers were observed on teaching practice - in different primary schools - to assess their teaching performance in the real context of their work. This was also done to discuss with the student-teachers their reflections on the language and methodology awareness they experienced on training, in the light of actual classroom experience.

3.3.4 Document Analyses

This covered documents referring to trainees achievement backgrounds and those related with instruction. The former included the subjects' English language and overall attainments in the ESLCE and in the first semester of training. The latter included syllabus, coursebooks, and assessment formats for practical teaching and for overall training.

3.4 Procedures of Data Collection

After the relevant literature was thoroughly reviewed and the data collection instruments drafted, the data collection was processed at varying stages (phases) in the course of training, and for different aspects of information. Firstly, a pilot study was conducted at the particular setting, in the month of December, 1997. The purpose then was to test the instruments, to make further assessment of the situation, and thereby to shape the ultimate direction of the study in its breadth and depth. The questionnaires were totally translated into Oromo -the trainees' preferred medium - for ease of communication. The translations were done by the researcher and edited by resourceful consultants. The interviews and discussions also were largely held in the same medium and, in some cases, partly in English.

The questionnaire, however, then did not include the parts concerning the trainees' perceived levels of competency as prospective EFL teachers (part 4: 3), and that with supervisory approaches (part 4:2), for it was believed not yet appropriate time to obtain dependable information.

Accordingly, the questionnaire was distributed to a sample of 30 trainees randomly selected from the sections, with a uniform proportion. The subjects, all together - with due cooperation from the staff, were oriented on the purpose and procedure of filling out the questionnaire, which they were to give back in three successive days. Discussions were also held, either planned or casually, with a considerable number of trainees..

Moreover, productive discussions had been held with concerned trainers, i.e. those of English and the professional courses. This was done to exploit their experiences and investigate the situation from the view-point of the practitioners. The theme of the discussions generally covered topics like: the candidates cognitive and affective appropriacy for the demands of the training (e.g. commands of English, motivation for learning); various features of the English syllabus (e.g. organization, progression, adaptability, completeness or sufficiency); and the goal of the overall training (e.g. scope, efficiency, policy regulations).

Furthermore, successive observations were made to various classrooms to gain certain insights from the actual training process. The researcher did also get the opportunity to act as a side-teacher during normal classes, which allowed him to look into the interactions, participation, and performances of trainees. On some occasions, he also played the role of a trainee, involving in group interactions, and was able to look at the tasks from the trainees' point of view. Relevant documents were also surveyed from office, and academic achievement records of trainees prior

to training were obtained accordingly.

The results of the pilot study were then presented for Seminar II, a component of TEFL courses. Based on insights gained from this, preparations were made for further investigation of the case. Accordingly, and based on the analysis of trainees' response patterns, certain items of the questionnaire were deleted and replaced by others, while some others were restated in different ways. Similarly, schemes for classroom observation were planned.

The main study was conducted, in a broader scope, in April, 1998. The questionnaire (part 1-3) - coding respondent's section, roll number and sex - was dispatched to 175 trainees (95 M + 80 F) systematically identified. The task was carried out at different occasions and within two days. At every one of those occasions, the subjects were oriented on the purpose and system of filling in the questionnaire, with the cooperation of training staff. The respondents were given ample time to do thoughtfully, that they had to return them as soon as they finished within the week.

The interviews, on the other hand, were conducted either casually or planned, and with a total of 15 trainees (9 M + 6 F). Some of the interviewees were identified with the help of their instructors for their enthusiasm or performance levels; others selected randomly from different sections; while some have keenly involved themselves in the discussion at casual encounters. The scope of interview was purposefully extended with resourceful respondents.

Moreover, general observation of the training classroom was made - in different settings, with different teachers, and on different aspects of the training (i.e. Methodology and LP sessions), which was largely planned in consultation with the trainers. The observation mainly focused on aspects of the classroom teaching-learning process such as the procedures followed, and individual and group participations and performances on the part of the trainees. Essential field-notes were simultaneously documented, and there was no structured instrument employed, or no audio-or video-recording done. These were not required as a primary data documented in this way was found to suffice for the purpose of the study.

Similarly, relevant official documents were surveyed, and the available academic achievement records of the subjects - prior to - and on-training - were obtained. Accordingly, their GPA's and English grades in the ESLCE, and that in the first semester of training were extracted.

The final phase of data collection for the study was undertaken in May, 1998, while the student-teachers were practising teaching in a live context. The purpose was to observe the student-teachers' professional practice in real classroom contexts, and to assess their reactions to the supervisory approaches they experienced. Once more, it was to discover the would-be teachers' perceived levels of competencies as prospective EFL teachers.

Accordingly, it was estimated that a total of about 100 trainees took on their roles as

English language teachers, including those who handled the self-contained classrooms. As no data was available as to the accurate figure, only 82 trainees could be identified as subjects in the study. The respective sections of the questionnaire (part 4) were then administered, and collected in two days time.

The observation was conducted in various primary schools the trainees were assigned, of different student-teachers (#10), and at different sessions(2-3 of each). The researcher also had opportunities to supervise some of them. The observation, however, was mainly to gain a general impression of the would-be teachers' capabilities as EFL teachers. Discussions were also held, in various forms, with the student-teachers regarding the supervisory service they had received, their evaluation of own performances, and their own reflections on the training they had had in general.

3.5 Procedures for Data Analysis

The data gathered in different ways — i.e. through questionnaires, interviews, observation and documentary analysis - were analysed largely through quantitative and partially through qualitative methods. Statistical procedures (Cohen and Manion, 1995) were followed in tabulating and interpreting the data from structured forms of questionnaires (frequencies, percentages), whereas that from the interviews and observation were treated using qualitative methods.

Accordingly, the questionnaires were tallied and the frequency of responses under each option was determined. For the large part of the questionnaire where attitudinal response scales were used, 'strongly agree' and 'agree' were jointly considered as 'positive' or 'desirable' responses for items which carry positive connotations, while 'disagree' and 'strongly disagree' were considered 'negative' or 'undesirable' ones. In contrast, the reverse was done for those items having negative connotations. In this way, trainees' responses were categorized along three columns (e.g. positive - negative - undecided) thereby determining their distribution.

On the other hand, in determining the overall tendency of this pattern in a category, trainees' responses were marked from 5-1 along the options (SA-SD) for positive-connoted statements, whereas the marking was conversely assigned in the alternative case. Accordingly, the total mark of each trainee was calculated for the category; and the same procedure was followed for items grouped under each category (section) of the variables (features) under study.

Finally, the number of respondents who fall under 'positive', 'negative', and 'undecided' categories (columns) was determined as follows. For instance, in the first category of part I of the questionnaire (eight items), the maximum total mark that could be expected by any respondent is $8 \times 5 = 40$; whereas the minimum would be $8 \times 1 = 8$. Thus, taking the 'undecided' mark ($8 \times 3 = 24$) as the 'neutral' or medium point, those who attain above 24 are labelled as having 'desirable' perceptions, whereas those below that point had 'undesirable'. Finally, the raw figure was restated in percentages; and, accordingly, $80/150 \times 100 = 53.33\%$ have a 'desirable' perception, while $63/150 \times 100 = 42.0\%$ go the contrary, and $7/150 \times 100 = 4.66\%$

are 'undecided' (Table 5). In doing this, while 150 represents the total number of respondents, the proportions of male and female respondents were distinguished in some cases, for individual items and for the overall category.

Moreover, qualitative analysis and interpretation of data obtained from the open-ended questions, interviews, observation and documents was incorporated at every stage corresponding to the topic under question.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this part of the paper, the pertinent data obtained in various ways and from various sources are presented and then interpreted. Accordingly, four major topics: the respondents' backgrounds, trainees' conceptions about career preparation, their perceptions of the English syllabus, and of the actual process of the training are treated in this order.

4.1 Background of the Respondents

Analysis of the documents has shown that the student group in the sample completed their high school learning between the years 1982-89 Eth.C., the majority (83.3%) having done so in the last four years. Only a few of these (16.3%) were found to have had any prior experience as teachers or teachers of English. Records of their academic achievements - prior to and on training - have also been seen. Accordingly, it was found that the whole trainee population were admitted from an ESLCE GPA of 2.00 for males, and 1.60 for females. The details of their academic performance range of scores - on admission and in training - are presented in the succeeding four tables, under respective sections.

4.1.1. Achievement Prior to Training (ESLCE)

Table 1 Respondents G.P.A. Scores
in the ESLCE

Range of Scores	M	F	T	%
<2.00	-	22	22	14.67
2.00-2.50	51	40	91	60.67
2.51-3.00	26	7	33	22.0
>3.003	2	-	2	1.33
No data	1	1	2	1.33

Table 2 Respondents

English Grades in the ESLCE

Grade	M	F	T	%
A	10	1	11	7.33
B	30	10	40	26.67
C	38	51	89	59.33
D	2	6	9	5.33
F	-	-	-	-
No data	-	2	2	1.33

N.B. Grand Total = 150 (M = 80; F = 70).

As shown in table 1, significantly over half (60.67%) of the trainee group have an ESLCE GPA in the range 2.00-2.50. Moreover, one can see that only a few of the female group (8:10%) exceeded this range (i.e. above 2.50) as compared to the males (29:35%). Accordingly, table 2 shows that greater proportion of the trainees (89: 59.3%) only had a C grade in their ESLCE English. The female group still tend to have had considerably lower English grades than males: Half of male respondents (50%) scored B and A grades, whereas only 15.7% of the females.

4.1.2 Achievement On Training (1st Semester)

Table 3. Respondents' GPA Scores in the 1st Semester of Training

Range of Scores	M	F	T	%
<2.00	4	19	23	15.33
2.00-2.50	21	37	58	38.67
2.51-3.00	36	10	46	30.67
3.01-3.50	16	4	20	13.33
>3.50	3	-	3	2.0

Table 4. Respondent's Grades in the English Course

Grade	M	F	T	%
A	15	2	17	11.33
B	43	11	54	36.0
C	16	37	53	35.33
D	6	18	24	16.0
F	-	2	2	1.33

One can learn from table 3 that the distribution (range) of the GPA scores is more generally concentrated between 2:00-3:00. Nearly 70% of the scores fall between the range 2.00-3.00, whereas both ends of the distribution contain a uniform proportion (15.3% each). The GPA scores of the female majority (56: 80%) decline from 2.50, whereas by far greater proportion of males (55: 68.75%) exceeded this range.

From table 4, the trainees seem to have attained better English grades in the first semester of training than in the ESLCE: nearly half of the trainees (71: 47.3%) afforded A and B grades. The proportion of male trainees still tends to outshine the

females' in these scores, i.e. 58: 72.5% and 13: 18.57% respectively. It should also be noted here that the tradition of the grading system is strictly criterion-referenced, and along already established cut-off points of raw marks.

