

English Language Teaching (ELT) Program Evaluation  
of Teacher Training Institutes (TTIs) with  
Reference to Assela Teacher  
Training Institute

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## **Abstract**

Program evaluations enable to identify areas of strength that need reinforcement and weaknesses that indicate directions for the timely correction to be taken before they are too late. To this end, this paper attempts to evaluate English language teaching program of teacher training institutes (TTIs) with reference to Assela TTI. Three basic evaluation questions — whether or not the trainees have adequate language proficiency; whether the trainees get adequate input from the training program and whether the program brings about the required professional development — were raised in this study. In this process, the discussion of the recommended training model, the Reflective Model, in relation to the other models revealed that radical and important changes have taken place. Survey of the training materials, the Practical English Teaching course books volumes 1 and 2, the Methodology and Language practice manuals, revealed that the materials incorporate important components meant for the desired professional development.

Furthermore, the evaluation pursued the Objective and Illuminative models from the various options so as to conduct as comprehensive evaluation as possible. In this process, a valid and reliable test was designed and given to 230 trainees. Classroom observations of the four ELT trainers of the institute, at least five periods each of the three trainers and three of the one, 12 micro-teachings of student teachers and 20 classes of 10 student teachers were made. Teacher educator's questionnaire was also utilized.

The achievements of the trainees test indicated that the English language proficiency of 48% of the subjects is below the required standard that is obtained from the performance of the testees. Similarly 66% of the micro-teaching and 50% of the teaching practice observations revealed that the appropriate use of English in the teaching - learning process is below adequate. The feedback of all the trainers also confirmed that the trainees lack the required English language proficiency.

Concerning the required professional development, the facilitating role of the teacher was 50% and 45% below adequate in the micro-teaching and the teaching practice, respectively. Since 70% of the teaching practice and 100% of the micro-teaching were also not planned, the skill of planning is also at risk. Likewise, 42% of the micro-teaching and 40% of the teaching practice revealed that the questioning techniques were below adequate.

Regarding evaluations, although the trainees evaluate the teaching-learning process of the micro-teaching and teaching practice adequately and almost adequately, the trainees are evaluated neither by their fellow trainees nor the cooperative teacher during teaching practice. The evaluation of the ELT trainer is also not adequate. Therefore, inclusion of more language courses, considerations that should be made with regard to the selection criteria, increasing duration of training, providing more practice opportunities, creating context for reflections, arranging tutorial classes and orientations to some concepts such as evaluation, reflection and teacher development are recommended.

# **Chapter One**

## **Introduction**

Educational programs are areas of expenditure on which excess manpower, money and time are invested. Thus, their planning should be carefully thought over and properly conducted from their stage of the need assessment to implementation. Effective monitoring and regular evaluation should also be made so as to make the programs fit to the daily changes in the society and address societal needs regularly. Innovations are identified and encouraged through evaluations. Similarly, weaknesses are also pinpointed and timely corrections are made before they are too late. In short, educational evaluations facilitate conditions to make expenditures wise and changes rational by enabling the evaluator to identify deficiencies before they cause major problems.

Bearing this fact in mind, though different educational programs had/have been implemented and changed in our country at different times, expressing the certainty of the extent to which these changes rely on research and evaluation is dubious. It is an undeniable fact that different disciplines of education frequently conduct micro evaluation on different aspects within their fields. However, macro-evaluations of the output or the effect or the impact of these disciplines at a certain phase or cycle that indicate the extent to which the desired objectives are attained or not is unknown widely. Our educational changes seem to be derived more from other factors than systematic and comprehensive evaluation. In short, educational evaluation research that tries to assess the output, the effect or the impact of the

on-going program seems to be less mature in our context. Thus, developing the professional knowledge that this area of research needs and calling this field of study into attention, the primary motive that drive this writer into action, is of vital importance.