4.2 Trainees' Conceptions about Career Preparation to Teach English

Various related variables are considered under this topic, and are categorized as: perceptions of professional preparation; attitudes towards becoming a teacher, and teachers of English; views on generalized training; and perceived self competence as EFL teachers.

4.2.1 Perceptions of Professional Career Preparation

Eight questionnaire items (1-8) were employed to assess this variable category (I). The general theme of the instruments revolves around beliefs and understandings about the art of teaching and the value of teacher education. The tabulated data obtained from these is presented in table 5, distinguishing between the proportions of 'desirable' and 'undesirable' perceptions among the respondents (male and female).

Table 5. Subjects' Responses on Professional Career Preparation

Desirable						Undesirable						Undecided					
M		F		T		M		F		T		M		F		T	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
44	29.33	36	24.0	80	53.33	33	22.0	30	20.0	63	42.0	4	2.66	3	2.0	7	4.66

M = Male; F = Female; T = Total; No. = Number

In the overall category, as shown in table 5, slightly over half the proportion of teacher trainees (53.3%) manifested desirable perception for teacher education. On the other hand, a nearly approximate proportion (42%) displayed a belief about teaching which is not desirable. More specifically, the pattern of trainees' responses to certain items of the questionnaire soundly reflected the views that the art of teaching is almost as instinctive as parenting (96.6%); that they can draw on their previous school experiences (74%); that they either would acquire the art through later experience on the job (72.6%); and accordingly that methods of teaching become of less concern than the contents (60.7%) (refer to appendix I, Part I for items 1-5).

Moreover, the data in the table implies that there is not much difference between the proportions of male and female respondents in the perception they have of teaching and the preparation it requires (i.e. uniform proportions of both groups fall in each category). The tendency of trainees' views shown above implies that the pre-service trainees largely held misconceived views of teaching and, thereby, attributed less value to pedagogical aspects of training.

On the other hand, a proportional majority were opposed to views that the professional aspects of preparation would not be worthwhile (82.6%); that teacher education has easy access and work demands (88.6%); and to similar views that the students of teaching tend to be academically weaker (82.6%). The trainees accordingly valued the career preparation by indicating (92.6%) that they will have

much to learn about teaching on the training.

In the interviews, however, trainees variably responded to the point of prior expectations versus the demands of the training. Some seemed to have found the demands of the training intolerable reportedly due to extended scope for generalized training, while others seemed to have set no prior conceptions in this regard. In any case, the interviewees appeared to have possessed prior to training no clear conceptions about the training demands other than the general public impression that it had been 'the last affordable opportunity' for many.

4.2.2 Attitudes on Becoming Teachers, and Teachers of English

Here, two closely related variables were considered: attitudes towards becoming a teacher in general (category II), and towards becoming a teacher of English in particular (Category III). For the former category, six items were employed, that dealt with their training and career motivations. For the latter one, the same number of items were to assess their concerns for studying and teaching the foreign language. The data obtained was tabulated in this way (table 6).

Table 6. Subjects Responses on Becoming Teachers and Teachers of English

Category	Items	Positive						Negative						Undecided					
		M		F		T		M		F		T		M		F		T	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
II	9-14	65	43.33	58	38.67	123	82.0	11	7.33	10	6.67	21	14	4	2.67	2	1.33	6	4.0
III	15-20	67	44.67	47	31.33	114	76.0	9	6.0	17	11.33	26	17.33	3	2.0	7	4.67	10	6.67

It can be seen from table 6 that a great majority of the trainees (82.0%) displayed a positive attitude towards becoming and working as teachers. (The proportion of male and female respondents was found to be very close in this regard.) This positive tendency becomes less in the case of working as teachers of English (Category III), though still among a substantial majority (76.0%). Unlike in the case of attitudes to the profession in general, a considerable difference can be observed between both sexes in their attitudes to becoming English teachers, where a smaller proportion of females (67.1%) than males (83.7%) maintained a favourable attitude (N.B. Female total = 70; Male total = 80).

When the specific items are considered, in category II, nearly all the respondents (94%) contended that they joined the institute on their interests to become teachers. Accordingly, 71.3% disagreed with the rationale of lack of alternative employments, which was accepted by 22%. On the other hand, even though the majority (85.3%) seemed to imagine a satisfying working/living condition, only slightly over half (53.3%) agreed to sustain in their career while 29.3% anticipated occupational discontinuation. Nearly all (99.3%) indicated, however, that they were gaining more positive attitudes for the profession in the course of training (refer appendix I, Part 1).

As can be inferred from the interviews, the observed scope for a positive attitude for the profession seems to have stemmed from the expected rewards on the job to which the training provides access. In the questionnaire, most trainees didn't overtly indicate employment as their training motive. The interview, however, revealed

their positive expectations for rewards and promotions on the profession (job), and as far as they have shown commitments and persistent efforts.

Accordingly, in category III, a clear majority (87.3%) indicated that English had been their favourite subject at school, which however proves the same on the training course for the 72% (a less proportion). Similarly, about three quarters (74.6%) favoured teaching English while live teaching practice, and uniformly after graduation too; where as 82.6% hoped to be successful in doing this. More females than males were observed on the other end of the scale in the last three cases: three-fourths (75.4%) of the negative responses in these respects was given by the female trainees, which might be associated with their comparably poor achievements. Regarding the relative concern they attach to each of the school subjects, only 27.3% of the trainees seemed to be especially concerned about their competency in the teaching of English (refer appendix I, Part 1).

In general, from the above description, the attitudes (views) of the prospective teachers towards the profession and the teaching of English in particular is apparently positive, though female trainees tended to show more negative views than males in the latter.

On the other hand, this general implication - drawn from the results of the questionnaire-seems to be inconsistent in some ways with the views held by the trainees during the interviews and discussions. In here, it was clearly evident that most joined the professional training, not because they preferred it, but as a rush into

any available opening for training and employment; and that this opportunity had been their last resort. In the questionnaire, closely over three-quarters (27.3%) implied/gave clues of failure in getting any alternative route for employment (appendix I, Part 1). Here, respondents might have been reserved to provide the accurate information, which may yet possibly be reached through extending discussion in interview. The same view was implied in the discussions held with their instructors, who were involved in their selection. The absence of professional interest can also be inferred from the questionnaire (item 11) as a large proportion (about 46.7%) were either negative or undecided on whether to continue working as teachers.

Similarly, the interviewees were asked to note the first three school subjects they would prefer to handle in their careers; and it was observable that there were general inclinations to the subjects offered in the mother tongue, i.e. Oromo mediums. Many respondents did also give a clear indication of such special concerns about training for/teaching English in their extended views in the questionnaire. Moreover, this impression was widely held among their trainers. Notably, a trainer in pedagogy drawing on his experiences during peer teaching moments, implied that from trainees in his allotted four sections all of which were allowed to plan on a subject of their own choices, a negligible proportion came up with the English subject. Experiences during the live teaching practice also suggest the same view: as trainers recall, it was customary to encounter many student teachers opting out the English subject and requesting for any other alternative. The reliable evidence hence seems to be indicative that the trainees, by and large, lack the confidence

and/or affection to take on a role as a teacher of English.

From another view, during classroom observations, trainees were observed to display remarkable motivation in their involvements and persistent attempts in carrying out classroom tasks. This seems to confirm their responses in the questionnaire that they favoured the English class hours. To this effect, the trainees generally felt [interview] that the approach in the English course - i.e. the nature of tasks and classroom interaction - is [as it does seem] peculiar, modern and enjoyable. Nonetheless, despite their efforts, the performances of many trainees were observed to be considerably low. Serious flaws of meaning and form were largely and frequently observable in their production, even in producing a simple sentence or listing the days of the week - which, however, were the kinds of English they were supposed to teach for their students. On the other hand, the trainees interviewed, all in all, expressed their hopes to improve their English language skills, through practice of the job and/or reading. Some complained, however, that there would not be - as there had never been - favourable opportunities for normal use of the language.

4.2.3. Views on Generalized Training

Six questionnaire items (no.21-26) were employed to obtain trainees' views on the aim of preparing as subject-generalist teachers for the self-contained classrooms (Category IV). Issues regarding the rationale for, the scope and demands of, and

attitudes on the goal of training were raised in the items. The data obtained was tabulated, and table 7 presents the results.

Table 7. Subjects Responses Regarding Generalised Training

Positive						Negative						Undecided					
M		F		T		M		F		T		M		F		T	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
32	21.33	27	18.0	59	39.33	39	26.0	35	23.33	74	49.33	8	5.33	9	6.0	17	11.33

As shown in table 7, 39.3% of the subjects, on the overall category, seemed to hold positive views on the aim and practice of generalised training; while roughly half of them (49.3%) seemed to view the aim unfavourably. On the other hand, 17 respondents (11.4%) did not seem to have any identified position. In more specific terms, regarding the rationale underlying the self-contained classroom plan, nearly over half (56.6%) were found to be generally affirmative and only 13% seemed to be negative about it. However, 30% seemed to hesitate giving either view. This hesitation was also implied in the interviews as many did not seem convinced about the rationale, and could only state that it is a policy. Moreover, a clear majority of the trainees (82%) were opposed to the aim of preparing for and teaching in the self-contained classrooms, and in favour of a specialized training and teaching in the areas of their interests and skills. Accordingly, while 46.6% claimed to gain sufficient preparation in both the content areas and methods of teaching, an approximate proportion (43.3%) also seemed to indicate that the goal becomes too extensive and unmanageable. In general terms, the trainees' responses regarding the preparation and practice as generalist teachers tends to be considerably more of 'negative - and - undecided' than 'positive' as reflected in the questionnaire (refer appendix 1, Part 1, No.21-6), and regardless of sex.

In the interviews and discussions, unlike in the former categories, trainees were found to maintain similar views on this issue - but more emphatically, which they also revealed in the open-ended questionnaire. As it was clearly evident in their extended written and spoken arguments, the weight of trainees' opinion clearly comes down against the preparation and goal of generalised training, and in favour

of specialised programs. More seriously, many have even reacted so strongly that their feeling seemed to be one of hatred or disgust. The trainees generally complain about the adverse effects that the courses tended to become oversimplified and over-prescriptive, which often cut out much of what they needed to know; and that they become so overloaded that they could effectively absorb none. A popular impression in this respect has been incompatibility between limited duration of training versus extended scope of training. Such complaints indeed seem arguable since trainers need to work against and within the prescribed time in such apparently short-term course.