Furthermore, in spite of the long tradition of teaching English as a subject at primary and as a subject as well as a medium at secondary and tertiary levels in this country, the language performance of our learners is said to be below standard. Different people cite diversified factors for these weaknesses. However, looking at the overall aspects of this long and deep-rooted problem is not the concern of this paper. The endeavor rather tries to address a problem for which a remedial solution is attempted through the New Education and Training Policy proclaimed in 1994.

Since the implementation of this policy, the structure of our educational system has been changed. With this, new teaching-learning materials that claim the realization of the requirement of the policy and/or the profile of the stated cycle have been designed and implemented for different subjects. One of the subjects for which these conditions have been fulfilled is English, which the policy determined to be learned as a subject starting from Grade 1. In the process of implementation of this policy, training institutes train teachers at different levels. The first cycle of primary school, Grades 1-4, gets its skilled personnel from teacher training institutes (TTIs).

Regarding the distinction between the previous and the present teacher training materials, the following is stated:

The curriculum of pre-service education for the last twenty years has been suffering from its short comings, such as objectives and contents lacked coherence and co-ordination with the curriculum of schools, as well as equipping the student teachers with teaching skills, knowledge and attitude has been inadequate (Some Guidelines for the Preparation of New Curriculum for One Year Initial Primary Teacher Training (12+1) (Draft) (1995:1).

As a component of training input that claimed to uproot the previous tradition of these institutions, the Institute of Curriculum Development and Research (ICDR) prepared English language teaching manuals— Practical English Teaching: A Training Course for Teacher Training Institutes; that of Methodology and Language Practice (Volumes 1 and 2 respectively), which are prepared according to the syllabus designed for this purpose and level, for the one-year training program of the TTIs in 1995. These materials have been implemented since then. Some micro studies have also been made in some areas of this one-year program. Nevertheless, its macro-evaluation is not attempted so far. This implies that evaluating the implementation of the program and its general or overall output have not been attempted. Strong points that need sustainability and weak sides that need modification or complete rejection, if any, are not identified. Hence, conducting the evaluative research of English language teaching (ELT) program of the stated level will be the aim of this study. However, this evaluative research should not be expected to be a flawless study that serves as an end in itself. It is rather a stepping stone for those who want to expand their knowledge and experience of macro program evaluation since it is the first endeavor in our context.

## **1.1 Statement of the Problem**

The New Education and Training Policy (NETP) proclaimed in 1994 asserts some changes of educational structures and programs of which teacher education is a component. As to the policy, "Teacher education and training component will emphasize basic knowledge, professional code of ethics, methodology and practical training" (NETP, 1994:20). Besides, it is also explicitly stated that "Teacher training institutions of all levels will be required to gear their programs towards the appropriate educational level for which they train trainees" (NETP 1994:22).

To these ends, the teacher training institutes have implemented a new program that would enable them fulfill the manpower need of basic education, the first cycle of primary education (Grades 1-4). Since one of the subjects given at this level as a component of the entire program is English, which "Will be taught as a subject starting from Grade 1" (NETP, 1994:24), these institutions have implemented a new English language teaching (ELT) package that claims realization of a new training model since 1995.

However, the extent to which these intentions of the policy that are hoped to be realized through the recommended model have been met or not and the degree of realization of the objectives of this training package, stated in the introduction, is not evaluated in its entirety. Thus, evaluating to what extent this program fulfills its requirements through macro evaluation of the program is important. Identifying strong and weak points and recommending ideas that can enrich the effective and modify the less effective, if any, through evaluation of the output as well as the

process of the program will be of fundamental importance. That is also what this paper attempts to accomplish.

## **1.2 Evaluation Questions**

- 2.1 Do the trainees have sufficient language proficiency that enables them to teach Grades 1–4 English adequately?
- 2.2 Do the trainees get the required input from their peers, the trainer and their readings by different reflections and evaluations conducted during the processing of the given methodological inputs?
- 2.3 Does the training program bring about the desired professional ability that enables the trainees to conduct the peer or micro-teaching and teaching practice effectively?

## **1.3 The Process of Setting the Evaluation Questions**

Any program can be evaluated from divergent perspectives. A lot of questions can also be raised in the process of evaluation. Nevertheless, limitations of resource — financial and time — urge an evaluation process to be selective in addressing issues of most priority and importance. In this ELT program evaluation of the TTIs, the present writer raised a lot of points that can be considered in the process. The issues raised as specific objectives of this program evaluation and presented during Graduate Seminar I (TEFL 510) were the following:

1. Do the trainees have sufficient language proficiency that enables them to teach Grades 1-4 adequately?
2. Do the trainees get the required methodological and linguistic input?

3. Does the program bring about the desired professional ability?
4. Are the materials up to the level of the trainees?
5. Are the tasks relevant to the program?
6. Are the tasks appropriate to the level?
7. Do the trainees get adequate facility?
8. Is the time of the training sufficient?
9. Are the selection criteria appropriate?

However, time limitation has urged this writer to select the most crucial evaluation questions out of the multi-faceted issues. In the selection of evaluation questions, "The sponsor of the evaluation, key audiences and individuals or groups who will be affected by the evaluation should all have a voice" (Worthen and Sanders 1987:222). Though formal way of gathering data would have been better, this writer used informal means for the selection of his evaluation questions from the bodies concerned because of time and financial constraint.

The selection of the research questions from the stated possible areas of evaluation, which is performed depending on Cronbach's proposal briefly discussed by Worthen and Sanders (1987), was done by evaluating each research question against the following:

1. Interest of the question to the key audiences such as trainees, trainers employers and funding agencies;
2. The ability of the question in providing information that is not readily available;
3. The quality of the question in yielding important information or answer;

4. The value or importance of the question for the continuity of the program; i.e., is the question critical to the study?;
5. The impact that the question has on the course of the event, and
6. The answerability of the question within the resource available.

Accordingly, the first three questions of the possible areas of study got the highest rank. Thus, they are selected to be the evaluation questions of this study. The next three, which ask about the level of the materials, the relevance of the tasks and their appropriacy, are excluded from the study because they may not interest the trainees who had some dissatisfaction on the tasks. Some of the audiences of this program, mostly trainees, usually express that the materials and the tasks are below the standard of the trainees for the fact that they refer to Grades 1-4 textbooks. The last three, the questions that talk about the adequacy of the facilities, time of the training and selection criteria, are excluded from the study because of the difficulty of incorporating them in the study within the resource available. Therefore, it is believed that the selected research questions will be more valuable to be undertaken for this evaluative research.

#### **1.4 Significance of the Study**

In the educational programs attempted to be realized in this country, different curriculum packages, of varied subject areas have been designed and implemented in different phases or cycles of the system: the primary schools, the junior secondary schools, the secondary schools, the teacher training and other tertiary levels. In these processes, many researchers and evaluators have conducted a lot

of studies in different aspects of the subject areas that had/have been realized at these stages. However, different comprehensive evaluations of these subject areas, conducted as packages in different phases, have not been undertaken by any researcher or evaluator as far as the knowledge of this writer is concerned despite the diversified experiences of the implementation of these programs.

Cognizant of this fact, this paper attempts to introduce the idea of evaluating one subject area and indicates the importance of program evaluation by assessing the English language teaching program of the teacher training institutes that is implemented as a package. The development of the tradition of program evaluation, which this paper endeavors to lay foundation, is less matured in our context. Thus, it is hoped that the educational system of Ethiopia, particularly that of ELT, will gain more experience on program evaluation from this study. Moreover, the lessons that might be obtained can also be extended to conducting project evaluation or evaluations of other subject areas.

Similarly, all primary school teacher training institutes are also expected to benefit not only from the recommendations that are likely to be related to their experiences but also gain awareness about this alternative procedure of program evaluation for their future consumption. The target TTI will also get direct feedback on the nature and degree of its success or failure, if any, towards the effectiveness and efficiency of its program in relation to ELT. This feedback may improve the program for those who join the TTI in the future thereby contributing to the quality of primary education.