From another view point, the trainees did not also seem to get comfortable with the working conditions in the self-contained classrooms. On opportunities they were provided in the survey, they showed dissatisfaction that their would-be role has unfavourable instructional, social and psychological implications on the teaching-learning process. Specifically, it was argued that the role expects of the teacher allrounded skills in handling all school subjects, hence noting that making teachers work regardless of their skill and/or interest would be unproductive. Moreover, it was claimed that it poses a prolonged stay with the same teacher for the students and vice versa. After their experience on live-teaching practice, some student teachers have noted that it makes the students 'bored rather than active'; and they might even be engaged with incompetent teachers. To summarize, it can be inferred that the experiences of and expectations held by the contemporary participants in this respect is, in general, predominantly negative.

4.2.4 Self-Perception of Capability as Prospective Teachers of EFL

The subjects in this regard were student-teachers who took on the English subject

only or handled it in the self-contained classrooms during the live-teaching practice which lasted for 2 or 3 weeks. A total of 82 participants consisted of 48 males, 20 females, and 14 others who didn't identify their sex. While 30 of these (36.58%) practiced in the self-contained classes of grades 1-4, the rest (63.4%) taught English in grades 5 and 6.

The participants' self-ratings of adequacy of their competencies in the various areas of course objectives (from very adequate to very inadequate) are presented in this table 8 (refer to appendix I, Part 4:3 for the competency areas (items 1-7)).

Table 8. Distribution of Student-Teachers Self-Ratings

Competency Areas	Competency Level									
	VA		SA		Undecided		SI		VI	
	f	%	f	%	f	%	f	%	f	%
1	28	34.14	44	53.65	8	9.75	2	2.43	-	-
2	14	17.07	66	80.48	-	-	2	2.43	-	-
3	24	29.26	56	68.29	-	-	2	2.43	-	-
4	42	51.2	32	39.02	4	4.87	4	4.87	-	-
5	34	41.46	42	51.2	4	4.87	2	2.43	-	-
6	52	63.4	28	31.14	2	2.43	-	-	-	-
7	50	60.97	28	31.14	2	2.43	-	-	2	2.43

VA = Very adequate; SA = somewhat adequate; SI = somewhat inadequate; VI = Very Inadequate f = frequency

The distribution of the student teachers' competency self-ratings in table 8 clearly reveals a concentration on 'very-and somewhat adequate' all over the various areas

Of course objectives. However, a careful observation of the relative pattern of distribution between these two scales reveals a tendency for SA ratings to outnumber VA ones among the subjects more especially in the first three consecutive areas of competency, i.e. knowledge of the content of teaching, of appropriate methodology, mastery of instructional (classroom) English. On the other hand, the student-teachers seemed to rate their competencies more as VA than SA in the areas of catering for individual differences, and self-evaluation of teaching performance (items 6 and 7).

On the whole, however, the pattern of distribution of respondents' self-ratings obviously gives an impression that the student teachers generally persisted in maintaining a positive perception of their capabilities as prospective EFL teachers. In numerical terms, overall analysis of the data indicates that 93.9% (#77) of the respondents rated themselves positively while only few (2: 2.43%) did the contrary. Meanwhile, 3.65% (#3) were not clearly found on either side as to their self perception on the overall.

While such a tendency is liable to various possible interpretations, it becomes quite exaggerated self-rating when one draws on direct observation of their capabilities as classroom practitioners. As personal observations and discussions with supervisors reveal, only some have manifested a reasonably adequate competency of handling the tasks or in the language they use themselves. On the other hand, this could be related to the pattern that knowledge of teaching methods and instructional English are rated by most trainees as SA than VA.

In discussion with the student teachers, they seemed to share an optimistic view of future status through practice of the career, and their responses to the questionnaire might also be explained accordingly. Or else, it might be that one hardly tolerates the pain (hazard) of publicizing perceived weaknesses in one self.

An interpretation of the student teachers' self-ratings should also note whether a brief 2-3 weeks of practical teaching can gain one a clear and reliable conception of one's performance.

4.3 Perceptions of the English Syllabus

In an attempt to obtain trainees' overall views of the English syllabus they use for the TEFL training course, various features of the syllabus were pointed out for trainees to respond to; the features of the Language Practice (LP) and methodology sections were considered in distinction, while some other features were referred to the syllabus as a whole. Accordingly, the rationale for the course (Category I), the LP section (Category II), the methodology section (Category III), and general features (Category IV) were identified. The results obtained from the questionnaire were tabulated in the same manner and the trainees' responses were distinguished as 'positive', 'negative', or 'undecided' views. The proportion of respondents holding each of the three views is restated in percentages, the results of which are presented in table 9.

Table 9. Subjects' Responses on the English syllabus

Category	Syllabus/ Features	Positive		Negative		Undecided	
		No	%	No	%	No	%
I	Rationale	118	78.67	13	8.67	19	12.67
II	LP section	115	76.67	20	13.33	15	10.0
III	Methodology	119	79.33	21	14.0	10	6.67
IV	General	103	68.67	36	24.0	11	7.33
Total Average		115	76.67	23	15.33	12	8.0

4.3.1 Course Rationale

As can be seen from table 9 above, regarding the rationale for the English syllabus (Category I), a substantial majority of the respondents (78.67%) seemed to have positive perceptions, while only 8.67% tended to perceive it negatively. On the other hand, the views of about 12.67% was not identified as either. These views are referred to the underlying principles that trainees learn to teach by teaching, and that how they learn in training is as important as what they learn, besides the relevance the course has to their professional learning needs (refer appendix I, Part 2:1). Consistently, interviewees - and without exception - have expressed view that the experiential aspects of teacher training are of more relevance or value than theoretical ones. This implies that trainees, by and large, seemed to be in favour of the underlying principles and aims attributed to the design of the course.

4.3.2 The Language Practice

Regarding the LP section of the syllabus (Category II), slightly over three-quarters (76.67%) of the respondents maintained positive views; whereas contrary and neutral views accounted for 13.33% and 10.0% respectively, on the overall. Specifically, the objectives of the tasks and activities seemed to be found as clear, specific and attainable generally for a dominant majority (81.3%). On the other hand, a negligible proportion (4.8%) displayed the contrary view in this respect, while the remaining (10.6%) were undecided. Similarly, the majority (81.5%) did seem to approve of the tasks and activities as adequate, suitable, and motivating. Here, 10% seemed to express their disapproval, while the remainder (8.5%) had neither view (refer appendix I, Part 2:2, No.1-2). From these perspectives, the trainees seemed to widely favour the nature of the tasks and activities.

In further assessment of the material, in terms of grading - and - recycling, and linkage (integration) of the content, an overwhelming proportion (uniformly around 86%)

Seemed to extend their approval. Moreover, certain features (adequacy and appropriacy) that were already implied earlier were reconsidered, but more clearly and directly. Accordingly, even though it was sustained (by 80.6%) that they find the coursebook useful, 33.3% indicated that the material is below their educational level. On the final, however, by far greater proportion of the trainees (70%) seemed optimistic of the material to gain them the language awareness required for their roles (appendix I, Part 2:2, No. 3-8).

The observed dissatisfaction of trainees with the adequacy of content of the LP material was found to be much more reflected in the open-ended questionnaire. The extended comments of the respondents overwhelmingly pronounced their deep complaints about the usefulness (adequacy) of the material in meeting (fulfilling) their expectations for knowledge and skills of the English language. As a foreign language learning resource, the book was broadly decried as lacking sufficient and levelled exercises to practice the language effectively. Such opinions, above all, pointed to the need for provision of grammar or structural points that suit their educational levels. It was implied that the material over emphasizes language use while giving inadequate attention to its usage. Many have even indicated their boredom with the group activities that (reportedly) have exclusively focused on using English, and yet with inadequate language inputs or grammar awareness. Furthermore, trainees maintained similar views in the interviews. Whereas respondents' views underlined grammar learning, it is also obvious that practice of other skills (e.g. reading/writing) is not appropriately developed. From the various perspectives discussed above, it may hence be inferred that the LP section of the syllabus, nonetheless, fails to meet candidates' learning needs and expectations.

When one considers the candidates' poor achievement backgrounds, the tendency for some respondents to even rate the material as below their standard partly seems to have stemmed from two reasons. One is that the high school completers (ideally) have experienced (though without mastering) language structures of relatively higher order. The other explanation can be that the

subject matter of the texts (which also derive from the grade 1-4 syllabus) can not, reasonably, satisfy the characteristics of the adult trainees.

4.3.3 Methodology

Another component of the English course, other than English proficiency, is ELT methodology. Referring to table 9 again (Category III), we see that the methodology practice material was varyingly viewed among the trainees. It is positively perceived by a substantial majority (79.33%), and contrarily by only 14%.

A few (6.67%) were observed as displaying neither view. Where this might indicate the trainees' overall perceptions of the material, their views on the particular features is worth-considering. Accordingly, the objectives of the tasks and activities were indicated as clear, specific, and attainable uniformly among an apparent majority (86.4%). Contrary and undecided views were found to be negligible in this respect (7.1 and 5.1 percents respectively).

The tasks and activities were also widely considered as adequate, appropriate, and motivating (79.5%). However, 10.5% appeared to show their disagreements with this view, while the remaining (10%) were undecided (appendix I, Part 1:3, No. 1-2).

The observed tendency for favourable views of the tasks and activities was also evidently displayed in their involvement during methodology sessions. It was largely observed that most appeared joyfully participate in demonstrating activities, even when they did them imperfectly. Such inclinations were less observed during language practice hours, arguably perhaps due to the

unfavourable impact of experienced and/or anticipated inaccuracies in language production.

Further, with respect to the sequence of contents, the upper hand (68.6%) seemed to give positive remarks, implying that it allows for linear progression of learning. Yet, a small proportion (10%) did strongly agree to the statement; and 16.6% were clearly negative. Such reservations might partly be justified as the comments frequently given of the material in the extended views referred to its lack of linear sequence. Other pertinent features pointed to suggested classroom techniques: awareness of underlying principles, contexts of presentation, and viability in difficult classroom environments. On the whole, favourable remarks (68.6%) tended to outnumber contrary views (11.7%). Undecided views were especially prevalent on judging the flexibility of the techniques in varied classroom situations (i.e. 17.3%). Here, respondents might have failed to give predicted judgements as they had not yet experienced them.

In the final outcome, the material was felt (among 83.3%) as promising in equipping them with the teaching skills and techniques they would require (refer appendix I, Part 2:3, Nos.3-7).

On the whole, general observation of trainees' opinions reveals that the methodology practice material has gained a wide acceptance on the part of the trainees. Moreover, unlike with the language practice material, complaints were not observed to be so strong and wide.

Notable exceptions were the flow of its content (sequence) and controversial treatment of translation as a teaching method.

4.3.4 General Features

While the trainees' views on either section of the syllabus is distinguished in this way, other features were identified which are general to the entire body, and respondents' view points were sought in the same way. Regarding clarity of organization within and among the materials, the proportion for unfavourable views (55.3%) tended to exceed favourable ones (37.3%). This might imply that more had found it difficult to exploit the materials effectively. On the other hand, respondents' views of clarity of instructions seemed predominantly positive (85.3%), implying that they had gained sufficient guidance (appendix I, Part 2:4).