Furthermore, as the fundamental concern of this evaluative research is to keep the quality of the program up to the requirement, the teacher trainers and/ or educators who always aspire to give or get quality education are also believed to benefit from the study. This may partially fulfill their desire for it may result in some sort of problem identification and recommendations that are likely to enhance the quality of education. In addition, the knowledge and experience that the trainees, trainers and others who are involved in the evaluation might gain are also assumed to be important assets that serve these professionals in their effort of up-grading the quality of education.

Besides, since "Program evaluation can spark investigation across a wide range of research areas that describe applied linguistics" (Lynch, 1996:10), this paper may also initiate or encourage others. Other researchers who would like to pursue the same or similar undertaking may also get some clue that they may consider for or against their way. Finally, the majority of the members of the society who always need quality education may probably gain from this study due to its likely potential to contribute to the quality of basic education.

### **1.5 Limitations of the Study**

Since studies on program evaluations have not been conducted in our context, the evaluator had no internal model to pursue or extract information from. Thus, it is likely that this affects the quality of the paper. Furthermore, the financial and time constraints, under which this evaluative research has been conducted, are also felt to have their own impact on the study.

# Chapter Two

## Review of Related Literature

### 2.1. Background Information: Program Evaluation

Program evaluation is a field that got definite structure and function after long and persistent attempts of scholarly efforts and undertakings. "The first modern program evaluation in education is usually considered to be Joseph Rice's evaluation of spelling programs in schools conducted between 1887 and 1889" (Pratt 1994:307).

Similarly, Madaus, Scriven and Stufflebeam (1983:3) witness that program evaluation is "often mistakenly viewed as a recent phenomenon. People date its beginning from the late 1960s---. However, [it] - - - predates by at least 150 years-- - and the emergence of evaluation as a maturing profession since the sixties."

Nowadays, this expansion and development of program evaluation confirms its broad acceptance and implementation in different fields. For instance, Tomlinson (1998:217) asserts this progress in ELT as follows:

Murphy, writing in 1985, could legitimately complain that the necessity for evaluation is not understood and recognized. However, this is not the case today. There has been a strong surge of interest in the goals, roles and methods of evaluation in language teaching over the last few years---. Acceptance of the need for evaluation--- is now widespread.

Despite the utilization of program evaluation in ELT, the availability of published materials in this area of study is limited in comparison to the general field of

educational evaluation "where dozens of titles appear annually in one publication house" (Alderson and Beretta 1992:5).

Nevertheless, the present situation is encouraging since different writings on language program evaluation have started flourishing since the 1990s. Rea–Dickins and Germaine (1992), Weir and Roberts (1994), Lynch (1996) and other small articles could be cited as instances to make this view tenable.

## **2.2 Definitions**

The definitions of the terms and the distinctions between concepts are given under this sup-topic.

### **2.2.1 What is Evaluation?**

Different researchers have defined evaluation in various forms. For Rea–Dickins and Germaine (1992:28), evaluation is "a means by which we can gain a better understanding of what is effective, what is less effective, and what appears to be of no use at all." For Bhola (1979: Xii), evaluation is also "the process of using past experience to design better present and future actions."

Furthermore, Grabe's (1983: 19) definition of evaluation as a process is as follows:

Evaluation is a process of analysis and control design to determine the relevance, effectiveness, significance, and impact of specific activities and the degree of efficiency with which they are carried out with reference to the immediate objectives for which they were designed and planned.

Moreover, Aspinwall et al. (1992:2) express "Evaluation is part of decision making process. It involves making judgements about the worth of an activity through

systematically and openly collecting and analyzing information about it and relating this to explicit objectives, criteria and values."

Besides, for Stufflebeam, who is quoted in Bhola (1979), evaluation is also defined as "The process of delineating, obtaining, and providing relevant information to decision makers to serve the decision needs inherent in program development".

In addition, Lewy and Nevo (1981:351) define evaluation as a "Systematic collection, analysis and reporting of information related to a specific object by structured and less structured approaches, using formal and informal means for the purpose of helping and facilitating sound decision making".