Accordingly, the syllabus appears to have been highly and widely regarded for consideration of learner autonomy: favouring views tended to prevail with a few exceptions (88.7%). The implication might be that trainees felt they were getting enough allowance to work and learn on their own and with fellow peers. Moreover, an equivalent proportion (86%) seemed to approve of the tasks as involving them in lively communication and interaction. In this way, it can be inferred that the syllabus has encouraged the personal involvement of the learners in the learning process.

The layout of the materials also was broadly perceived as impressive (70%), while 22% opposed this view. Regarding its cultural aspect, the majority (78%) were found to be positive. Contrary and undecided views were maintained among 10 and 11.3 percents respectively.

However, any interpretation to be ascribed to these views becomes too general to specify biases or balances of culture, gender, nationality, or social class.

Generally, however, the syllabus materials seem to have been rated highly with respect to the factor of motivation and the learner.

Yet, dissatisfaction seems to predominate regarding the self-sufficiency (completeness) of the materials: 65% of the respondents seemed to complain that they require supplementation. Whereas 10% held undecided views, 24% claimed that the resources are complete enough. A notable feature, finally raised, was linkage with other professional courses such as pedagogy and psychology: nearly all (90%) seemed to confirm the horizontal link. Trainees maintained this view during interviews too: it was commented that what they learn in ELT methodology goes hand in hand with lessons from the other professional courses, and also that these latter are by and large worth applying in ELT as they do in any teaching (refer appendix I, Part 2:4 for respective items).

In the overall analysis of the questionnaire, the proportion for positive perception of the English syllabus amounted to 76.6% (roughly three-fourths); with 15.3% negative ones while undecided views accounted for 8%. Still, it can possibly be concluded that the syllabus is largely and broadly favoured on the part of the trainees.

4.4 Actual Practice in EFL Teaching Course

In this section of the analysis part, the tabulated data obtained from the questionnaire and interviews with teacher trainees, and from the classroom observations regarding various aspects of the training will be presented and

interpreted. Accordingly, the analysis will focus mainly on the classroom methodology, the supervision, and assessment aspects of the training.

4.4.1 Classroom Practice

The actual practice in the training classroom was assessed by identifying the affective-interactional aspects (item 1-4), the structure (item 5-8), content (item 9-11), etc. of the classroom work (refer appendix I, Part 3). The views expressed by the trainees regarding these aspects in the questionnaire were categorized as 'positive', 'negative', or 'undecided', the results of which are presented in table 10.

Table 10 . Subjects Responses on the Classroom Practice

Aspects of Classroom Work		Positive		Negative		Undecided	
		No	%	No	%	No	%
1	Affective Int. aspects	128	85.33	12	8.0	10	6.83
2	Structure	123	82.0	19	12.6 7	8	5.3
3	Content	99	66.0	36	24.0	15	10.0
4	Others (item 12-14)	125	83.33	16	10.6 6	9	6.0
Overall		119	79.30	20	13.3 3	11	7.33

As shown in the table, the overall analysis of the data indicates that a significant majority of the trainees (119: 79.3%) maintained a positive view of their learning experiences in the classroom. On the other hand, the experience was not favoured by a minority representing 13.33% of the respondents; and the views held by 11 (7.33%) was not clearly distinguished.

Positive views appeared to be especially more predominant regarding the affective interactional aspects in general (85.33%). Specifically, nearly all the respondents (99.66%) seemed to witness the presence of productive interaction and trainee participation in the sessions, with a strong agreement from 60%. Such a positive tendency only seemed to come down regarding the allowance made for their long-term personal growth and professional development, as 26.66% (#40) equally shared undecided or negative responses. Quite similarly, the majority confirmed the presence of occasional discussion on differing view points and ways of doing things (82%), and that of a relaxed atmosphere conducive to learning(88%) (appendix I, Part 3, No.1-4).

The observed tendency for the trainees to highly value the classroom practice in respect to these aspects was also clearly evident according to my observation. Interviewees highly rated their TEFL instructors and favoured the classes more especially for such affective-interactional aspects. This observation, paralleled with the high remark attributed to the syllabus for the respective features, seems to witness effective implementation on the part of instructors.

Likewise, the training sessions were recognised accordingly for their structure aspect (82%) (Table 10). Nearly all (98.66%) agreed that suggested methodology had been reflected (exemplified) in their training, with a strong agreement from a 65.3%. The adjustment of classroom work to their learning styles was seemingly felt among 78%, whereas 16% held contrary views. On the other hand, a smaller proportion (66%) seemed to have found a match between the classroom work and their learning abilities. Here, 20% displayed unfavourable views and 19 respondents (12.67%) could not decide. Finally, the majority (86.6%) indicated that they further experience the target approach (teaching technique) during the sessions (appendix I/3, No, 5-8).

Similar views were revealed in the interviews too regarding the structure of the sessions. Interviewees generally felt that their trainers considerably practiced the methodology they preached to be employed in the schools. However, the respondents' perception of practical experience (in the questionnaire) might be explained in the light of lesson observation. In the interviews and extended notes, trainees generally complained about lacking personal opportunities for peer teaching. Moreover, my observation confirms that only a few enthusiastic minority voluntarily demonstrated the peer-teachings, leaving the silent majority for observation and a little discussion. In the light of the objective conditions, trainers worked throughout in large classes, and against the academic year which actually spanned far less than 10 months. Hence, it seems very difficult to think of any better practice in this respect, owing to the class size and time constraints..

Favourable views of the training sessions were relatively less dominant (60%) regarding the content (Table 10).

Here, we find 24% negative perceptions, and 10% undecided ones. About three-quarters (76%) agreed about the presence of a balance between methodology and language practices, while 14.6% disagreed and 9.3% (14 respondents) seemed to hesitate. A larger proportion (58%) tended to favour the sessions for consideration of their areas of concerns. Yet, 27.3% were opposed to this view, while 16.67% (25 respondents) have undecided. Similar patterns were observed in the other items as well (refer appendix I, Part 3, No. 9-14).

On the other hand, negative views were more general in the interviews regarding the relative focus made on language practice and methodology training. It was generally felt that the development of English proficiency was still lacking from their professional training, relative to the classroom techniques. This view could be seen in relation to the trainees opinions of and reactions to the LP part of the syllabus as well.

Other aspects pointed out of the classroom practice were awareness of the sessions' aims, context of sessions, and followup, which in general gained a predominant positive view (83.3%) (appendix I part 3, No. 12-14).

On the whole, trainees' responses in the questionnaire regarding the actual process of classroom training were largely positive

4.4.2 Supervisory Approach

Student-teachers views and opinions of their supervisor-supervisee experiences during the 2-3 weeks long live-teaching practice were attemptedly assessed through a 12-item questionnaire.

Here, the subjects involved were 82 participants who had taught English, either in the self-contained or normal classes. Only 5 of these indicated to have been supervised by TEFL instructors; 30 by other instructors; 36 by the regular class teachers, as 11 did not identify.

Table 11 presents the results of the summarized data; respondents were categorized as holding favourable, unfavourable, or undecided view of the supervisory approach (on the overall).

Table 11 . Subjects Responses on Supervision Practice

Favourable		Unfavourable		Undecided	
No	%	No	%	No	%
38	46.34	37	45.12	7	8.5
					4

It can be observed that uniform proportions of the participants reacted generally in favour of and against the supervisory services, i.e. 46.34 and 45.12 percents respectively. In particular the majority (70: 85.36%) indicated that their supervisor-supervisee experiences generally involved criticising shortcomings in the lessons and suggesting improvement. Parallel to this, a considerably higher

proportion (52: 63.4%) indicated the absence of collaborative and supportive inter-relations (appendix I, Part 4/2).

On the other hand, the participants overwhelmingly (87.8%) approved that their supervisors were sensitive to their personal concerns regarding teaching procedures; whereas a small proportion (19.5%) described their approach as rigid and uncompromising. While a popular view (87.8%) indicated getting objective feedback on instruction, a considerable proportion (46.34%) still generalized the feedback as being judgemental. Further related to this, the participants more generally (79.29%) pointed out lacking encouragement for self-evaluation of their performances.

Respondents' views more widely varied on the extent of the supervisory follow up, and on the professional value of the experience in general. 56.1% indicate gaining encouragement towards continuous professional development; 36.58% contradic this. Similarly, 63.41% confirmed making successive and productive interactions with their supervisors; this was not true for a 37.71%. On the final, 43.9% claimed gaining sufficient professional experience; 51.22% implied the contrary view, however (appendix: same).

Moreover, it was perceived by 39.02% that the ultimate purpose in supervision tended to be more of evaluation than training. This view was opposed by another 31.7% and 'undecided' views were also as prevalent (26.82%).

Finally, about half (51.2%) revealed a concern about getting a favourable evaluation of their teaching, whereas 41.46% appeared to be optimistic about this (appendix : same above).

From the interviews, discussions and personal investigations, it was observed that the student teachers had made limited interactions with their supervisors.

It was generally felt among student-teachers that their contact sessions were too inadequate to reveal a teacher's strengths and weaknesses. Many did also complain about the unfavourable implications of engaging with a supervisor who is not specialized in the particular subject. Under such conditions, it would thus be difficult to assume an effective supervisory role, and thereby an objective feedback and a reliable evaluation. This apparent problem is compounded with the efficiency of professional experience one could claim in a brief 2-3 weeks.

Student-teachers generally and rightly complain that the duration of live-teaching had been very inadequate for effective practice and reflection. Though this was felt among their instructors too, the problem was learnt to be that most schools in the town resumed Amharic-medium instruction, which made it inaccessible for the trainees all of whom were trained to teach in Oromo. As a result, the trainees had to practice in alternate two weeks of the planned month in the few Oromo-medium schools which can not accommodate all. The other solution sought was to assign the student-teachers in grades 5 and 6 of the schools to teach English and Amharic subjects.

4.4.3 The Assessment Practice

An investigation of the practice of assessment in the training has been attempted through survey of related documents (the assessment formats), and discussions with instructors and the students of teaching/prospective teachers.

As every form of the observation revealed, the practice of assessment of trainees' apparently falls far below the desired expectations, and that of the syllabus.

From the assessment instruments suggested to be employed in assessing trainees' performance, written examinations accounted the most part in the continuous assessment; whereas trainees have experienced no oral test, and no guided-reading assignments. While they have done some written assignments, these did not however engage them in reviewing (surveying and evaluating) materials for teaching/learning.