Richards (1985:9), who refers to Jarvis and Adams in defining evaluation in relation to language teaching says, "Evaluation is that phase of language program development that (a) monitors the teaching process in order to ensure that the system works, and (b) determines which phase of the system needs adjustment when problems are detected."

Therefore, evaluation is a process in which we gather information that helps us to attain a better understanding of a program under study and also provides necessary data that enable us to take or at least to recommend reasonable measures that facilitate the success of the subject.

### **2.2.2 Project and Program Evaluations**

The terms 'project evaluations' and 'program evaluations' sometimes appear together. Thus, it is likely that few people hardly understand their distinction. "A

project is seen as a smaller unit—an undertaking carried out under a single management which is designed to achieve certain specific objectives within a given budget and within specified period of time. Projects are often conceived as elements in a more comprehensive program" (Grabe, 1983:18).

Moreover, 'Standards for Evaluation of Educational Programs, Projects, and Materials' (1981:12-13) defines project evaluations as follows:

Project evaluation—evaluations that assess activities that are funded for a defined period of time to perform specific task. Some examples are a three-day workshop on behavioral objectives, a two years test development effort, or a three-year career education demonstration project.

The term "project" therefore refers to "activities funded to achieve a particular task, usually based on a formal contract in which staff duties are defined and measurable outcomes or products are specified all with stated time scale" (Weir and Roberts, 1994:3).

On the other hand, program is "An organized set of activities, often with several management organizations, which is directed towards the attainment of specific, mostly longer term objectives" (Grabe, 1983:18). The aforementioned 'Standard for Evaluation of Educational Programs, Projects, and Materials' (1981:12) also defines program evaluation as follows:

Program evaluation—evaluations that assess educational activities which, provide services on a continuing basis and often involves curricular offerings. Some examples are evaluations of school districts reading program, a state's special education program or a university's continuing education program.

In other words, program applies to "any organized educational activity offered on a continuing basis--- [which] embraces both individual language program or training courses" (Weir and Roberts 1994:3). To sum up, "Program is expected to continue for an indefinite period of time, whereas project is expected to be short-lived. Projects that become institutionalized in effect become program" (Standards of Evaluation of Educational Programs, Projects and Materials, 1981:13).

### **2.2.3 Curriculum Evaluation and Program Evaluation**

Since evaluation is an indispensable component of curriculum, it seems probable that people confuse 'curriculum evaluation' and 'program evaluation'. Therefore, to express their distinction, 'curriculum evaluation' refers to the evaluation of the curriculum document that is implemented or used as a resource for a certain program. It is the evaluation of the document in terms of adequacy, relevance, appropriateness, etc. 'Program evaluation', however "occurs after the curriculum has been adapted and implemented, either for tryout or full-scale implementation as a program" (Pratt, 1994:307). Accordingly, the former refers to the process, which is part of the designing whereas the latter talks about the output or effect of the document after realization.

### **2.3 Purpose, Role and Types of Evaluation**

The importance and role of evaluation will be discussed with its types and purposes as follows:

### 2.2.3 General Use and Role

Program evaluation has diversified purposes. Some are: determining whether or not a program has achieved the desired effect; identifying the effect of a program; determining whether or not a program has 'provided value for money'; providing evidence for the correctness of decisions taken in relation to the program; justifying plans; utilizing as a means of comparing different approaches, methodologies or textbooks; functioning as a tool to find out areas of improvement of a program in action, a purpose which this paper tries to accomplish; revealing achievements of teachers and students; motivating teachers and other participants and avoiding suspicions by providing tangible data that can develop confidence among parents or sponsors (Alderson and Beretta, 1992:276).

However, there can also be 'hidden agendas' that may contaminate the evaluation and its findings. The need to justify advocating or implementing certain input in the process, the initiators desire to advertise the success and accomplishment of the project or program, and also the motive of the sponsor in proving that he is more successful than his predecessors (Alderson and Beretta, 1992:276) are some of the likely intentions that spoil the process and product of evaluation. Since there are pre-planned intentions of justifying certain course of action in all these instances, there is high probability that the results will be biased.

Furthermore, in relation to the roles of evaluation, Worthen and Sanders (1987:5) have the following to say:

Formal evaluation studies have played many roles in education, including the following:

1. To provide a basis for decision making and policy formation
2. To assess student achievement
3. To evaluate curricula
4. To accredit schools
5. To monitor expenditure of public funds
6. To improve educational materials and programs

Therefore, program evaluation is a purposeful and beneficial process of study that brings about adequate and reliable information that can up-grade the quality and efficiency of the program if the program has to continue. In short, it is a good indicator for the cause of success or failure of the program under study.

### **2.3.2. Types and Purposes of Evaluation**

Evaluations are categorized into types depending on their purposes. Accordingly, they are divided into two; the general purpose and the specific topic related. The general purpose evaluation is again divided into three sub groups known as the accountability, the curriculum development and betterment and the self-development evaluations (Rea-Dickins and Germaine, 1992). It is these three general purposes that Weir and Roberts (1994) also briefly discuss as purposes of evaluation.

According to Rea-Dickins and Germaine (1992:20), the main aim of evaluation for the purpose of accountability is as follows.

The main aim is to report on a product and give an exclusive judgement whether something is intrinsically a 'good' thing or not. Generally, the information derived--- is not used in any way to improve the functioning of the curriculum or classroom

practice. Rather it informs decisions as to whether something is to continue or be discontinued.

Accountability evaluation is, therefore, "usually summative in focus, in that it examines the effects of a program or project at significant end points of an educational cycle (in the case of programs) or at its completion date (in the case of projects)" (Weir and Roberts, 1994:5).

Hence, this purpose of evaluation is not to benefit the development of a program immediately for the fact that it is not conducted while the program is in action. It rather focuses on the final result of the entire activities of a program under study at its complete stage.

Summative evaluation has its own processes and alternatives. Rea-Dickins and Germaine (1992:22) express its process as follows:

Summative evaluation has also tended to involve testing and measurement, and analysis of the statistical significance obtained. It has focused on overall outcomes, i.e., end product of an innovation, and has consequently failed to take into account evaluative comments. Summative evaluations are limited by their focus on outcomes at the end of educational innovation.

However, this is not to deny the potential use of summative evaluation for an operational program or program in action in some instances particularly if the program on action is a continuing and recycling process as in the case of training. The output evaluation of one end period can provide effectively utilizable data for the up-dating of the program for the next cycle. In this instance, though the subjects of the evaluation are not the beneficiaries, the future participants of the program will get the advantages of the new insights.

The other two purposes of evaluations, the curriculum development and betterment and also the self-development evaluations are both development-or improvement-oriented evaluations. The former is "intended to improve the educational quality of a program or project, normally while it is in progress" (Weir and Roberts, 1994:7). This purpose is realized through different processes and options. Feedback of the implementers and utilizers of the program through diversified alternatives are the means for the realization of this evaluation. This evaluation has the following characteristics:

It may be largely descriptive and qualitative, and need not entail tests, measurements, and inferences about curriculum quality for statistical data.--- This is known as formative evaluation. Such evaluations are ongoing and monitor developments by identifying the strengths and weaknesses of all aspects of teaching and learning (Rea-Dickins and Germaine, 1992:25-26).

Thus, it attempts to make the curriculum more up-to-date and relevant through timely responses gathered from diversified sources for this purpose.

The last, the self-development purpose of evaluation, according to Rea-Dickins and Germaine (1992:26) is as follows:

A third and major role that evaluation has to play is in formalizing and extending a teacher's knowledge about teaching and learning in classrooms. --- It involves raising the consciousness of the teacher and other ELT practitioners as to what actually happens (as opposed to what is supposed to happen) in the language teaching classroom.

↪ Since this purpose of evaluation focuses on the process rather than the product, it is also formative evaluation. So, it should be recognized that "Involvement in self-directed formative evaluation is a form of teacher development, arguably one

of the most effective forms if done consistently, collaboratively, and with relevant external help if and when it is needed" (Weir and Roberts, 1994:7).