Concerning assessment of professional action, as it has earlier been noted, a minority group could demonstrate the peer-teaching tasks; and moreover, the two-weeks long live teaching has been found as insufficient for practice on the part of the trainees, and for supervision and assessment on the tutors' part. Besides, the traditional format for the assessment of teaching practice (refer appendix III) is not especially meant for observation and/or assessment of EFL teaching. In this way, the content of the checklist also lacks many categories of professional skills that need to be assessed in EFL teaching practice (compare appendix IV). Whereas performance is to be rated from 1-5, the criteria for the judgement does not seem to be so explicit, either to the trainee or trainer, to indicate whether-and-how well a certain skill is performed.

Under such conditions, it is clear that the assessment had much more theoretical (awareness testing) than practical (action testing) orientation. The prospective teachers, on the other hand, generally tended to follow that what they had been through was all that they could afford to have done within the scope of the generalised training. Hence, it is questionable that the trainees rated their

competencies as EFL teachers as adequate throughout, while they still seemed to indicate not having intensive TEFL preparation particularly in terms of EL communication skills, materials review, and referential reading.

Moreover, the tradition of grading system was disfavoured widely among trainees in that the cut-off points for raw marks have remained same over the years, which makes it difficult to respond sensitively to group norms and the changing conditions of teaching/learning.



CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

The assessment of trainees' perceptions of their TEFL preparation has been attempted through investigating their conceptions of teaching and of themselves as prospective EFL teachers; their perceptions of the English syllabus, and that of the approach in their actual training.

Accordingly, about half proportion (53.3%) of the candidates were found as having the desirable perception for teaching and the preparation it requires. Many others (42%) yet seemed to manifest undesirable beliefs about teaching and its professional preparation. Trainees more generally tended to rely on previous schooling and/or later on-the-job experiences than on formal preparation for teaching, which implied a less valuing of pedagogical (methodology) training.

The trainees' attitudes towards being/working as a teacher, and a teacher of English in particular were found as dominantly favourable, though the positive tendency was less pronounced in the latter case (76%) than the former (82.0%). The distinction was more clearly revealed in trainees' extended views, spoken or written. It was evident that candidates' inclinations for the profession were mostly associated with employment motives; whereas, they largely seemed to lack the affection and/or confidence for taking on the role as English teachers.

Regarding preparing as subject-generalist teachers and working in the self-contained classrooms, the participants' views were quite exclusively negative. In the questionnaire, favourable views (49.3%) tended to outshine negative ones (39.3%) to some degree. In their extended views, the trainees were generally and strongly opposed to the practice and goal of generalized training, and in favour of specialized preparation and teaching. The questionnaire might have failed to reveal the most accurate information as respondents might have had hard times filling the items, or might even have cautiously provided restrained views.

On the other hand, the participants nearly exclusively (93.9%) appeared to rate their ELT capabilities as adequate, after their two week long live-teaching practicum. Still, knowledge of teaching methods and instructional English were more generally rated as only somewhat adequate than very adequate. Observations, on the other hand, witness that the prospective teachers' manifestations of their capabilities was largely far below the expectations.

Regarding the English syllabus, trainees widely (78.67%) seemed to favour its underlying principles and value the aims as relevant, as they so did in the interviews. The LP section was seemingly favoured by around three-quarters (76.67%) in the questionnaire. Yet, trainees largely and strongly complained in their extended comments that the material's usefulness in upgrading their English proficiency is below their expectations. The ELT methodology section has accordingly gained positive perceptions (79.3%). Except for the sequence of its

contents and controversy regarding translation, complaints were relatively unevident here. The syllabus materials seem to have been highly rated more especially with the factor of motivation and the learner. On the whole, the English syllabus, by and large, tended to be positively perceived on the part of the trainees.

On the other hand, trainees' views of the approach in their classroom training seemed favourable among a considerable majority (79.3%). The training sessions tended to be more particularly favoured for affective-interactional aspects (85.33%). Negative views of the classroom practice generally pointed to lack of individual opportunities for peer-teaching, and inadequacy of focus given to English language practices. Generally, trainees' opinions of the actual classroom training process seemed largely favourable than otherwise.

The approach of supervision on student-teaching practice generally seemed to be favoured, and disfavoured by uniform proportions of participants (i.e. 46.34 and 45.12 percents respectively). Yet, it was overwhelmingly (85.36%) indicated that the approach generally involved criticising of shortcomings in lessons and then giving suggestions for improvement. The absence of collaborative and supportive inter-relations was accordingly (64.4%) implied; though the trainees seemed to hold positive view of their interpersonal relations. Unfavourable views of the supervisor-supervisee experiences especially noted inadequacy of contacts, which were not valid enough to reveal strengths and weaknesses in their teaching. The student-teachers also felt that their two-week long live teaching could not allow them for effective practice. Personal investigations also confirm these views. The observed

variation among participants' reactions to the experience would not be surprising as they were engaged with supervisors within a wide variation in qualification, specialization, and experience.

Furthermore, a survey of the assessment profile and convictions gained from the participants and practitioners of the program suggested that overall assessment of trainees did not match the underlying aims and objectives of the course. Particularly, the assessment practised was found deficient of guided-reading works, oral presentation, and materials review. On the other hand, the participants' positive (optimistic) description of their capabilities in respective areas (section 4.2.4) did not conform with this observation.

5.2 Concluding Discussions

The EFL teacher preparatory course offered at Adama T.T.I. in 1997/98 academic year was largely examined from the view points of the contemporary participants, and through personal observation. There have been observed certain discrepancies (in some cases) between the results of the questionnaire, which were to serve the major part of the investigation; and data obtained through other forms of the survey, such as the interviews. To begin with, it is likely that respondents get more ease and scope to reveal their views when the medium is uncontrolled than otherwise (as has also been observed among the either forms of the questionnaire itself). Equally important, respondents might also feel unsecured to overtly indicate their views, bypassing the attempts made to convince them of the purpose of the inquiry.

Interviews, however, provide the better access for accurate information, that may be inferred through extending and informalizing discussions. On the other hand, respondents might bulk-size the questionnaire against the time they have for study; and thus might work through the pages hurriedly, and hence inaccurately. Or else, as observed on the pilot study, some might even duplicate from one another. Therefore, the questionnaire results were often triangulated with paralleled surveys through interviews (that also included their instructors), personal observation, and survey of relevant documents. In the light of current trends (convictions) in the area and the objective conditions of teaching in the country, the following terms of conclusions can possibly be reached regarding the program and the would-be teachers within the scope of this study.

The observed tendency for trainees to conceive the art of teaching as one to be possibly acquired from previous school experiences, and/or to be inevitably learnt on the job conforms with earlier global observations (e.g. Book et al., 1983) that prospective teachers maintain low expectations for the professional knowledge aspects of their formal preparation. Such traditional views of teaching are bound to have unfavourable implications on the candidates' motivation for serious professional study. Moreover, social norms communicated by the general public often have that primary school teacher training is placed at the lowest rank among institutions of higher learning. Such existing ethos of low-esteem for the T.T.I.'s might reflect an awareness that they are the last opportunity for high school leavers, who might possess lower academic talents than is actually required for the demands of the training.

The candidates' motivation for entering the training program did not seem to come from having the professional interest but from obtaining employment opportunities. It is possible that they would change their careers if they found other alternatives, as they might have made other career training choices if they had been able to. A similar observation has been noted in the Kenyan context (Maranga, 1993) where candidates are recruited into training and consequently into teaching profession, regardless of affective requirements. The present observation can also be corresponded with that of Book et al (1983) in that many candidates revealed uncertainties about their stay in the profession.

More seriously, the participants were observed as manifesting relatively low inclination and professional expertise in the teaching of English. As they were not especially trained as English teachers, and had not been selected on this basis, it would be difficult to imagine graduates appropriate for the demands of EFL teaching in the schools. Moreover, in a training which practically spanned less than ten months, it is not easy to make candidates sufficiently equipped with the required skills in the English language itself and in EFL teaching methods. This becomes all the more serious in the objective conditions that many school leavers arrive on training courses with inadequate basis of the English language.

On the other hand, any explanation regarding the EFL teacher preparation has to be given in a global view of the generalised training. Not only did the participants perceive the scope as too extensive to allow for qualitative preparation, but also they strongly favoured specialised training and teaching in the subject areas of their

interest and skills. Under such conditions, it is obvious that the task of preparing for EFL teaching becomes a formidable challenge especially for those who might favour training in subjects other than English. Even for candidates whose favourite school subject was English and who might decide to become English teachers, it is possible that the demands of generalised training affects the intensity of practice they make in the specific area.

Regarding the question of subject-matter knowledge for the self-contained classroom teacher, the theoretical assumption has been that the scope and depth of elementary school subjects cannot go beyond the reach of regular class teachers. Nonetheless, intensive training of such teachers has been observed as unpracticable even in four academic years (e.g. Gough, 1982). In this case, it is not difficult to see the implication in the Ethiopian context where generalised preparation is to be ensured in one academic year, and with trainees for whom English is only a foreign language. It appears from this observation that the prospective teachers' lack of desirable professional attitudes and capabilities for EFL teaching in particular is partly attributable to the scope (goal) of the training program. The existing trend not only disregards candidates' individual skills and interests, but also lacks sufficient duration for intensive preparation.

In such conditions, it is possible that graduates who are not well prepared in all areas (including EFL teaching) may neglect the areas in which they lack competence, which brings about imbalance in the school program (e.g. from non-qualitative EFL teaching). Certain other observations (Teshome, 1998; Shenkute et al., 1998) have also noted, in one way or another, the lack of efficacy and relevance

of such training programs for the demands of the self-contained classrooms.

On the other hand, it is obvious that the success of any teaching or training program derives from, among other things, the curriculum and the conditions for its implementation. Accordingly, it is agreed that learning would be enhanced when instruction is geared to the learning needs, abilities, and interests of the learner. In this view, the EFL teaching course can be examined in terms of contents-language and methodology lessons, and process-the approach followed in delivering these lessons.

To begin with, it appears that the aims of the course are comprehensive in scope, covering a wide range of professional learning needs for the EFL teacher. The educational philosophy underpinning the course also conforms with current trends in the area, with the emphasis placed on practical and experiential trainings, and for an active learner role in language learning.

Vis-a-vis the English language demands of the trainees, the syllabus seems to be inadequate in terms of language inputs and the practice activities. It may be that the candidates' previous mastery of the language fell below the expectations assumed in the design of the course. The clear fact was however that the trainees practically required much deeper and broader practice of the language forms than is provided in the syllabus. The grammar points and the language skills development (especially reading and writing) are meant to reflect those in Grades 1-4 syllabus;

yet it is empirical that the teacher needs to gain higher level of language awareness and skill than he/she is to provide for the school pupils. Moreover, as the subject matter of the texts derive from the school grades levels, they are not pitched at the right level of maturity and educational level for the trainees.