Therefore, since both these of development oriented evaluations, called formative evaluations, are performed while the programs are in progress, they provide data that can help the improvement of the program immediately. "Systematic formative evaluation can operate as a form of quality control, the monitoring of progress and the provision of immediately useful information for decision making and change" (Weir and Roberts, 1994:15).

However, both kinds of evaluations, the formative and the summative, are not contrary to one another. They can equally serve the same purpose if wisely and effectively utilized. "Evaluation could usually integrate formative and summative dimensions and be concerned with both the results - - - as well as understanding of how these results came about; that is, with processes and activities during implementation as well as with end products" (Weir and Roberts, 1994:15).

Rea-Dickins and Germaine (1992:28) also share the same idea when they say, "Evaluation is a means by which we can gain a better understanding of what is effective, what is less effective, and what appears to be of no use at all. In order to do this, evaluation must focus on both the means and the product of the learning process." This writer also believes that effective merging of both purposes gives evaluation a diagnostic function, which Seguin (1991:40) describes as follows:

The function of evaluation is essentially diagnostic. It should lead to identifying and if possible explaining the difficulties, which may have been encountered in certain aspects of the

teaching of the programs, and to judge whether the learning results are satisfactory.

## **2.4 Alternatives and Selection of Models**

Language program evaluation has different options of evaluation models. Some of them are the following:

### **2.4.1 The Objective Model**

This model attempts to assess the extent to which the intended objectives of a program are attained or not. It compares the intended outcome of a program with the actual result or change obtained so as to know the degree of success in relation to the objectives set for the program.

As to Worthen and Sanders (1987:63), Tyler's approach to evaluation i.e. the objective model, follows these steps:

1. Establish broad goal or objective.
2. Classify the goals or objectives.
3. Define objectives in behavioral terms.
4. Find situations in which achievement of objectives can be shown.
5. Develop or select measurement techniques.
6. Collect performance data.
7. Compare performance data with behaviorally stated objectives.

However, some researchers agree that this model has some drawbacks. For instance, Alderson and Beretta (1992:14) have the following to say:

The problem with confining evaluations to general goals is that it ignores unexpected outcomes, outcomes that are hard to define, that are remote in time, difficult to measure; it ignores changes of perception between the time that the objectives

are stated and the time they are tested; it encourages arbitrariness with regard to continuous outcome variables.

In spite of this comment, this model is one of the models selected for this study. Thus, it will be discussed in the summary of models.

#### **2.4.2. The Transactional Evaluation Model**

This model of evaluation focuses on the educators rather than the students. Bhola (1979:18) expresses the following about this model:

Rippey views transactional evaluation as a type of educational accountability whereby advocates are asked to show what they have done rather than what scores their students have achieved... [It] studies the change-makers themselves, examining their roles, the system in which they played those roles and the systems surrounding the system under change.

Moreover, this model "Concentrates on the educational processes themselves; the classroom, the school, the program. It uses various information methods of investigation and has been drawn increasingly to the case study as the major methodology" (Madaus, Scriven and Stufflebeam, 1983:47).

However, Lewy and Nevo (1981:241) refuse to accept the Transactional Model as one independent model by arguing as follows:

The Transactional Model is House's umbrella title for three sub-models generated relatively independently from each other, although subsequently developed through a close association between their authors. I refer to Stake's 'responsive evaluation', Parlett and Hamilton's 'illuminative evaluation' (1972) and MacDonald's 'democratic evaluation' (1976).

Although Lewy and Nevo hardly accept the distinction between the Transactional and the other three, other researchers see them as distinct and independent. For instance, from the amongst these, only the Illuminative Model will be discussed in the next section for its relevance to this study.

### **2.4.3 The Illuminative Evaluation Model**

This model looks at a program critically from all dimensions. The aims of illuminative evaluation are to study the "Innovatory program: how it operates, how it is influenced by the various school situations in which it is applied, what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected" (Lynch, 1996:82). To this end, this method uses research methods such as observation, interview, questionnaire, tests and study of documents (Bhola 1979).