In this way, it is unlikely that teaching candidates are competently prepared as model users and a source of information about the language. The adverse effect is that such teachers can produce unfavourable attitudes towards the study of the foreign language in their students.

With respect to the methodology practices, dissatisfaction on the part of the trainees seems to address the sequencing and organisation of content. This might be in terms of promoting linear progression of learning, sign posting or advice necessary to make it easier for effective exploitation of the material. It is also worth-noting that the worth of certain teaching techniques like translation and the use of the mother tongue in EFL instruction is not clearly indicated. The material totally discourages the employment of these techniques, whereas the practical implication seemed unjustifiable to the trainees and their tutors alike.

It then appears that the syllabus owes much of its widened acceptance to the teaching/learning procedures it utilizes, which considerably reflect features of the communicative approach. It deserves the strong recognition for allowing autonomous learning and involving lively communication and interaction. The tasks and activities are evidently favourable for clarity of instructions and objectives, and

holding the attention of the learners. Moreover, the emphasis laid on practical activities in the treatment of methodology seem to have been valued (as it is valuable indeed) for the process and purpose of the training.

The syllabus deserves to be rated same for the relevance and adequacy of its contents, but for the English language practice activities which over emphasize language use than the usage aspect, with unlevelled treatment of the various skills. This suggests that the trainees and trainers rightly underlined the need for supplementary learning/teaching resources and activities. Otherwise, it remains questionable whether/how the syllabus can achieve the intended aims especially with reference to equipping the trainees with the required knowledge and skills of English.

On the other hand, it is often proposed that teacher educators, aiming to ensure maximum effect in the teaching time available, need to make their approach more sensitive to trainees' current learning and future teaching contexts. In line with this, certain implications could be drawn from the implementation of context-sensitive and trainee-oriented approaches in the process of training.

It appears that indicators of favoured practice have been successfully displayed in the training classroom with respect to affective-interactional aspects. This was more especially in the presence of productive interaction and trainee participation, and a relaxed atmosphere that recognizes trainees' viewpoints. As much as class

size and classroom conditions allowed, such a participatory approach to teacher education is said to be more effective than one in which trainees listen to received wisdom (Porter et al., 1990; Bax, 1997). It should also be noted here that elements of the classroom practice such as variety of activities and learner involvement are attributable to the presence of the respective features in the design of the course.

It also seems generally evident that the methodology of training reflected the methods trainees are instructed to use as teachers in the schools. Such practice becomes appropriate as it is favoured that teacher preparation process be made more closely parallel to the type of teaching expected of the participants. In other words, it suggests that the trainers practiced the methodology they preached in aspects of the training process.

The above encouraging features of the actual practice hence indicate effective implementation of the syllabus on the part of the trainers. This may follow that the practitioners of TEFL (all but one) are specialized in the field, and were generally observed to be up-dated with the communicative approach.

On the other hand, it is to be emphasized that the trainees could not get productive experience of professional action. The training sessions did not allow for individual opportunities for peer-teaching to experiment with the suggested techniques. The trainees' experience was largely limited to observation of model demonstrations, which can not provide sufficient element of experiential learning. Moreover, the live-teaching practice, which lasted for brief 2 weeks, was not found adequate to

give an effective professional experience. A similar observation has been noted by Ambissa (1997) in which graduates complained about lack of opportunities for peer-teaching.

It seems that constraints of time, class sizes and training man power could not allow for individual peer-teaching demonstrations; whereas the limited duration for live-teaching was owed to deficiency of schools which offer Oromo-medium instruction.

It should be noted that only schools could provide the opportunity to watch exemplary practitioners, to practice class teaching and to experience working in schools. Under such conditions, it becomes very difficult to assume that the prospective teachers are prepared with a broad base of professional knowledge and experience, which requires extensive practical experience other than awareness raising. One study on the practice at Awassa T.T.I. (Shenkute et al. 1998) similarly points out lacking of sufficient practical orientations.

In addition, the limitation in the duration of live-teaching did also have unfavourable implications on the extent of supervisory services desirable for the professional development of the student-teachers. Unsuccessive supervisor-supervisee confrontations, which were maximally doubled, became too inadequate to effect a productive professional assistance and a reliable practical assessment. Ambissa (1997) similarly reported dissatisfaction of former graduates with inadequacy of interaction with, and feed back from supervisors on teaching practice.

The supervisory approaches were also generally described as directive or overtly

prescriptive, which implied the absence of collaborative and supportive interpersonal relations. Experience during the live student teaching has shown that the student-teachers were engaged with supervisors who were not specialized in EFL teaching. Under such factors and within limited contacts between both agents, it is not likely to see supervisory approaches and services that will lead to professional growth and result in positive supervisor/supervisee experiences and outcomes.

On the whole, the practice made by and, correspondingly, the assessment made of the trainees had much more theoretical (of awareness) than practical (of action) orientations. Even then, varieties of modes of assessment were not utilized that enable the different aptitudes and abilities of trainees to be demonstrated. Without involvement of the spoken language and reading works, it is not possible that the assessment fulfills the underlying aims and objectives of the course as a whole. Here, lack of TEFL reading materials was observed to be one hindering factor.

The final analysis of the observation reveals that a combination of multi-factors explain the difficulty of the program in producing effective EFL teachers for the schools:

- incapability of entering candidates vis-a-vis the expectations and demands of the EFL teacher preparation.
- incompatibility between the duration vis-a-vis the scope of the overall training.
- inefficiency of TEFL manpower and material (reading) resources vis-a-vis

the size of the trainee group.

In conclusion, it is acknowledged that the status (of training) has marked a remarkable progress in the approach to FL teacher education (which closely corresponds to the 'reflective model'), and that to FL teaching (featuring the communicative approach). Nevertheless, the trend could not make the desirable impact owing to the nature of the student group and the conditions of training. The subsequent implication would be that the quality of EFL instruction will suffer at the early stage, unless serious consideration is given.

5.3 Recommendations

On the basis of the conclusions arrived at from this case study, the following recommendations are forwarded regarding the EFL teacher preparatory program at the particular setting, with their possible implications for respective programs in the country.

1. Since the admission criteria allows candidates from below-average achieving groups of the school-leaving population, it is likely that they have correlative level of achievement in the English language. In this tradition, it is needed that such programs make a pre-assessment of the candidates' English language learning needs to find ways for upgrading their standard by focusing on their areas of weakness.
2. Parallel to this, since candidates often arrive on the training course with poor mastery of the foreign language, the content of the LP material needs

to be enriched by incorporating much more levelled grammar exercises with sufficient language inputs. Or else it requires the instructors to supplement the material with activities that focus on English language usage other than use. The development of reading and writing skills should also be uplevelled accordingly.

3. The provision of sufficient language and methodology awareness calls for the availability of linguistic and TEFL reading resources. It is essential that the library is made to host relevant reference materials so as to facilitate the assignment of guided-reading works and oral presentation. Raising awareness of methodology further helps to overcome any misconceptions about the art of teaching which are bound to diminish pre-service teachers' valuing of methodology training and to foster attitude change.
4. In the shortage of training manpower and large class size situations, it is barely possible to provide (accommodate) qualitative instructional programs such as effective group work, personalized tutorials and clerkships. Therefore, there is an evident need to assign more TEFL manpower that could efficiently serve the trainee population within the available time.
5. The task of providing trainees with the desirable professional experience demands much more extensive teaching practice than is customarily made. Organising group peer-teaching demonstrations could multiply individual opportunities to experience methodological procedures and techniques. On the other hand, to allow for more intensified live-teaching practice, the

institution should find ways for reaching primary schools in the vicinity of the town to accommodate all the student-teachers.

6. The current trend of subject-generalist preparation also entails that candidates are not particularly admitted to train as EFL teachers. The desired goal of effecting competent teachers of English within the scope, and the need for responding sensitively to participants' concerns, will have drastic implications for policy directives. More profoundly, the basic need for ensuring intensive and qualitative preparation in EFL teaching becomes to be that of prolonging the duration of training, or else that of recruiting interested and qualified candidates for this purpose within the prescribed time. The latter alternative plan of action could be (as it is suggested elsewhere) that of offering semi-specialized preparation for employment in semi-departmentalized teaching situations. For instance, pre-service teachers may prepare either in languages/social studies or maths/ science major streams.
7. In working with this trend, it is desirable that the criteria/requirement for trainees' admission, professional certification, and job recruitment be thoroughly revised on the long run. For instance, experience at one setting (Yitbarek, 1998) has favoured high school CGPA and entrance examination more than the ESLCE for candidates' selection. Informal observations also witness customary cases in which candidates admitted are entirely entitled to obtain professional certification and teaching positions.
8. In order to build a more positive perception of the aim of subject-

generalist training [if the program is to proceed with the current goal], it is also needed that the rationale for self-contained classroom plan of teaching be adequately incorporated in the professional courses.

9. With respect to the contemporary graduates, it is desirable that their professional status be upgraded through arranging training workshops or in-service programs that especially focus on English language communication skills besides EFL teaching methods and materials.
10. The assessment of candidates' professional action should be made to serve a formative as well as a summative function. To this effect, the criteria for the judgement need to be made reasonably explicit to the trainee and the trainer alike, indicating whether-and-how well a certain skill is demonstrated.

The observation and assessment format suggested here (refer appendix IV) (adapted from Wallace, 1991: 136/163) is intended to be used by putting a tick in the appropriate column under Outstanding, Competent, Inadequate, or Insufficient information. There is also a 'summary grade' for each of the five main areas of personal qualities, command of language, planning/preparation, implementation/execution, and evaluation. These are graded on a three-point scale of Distinction (D), Satisfactory (S), or Inadequate (I) for the purpose of formative assessment; and Distinction (D), Pass (P) or Fail (F) for summative assessment.

The criteria invoked in the judgement of the particular categories can be specified

as, for e.g.:

- Category of presence/style
 - Outstanding: Commanding presence; individual and positive teaching style.
 - Competent: Good presence; no serious defects (e.g. over-mannered) in teaching style.
 - Inadequate: Personality has little or no impact; teaching style is irritating, boring, etc.
- Category of questioning technique
 - Outstanding: Questioning is highly relevant, varied and stimulating.
 - Competent: Questioning is appropriate, clear and keeps the lesson moving forward.
 - Inadequate: Questioning is random, irrelevant, unclear, monotonous.

Hence, it is recommended that the above format be adapted in the observation/assessment of EFL teaching practice as much as the objective conditions of time, manpower, and class size could allow.

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APPENDIX I

Questionnaire Presented for Teacher Trainees, and the Distribution of Their Responses

Code: [section/Roll No./Sex]

Addis Ababa University

School of Graduate Studies

Institute of Language Studies

Department of Foreign Languages and Literature Questionnaire to Be Filled by Teacher
Trainees at Adama T.T.I.

General Direction

The purpose of this questionnaire is to assess trainees' perceptions of the English teaching course offered as part of their preparation for the lower primary schools. The information you provide will only be used for academic research purposes, and thus will be kept confidential.

The questionnaire has four parts. There is no right or wrong answer for every item. Hence, you are kindly requested to give your accurate information honestly and thoughtfully.

Please follow the instructions carefully at all steps.

Thank you.

Part One

Following are various statements regarding your perception (view) of career preparation as a prospective teacher of English in the lower primary schools. Respond to each statement by indicating your level of agreement/disagreement. To do this, mark an 'X' under one of the five alternative response scales correspondingly provided.

SA = strongly agree

Und = undecided

A = agree

D = disagree

SD = strongly disagree

Statements	Response Scales				
	SA	A	Und	D	SD
1. The art of teaching is an extended form of parenting or nurturing.	98	47	1	6	2
2. I already have sufficient understanding of teaching from my previous school experience.	45	66	5	29	7
3. Teaching is inevitably learnt through experience on the job.	63	46	6	25	5
4. I will have much to learn about teaching during the training.	97	42	3	4	4
5. I am concerned much about the subjects I will teach rather than methods of teaching	49	42	8	33	16
6. The professional aspects of teacher education will probably not be worthwhile.	7	9	10	48	76
7. Teacher education has simple access, demands easy work, and has minimum academic value	1	7	7	45	88

Statements	Response Scales				
	SA	A	Un d	D	SD
8. The candidates dominantly come from those with below – average ability and interests in academic pursuits.	4	11	14	53	71
9. I joined the institute because I wanted (liked) to be a teacher.	110	31	3	5	-
10. I joined the institute because I didn't have any other alternative for employment.	12	21	8	55	52
11. I don't think I will continue working as a teacher.	18	26	18	54	29
12. I am sure I will find teaching a satisfying profession.	66	62	1	17	6
*13. I don't know yet whether I really want to be a teacher.	9	10			
14. I tend to develop more positive attitudes towards teaching on the training.	112	37	1	-	-
15. English was my favourite subject at school.	71	60	4	13	2
16. English is my favourite course in the training.	44	64	14	28	1
17. I want to teach English during the live-teaching practice.	46	67	8	27	2
18. I'd like to be a teacher of English when I graduate.	56	56	13	24	1
19. I hope to teach English successfully in Grades 1-4.	57	65	10	12	3

Statements	Response Scales				
	SA	A	Und	D	S D
20. I am especially concerned about being competent in teaching the English subject in the self-contained classroom	16	25	12	50	46
21. Teaching in the self-contained classroom allows for the need to suit instruction to individual abilities and interests.	40	45	45	16	4
22. The teacher in the self-contained classroom is in a good position to help pupils understand the interrelatedness of subject-matter fields.	35	50	45	15	5
23. I will have sufficient preparation in all the content areas and methods of teaching.	28	50	22	17	15
24. The generalized training becomes too extensive and unmanageable.	30	35	15	40	30
25. I favour preparing to teach in the self-contained classrooms.	9	11	7	52	71
26. I'd prefer to specialize in the teaching of subject areas of my interests and skills.	86	37	7	12	8

* This item was not included in the analysis.

Part Two

This part of the questionnaire generally refers to the syllabus of Practical English Teaching that you use for English teaching course.

The questionnaire has four sections. The first section is about the underlying rationale for the course. The second and third sections focus on the particular features of the Language Practice (LP) and the Methodology materials, accordingly. The last section (IV) then refers to both materials in general.

Hence, indicate your view regarding every statement of the particular features of the syllabus, in the same way as you did earlier.

N.B.:- SA = strongly agree; A = Agree; Und = Undecided;

D = Disagree; SD = Strongly Disagree

Statements	Response Scales				
	SA	A	Und	D	SD
Section I. Course Rationale					
1. I best learn to teach by performing (practicing) teaching	42	84	15	9	-
2. How I learn in training is as important as what I learn.	69	66	17	9	-
3. The aims of the course are spelt out so that I have a clear direction of training	39	63	19	25	-
4. The aims of the course are relevant to the scope of my professional learning needs.	47	65	17	12	-
Section II. The Language Practice Material					
1. The objectives of the tasks and activities are:					
1.1 Clear	52	78	8	6	-
1.2 Specific	49	67	19	10	-
1.3 Attainable	53	68	11	6	1

Statements	Response Scales				
	SA	A	Und	D	SD
2. The tasks and activities are:					
2.1 adequate enough to realize the objectives.	47	61	18	17	1
2.2 appropriate to my learning ability.	48	69	16	17	-
2.3 suited to my learning preferences and styles.	48	85	7	11	2
2.4 motivating and enjoyable.	53	77	9	12	1
3. The introduction, practice and recycling of new language items is shallow enough for my learning.	63	72	7	5	3
4. The units and exercises are connected in terms of topic, skills development, or lexical/grammatical progression.	52	72	8	17	2
5. There are sufficient opportunities (exercises) to practice English so that I can consolidate effectively.	31	72	14	28	2
6. I have found the material a useful resource for my language improvement.	48	73	9	16	3
7. I find the material to be below my educational level.	6	44	13	60	26
8. I can develop the required knowledge and skills of English (to teach in Grades 1-4) using this material.	36	69	25	17	2
Section III. Methodology Book					
1. The objectives of the tasks and activities are:					
1.1 Clear	61	73	6	9	-
1.2 Specific	54	75	8	13	-
1.3 Attainable	54	72	9	9	-

Statements	Response Scales				
	SA	A	Und	D	SD
2. The methodology tasks and activities are:					
2.1 adequate enough to achieve the objectives.	31	86	8	13	-
2.2 appropriate to my learning ability.	38	85	7	13	2
2.3 suited to my learning preferences and styles.	36	51	5	19	4
2.4 motivating and enjoyable.	40	80	14	10	2
3. The sequence of the contents allows me for linear progression of learning.	28	77	12	22	3
4. The material provides me with sufficient awareness of the principles underlying every classroom technique.	37	70	9	25	-
5. It allows me to practice every activity in the context of Grade 1-4 classrooms.	64	66	5	11	2
6. It is easy to use the classroom techniques taught in large classes and with limited resources.	38	67	26	12	3
7. I can develop the required teaching skills and techniques using this material.	39	86	4	13	1
Section IV. Both LP and Methodology					
1. The materials are clearly organised so that I can easily/effectively exploit them.	22	34	10	62	21
2. I find the instructions so clear to give me sufficient guidance.	39	89	9	6	1
3. I get enough allowance to work and learn on my own and with peers.	67	66	6	7	1

Statements	Response Scales				
	SA	A	Und	D	SD
4. The tasks involve us in lively communication and interaction.	52	79	8	11	-
5. What I practice in the materials are likely to be remembered or retained.	63	74	4	7	3
6. I am impressed by the layout of the books (i.e. mix of text and graphic material).	34	72	12	25	8
7. The materials make too many demands on my homework (preparation) time.	19	58	15	44	8
8. The materials do not make any bias on my culture, gender, social class or nationality.	66	51	17	13	2
9. The course is coherent with other professional courses, such as psychology and pedagogy.	68	67	5	6	3
10. I find the materials complete enough to stand on their own, not requiring me any supplementation.	12	24	16	83	15

Please add any other information (problems, comments, or suggestions) you would like to give regarding the English teaching course materials.

Part Three

This part of the questionnaire specifically refers to the actual classroom practice in the English teaching course. Drawing on your classroom experiences, indicate your own view on various aspects of the training by responding to each statement in the same way as you did earlier.

The alternative response scales are accordingly: Strongly agree(SA), Agree (A), Undecided (Und), disagree (D), and strongly disagree(SD).

Features of Classroom Learning	Response Scales				
	SA	A	Und	D	SD
1. There is productive interaction and trainee participation during the sessions.	91	57	-	-	2
2. There is a relaxed atmosphere, conducive to learning, in which our thoughts/ideas are encouraged.	62	70	9	3	1
3. Due concern is given for our long-term personal growth and professional development.	40	71	20	18	2
4. We are allowed for occasional discussion on opposing or different viewpoints and ways of doing things.	41	82	12	11	4
5. The recommended techniques of teaching are accordingly displayed in actual process of our training.	98	50	1	1	-
6. classroom work is fairly adjusted to our preferred learning styles.	26	91	9	19	5
7. We'll have varieties of activities and pacing to work according to our abilities.	24	75	19	20	10
8. We learn target approaches through experiencing them, rather than simply hear about them.	39	91	3	16	-
9. We have a balanced practice of methodology and language components (60 and 40 percents respectively).	38	76	14	20	2

Features of Classroom Learning	Response Scales				
	SA	A	Und	D	SD
10. The practices we make are regularly made relevant to our ares of concern.	17	70	25	35	6
11. The activities and key points of the sessions can be used by ourselves in future cooperative development.	36	60	17	36	4
12. We are regularly made aware of the aims of the sessions.	60	73	10	5	2
13. There is a regular/follow-up evaluation of our achievements.	47	77	4	22	3
14. The practice in each session forms part of our long-term process of training.	43	77	15	13	3

Please add any other information you would like to give (problems, remarks, or suggestions) regarding the goal and process of training.

Thank you.

Part Four

This questionnaire is to be filled by student-teachers who have taught the English subject, either in the normal classes or the self-contained classrooms. It is intended to assess the student-teachers' reactions to the supervisory approaches and services, and their subsequent perception of their own competencies as EFL teachers.

Respondents are kindly requested to provide the accurate information of their own, for every item under the three sections, according to the respective instructions.

Section I. Preliminary Information

Underline your accurate option.

Your sex: Male/Female

Grade you taught English: 1/2/3/4/5/6

The classroom type: Self-contained/Normal

Status of your supervisor: English course instructor/ other course instructor/class teacher

Section II. The Supervisory Approaches

Following are various statements regarding the supervisory services you gained for the teaching of English. Indicate your level of agreement/disagreement about each statement by marking an 'X' under either of Strongly agree (SA), Agree (A), Undecided (Und), Disagree (D), or Strongly disagree (SD).



Statements	Response Scales				
	SA	A	Un d	D	SD
1. The supervisory approach generally involves criticizing shortcomings in my teaching and making suggestions for improvement	38	22	4	4	4
2. The approach is generally collaborative and supportive of my practice of teaching	10	16	4	16	36
3. Supervisor shows sensitivity to my own concerns regarding teaching procedures.	32	28	6	12	4
4. Supervisor's approach is rigid and uncompromising.	4	12	2	22	40
5. Feedback is given in the most objective manner possible.	46	26	4	6	-
6. The feedback is generally judgemental	12	26	10	12	20
7. I was encouraged for self-evaluation of my performance	4	15	2	41	20
8. I was encouraged towards making continuous professional development	16	30	4	24	6
9. We make productive interactions at successive occasions	10	16	4	36	16
10. The supervision tends to be more of evaluation than training in its goal.	6	26	22	10	16
11. I have gained sufficient professional experience during my practice of teaching	16	26	10	26	10
12. I am concerned about getting a favourable evaluation of my teaching	24	18	6	14	20

Section III. Self-perception of Competence

The following is a list of seven characteristics desirable from the teacher of English in Grades 1-4. Alternative responses are then scaled from very adequate to very inadequate. From your experiences of teaching practice, indicate how you would rate your own competence in each of the characteristic areas, by marking an 'X' under one of those alternatives.

Very adequate (VA)

Somewhat adequate (SA)

Undecided (Und)

Somewhat inadequate (SI)

Very Inadequate (VI)

Characteristic Areas	Rating Scales				
	V A	S A	Un d	S I	VI
1. Your knowledge of the aims, objectives, and contents of the Grade 1-4 syllabus, and the teacher's guides.					
2. Your knowledge of English language teaching methodology so that you can justify for appropriate methods in given situations.					
3. Your mastery of English to enable you teach in English and provide a good model of English for your learners.					
4. Your ability to motivate your students to learn and use English.					
5. Your ability to plan, implement and evaluate appropriate learning experiences for your students.					
6. Your ability to cater for individual differences among learners, including gender.					
7. Your ability to evaluate your own teaching performance and make appropriate improvements.					

APPENDIX II

Interview Topics with Trainees

I. Motivations as Students of Teaching

- What do you personally feel that you decided to train as a primary school teacher?
- Do you ever have times that you feel unmotivated to seriously involve in the programs of training.

Can you explain about (the origins of) such experiences ?

- Do you feel that you won't need much to learn for teaching in Grades 1-4?
- Do you feel that the professional learnings may not be as such worthwhile?
- Do you feel that rewards/promotions are few/unlikely on the profession?
- Do you have times that you feel uncertain/hopeless about improving your English?
- What any other associated factors?

II. Approach, Content, and Goal of training

- To what extent do your trainers practice (in their teaching) what [the methodology] they preach?
- How do you observe the balance between language practice and methodology training? Which component do you feel is still lacking/wanting?
- How do you judge your training in terms of practical experiences and theory? Which aspect do you find is more of relevance/value?
- How do you see your learning experience in training as a subject-generalist teacher?

III. Self - Perception as Prospective Teachers

- What is your own view of the criteria invoked in your admission?
 - Have you found the demands of the training in any way different from your previous expectations?
- What justification do you have regarding the need for self-contained classrooms at the primary level?
 - How do you imagine yourself as a teacher in that situation?
- Which subject/s would you enjoy more to handle as a teacher?
 - Do you feel any special concerns about teaching English? Why?
- How do you view your future status as English language teaching professional?

APPENDIX III

The Traditional Format for Assessment of Teaching Practice

Date _____

Adama T.T. Institute

Teaching Practice Evaluation Format

Student-teacher's Name _____ Section _____ R. No _____

School _____ Grade Section _____

Subject _____ Period _____

First/second assessment) Tick one)

- Remark :
1. Performance will be rated along the markings provided.
 2. The first and second assessments are each marked out of 100 %.
 3. Final assessment will derive from a combination of the two out of 100 %.
 4. The result obtained will be explained as Very Good, Satisfactory, Inadequate, or Failure

A. Regarding the student- Teacher's Personality	Rating				
	1	2	3	4	5
1. Neatness and appearance					
2. Voice					
3. Motivations to teach					
4. Creativity					
5. Manner of accepting and answering students questions					
6. Classroom management/control					
7. Concern for pupils					
8. Knowledge/mastery of the subject matter					
9. Making use of advices and suggestions					
10. Time management					

APPENDIX IV

Suggested Format for Observation and Assessment of EFL Teaching Practice Teaching Practice Observation/Evaluation Schedule

Trainee's Name _____ Class _____ Roll No. _____
 School _____ Grade _____ Section _____
 Lesson Period _____

Any further relevant information about:

Type, size, etc. of class _____

Local conditions (e.g. aids and materials available) _____

Occasion of observation (1st , 2nd ...) _____

Summary Grades	<i>Outstanding</i>	<i>Competent</i>	<i>Inadequate</i>	<i>Insufficient information</i>	Further Comment
Personal Qualities					
1. Personality-presence, general style					
2. Ability to establish rapport					
3. Voice-Audibility, ability to project					
Command of Language					
1. Correctness of structure, vocabulary					
2. General intelligibility including adequacy of pronunciation					
3. Fluency					
4. Sensitivity to pupils' level of language					

Planning/Preparation					
1. shape, balance and variety of activities, timing					
2. Clarity, limitation and specification of aims and objectives					
3. Suitability of aids, materials, methods for level and type of class					
4. Anticipation of difficulties					
Implementation /Execution					
1. General class management					
2. Presentation of materials:					
3. Questioning: graded, directed, appropriate					
4. Controlled practice: choral individual					
5. Awareness and treatment of errors					
6. Use of blackboard					
7. Use of teaching aids/materials					
9. Smoothness of flow/checking of learning					
10. Involvement and encouragement of learners					
11. Achievement of aims/objectives					
12. Ability to adapt and extemporize (if necessary)					
13. Understanding and handling of language features, text, dialogue, etc. of tasks presented					
14. Time management: progress through the less on, changes in activity, pacing, etc.					

Evaluation

1. Ability to evaluate own performance

2. Ability to respond constructively to evaluation from others

Summaarising Comments

Overall assessment/ grade

Formative : D/S/I

Summative : D/P/F

Observer's signature & name

Name:

Signed: Date :

APPENDIX V
**Bax (1997) : Indicators of Good Practice in Context - Sensitive
 Teacher Education**

Aspects of teacher education	Learning Principles	Indicators of good practice
1. Affective interactional aspects	A Trainees will learn better when involved as much as possible	Productive interaction and trainee participation during the session, at a culturally appropriate level.
	B Trainees will tend to learn better when they are feel valued.	A relaxed atmosphere, conducive to learning, in which trainees' experience is respected.
	C Trainees will tend to reflect more if occasionally challenged by opposing or different viewpoint and ways of doing things.	Occasional and appropriate challenging of trainees' views, and proffering of contrasting ideas and ways of doing things.
	D Teachers' classroom work is carried out in the wider context of their personal lives, which must be taken into account.	Trainees are allowed scope for long-term personal growth as well as professional skills and acquisition of knowledge.
2. Aims	E Trainees will feel more involved and convinced if they know the aims of the session.	trainees are aware of the aims of the session .

3. Structure Type of activities	F work should be tailored to trainees' preferred learning styles to ensure maximum uptake.	Analysis of trainees' learning styles and concessions to them.
Order of Activities	G activities/ Pace should be varied in an attempt to stimulate and suit everybody.	Variety of activity and pacing
Structure of session	H Learning is often effectively achieved if trainees experience the target approach, rather than simply hear about it	Element of experiential learning
4. Content key points to be addressed	I Relevance is enhanced if the session tackles trainees' areas of concern.	Trainees' areas of concern are known and dealt with.
Frame in which Points are put across	J Relevance is enhanced if the session appears to relate directly to trainees'	The frame in which key points are discussed is directly relevant to trainees' home contexts.
Cultural aspects	K The trainer cannot know appropriate classroom behaviour in their contexts. So trainees should be allowed to do this to ensure appropriacy.	Trainees are allowed scope to decide for themselves appropriate classroom behaviour.

Transferability	L Trainees should be seen as potential trainers themselves, in formal or informal settings.	The trainer take a wider view of trainees' future roles. In particular, activities and key points of the session could be used by trainees themselves in future' co-operative development '.
5. Follow- up	M Trainer and trainees benefit from and enhanced awareness of the session's aims and achievements	Mechanisms to ensure appropriate evaluation of the session, with results available to trainer and trainees.
6. Context	N Learning is a long-term process; educational change may require extensive work.	The session takes place within an effective long-term program of teacher education.

Transferability	L Trainees should be seen as potential trainers themselves, in formal or informal settings.	The trainer take a wider view of trainees' future roles. In particular, activities and key points of the session could be used by trainees themselves in future' co-operative development '.
5. Follow- up	M Trainer and trainees benefit from and enhanced awareness of the session's aims and achievements	Mechanisms to ensure appropriate evaluation of the session, with results available to trainer and trainees.
6. Context	N Learning is a long-term process; educational change may require extensive work.	The session takes place within an effective long-term program of teacher education.

APPENDIX VI

The Aims and Objectives of the English Syllabus for Teacher Training Institutes

1. Aims

The course has the following general aims :

1. To develop in the trainees a basic understanding of the principles of English Language Teaching based on current theories of language acquisition, pedagogic and the sociology and psychology of learning.
2. To develop in the trainees the ability to apply the principles of English Language Teaching to the teaching of English in Grades 1-4 in different environments.
3. To develop the trainees' ability to predict, identify and solve the pedagogic and linguistic problems they are likely to encounter when teaching English in Grade 1-4.
4. To give the trainees regular opportunities to practise techniques and procedures in a controlled way so that they will become confident and competent teachers of English.
5. To develop the trainees' competence and fluency in English so that they will be able to communicate effectively in simple English and provide a good model of English for the learners.
6. To develop the trainees' sensitivity to individual learners and their needs to enable them to cater for individual differences.
7. To develop the trainees' sensitivity to gender issues and differential teacher treatment of learners by gender.

8. To develop the trainees' ability to evaluate materials and procedures to enable them to prepare appropriate lessons for the learners
9. To develop in the trainees powers of self-evaluation and an orientation towards autonomous learning to enable them to evaluate and improve their classroom performance and proficiency in English after their initial training has been completed.

2. Objectives

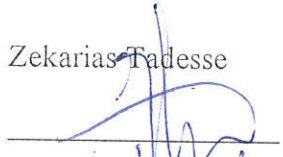
The trainees should develop:

1. A thorough knowledge of the aims and objectives of the Grade 1-4 syllabus and the content of the textbooks and teacher's guides.
2. A sufficient knowledge of English Language Teaching methodology so that they will know what methods are appropriate in a given situation and why they are appropriate.
3. A sufficient mastery of English to enable them to teach in English and to provide a good model of English for the learners.
4. The ability to motivate their students to learn and use English.
5. The ability to plan, implement and evaluate appropriate learning experiences for their students.
6. The ability to cater for individual differences.
7. The ability to use and, adapt the Grade 1-4 textual materials.
8. The ability to evaluate their own teaching performance and, where necessary, make appropriate improvements.

DECLARATION

I, the undersigned, declare that this thesis is my original work, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Zekarias Tadesse

Signature: 

Date: 01/03/19