Furthermore, Alderson and Beretta (1992:17) also explain this model as follows:

The concept of 'illuminative' evaluation--- is similar to the process element of Context, Input, Process and Product (CIPP) model---. The stress here is multiple perspective: description and triangulation. No 'product' is of interest; 'process' is all. Typically there are three stages: i) Observation ii) further inquiry, iii) explanation.

Moreover, Lynch (1996:82) has also quoted the following from Parlett and Hamilton (1976) to describe the aim of this model:

[The Illuminative Model] aims to discover and document what it is like to be participating in the scheme, whether as teacher or pupil, and, in addition, to discern and discuss the

innovation's most significant features, recurring concomitant's most significant features, and critical processes. In short it seeks to address and to illuminate a complex array of questions.

On the other hand, some researchers do not make any distinction between the transactional and illuminative models. For instance, Lynch (1996:82) says, "Another design, which is sometimes referred to as transactional because of its focus on multiple audience perspectives and program process, is illuminative model," to indicate that they are one.

In spite of expressing these two models as one, Lynch (1996:171-72) states the advantage of the Illuminative Model as follows:

The illumination model--- is perhaps the most eclectic and broad in terms of the array of data that pursues. As such it is well suited to a variety of evaluation contexts, and I recommend it as a starting point for evaluators who are embarking upon naturalistic evaluation for the first time.

However, it also seems that others who accept it as a model have dissatisfaction about it. For example, Bhola (1979:19) expresses the following:

This approach to evaluation is a general strategy rather than a methodological package. It is prepared to retain certain features of the classical experimental approach: sampling techniques---. Nevertheless, it is biased towards description and interpretation rather than measurement and prediction.

Despite the distinct perceptions of this model, this writer believes that the Illuminative Model facilitates effective evaluation of the process aspect of the intended study. Since it creates access to diversified sources, it enables the evaluator to obtain different information from multiple directions. The discussion of this model will be presented in the summary of models.

#### **2.4.4. The Context, Input, Process and Product (CIPP) Model**

As the name indicates, this model evaluates the context, input, process and product of a program. In the context evaluation, the setting of a changed program undertaken for planning will be assessed. Input evaluation refers to the inputs made in the change program. Process evaluation looks at measures considered to implement decisions. The last, product evaluation, assesses the impact (Bhola 1979).

This evaluation is "System oriented, focusing on input, process and output at each of five stages of evaluation: program definition, program installation, program process, program products, and cost-benefit analysis" (Worthen and Sanders, 1987:82). Thus, "It is management-oriented approach" (Ibid.:214). Although the CIPP model is similar to the process element of Illuminative Model, the former allows diversified descriptions than the latter (Alderson and Bertetta, 1992).

#### **2.4.5 The Discrepancy Evaluation Model**

This model defines evaluation as the art of describing a discrepancy between expectation and performance of program. This evaluation process indicates five areas of expectation for the location of the discrepancy—at the design of the program, its installation, the process used to implement it, its product and its cost (Bhola 1979). In marking the difference between the Objective and the Discrepancy Evaluation models, Alderson and Beretta (1992:16) say that the latter "takes into account the gaps time-tied objectives and actual performance." This model is

"based on the premise that evaluation involves the comparison of performance with standards "(Popham, 1993:37).

Furthermore, Worthen and Sanders (1987: 68) explain that Provus views the following in this model:

Provus viewed evaluation as a process of (1) agreeing upon standards (another term used in place of objectives),(2) determining whether a discrepancy exists between the performance of some aspect of a program and standards set for performance, and (3) using information about discrepancies to decide whether to improve, maintain, or terminate the program or some aspect of it.

#### **2.4.6 Goal-Free Evaluation Model**

This model focuses on the actual effect rather than the intended. Unlike the goal-based Objective Evaluation Model, where the evaluation begins by examining objectives of the program so as to see whether or not they have been attained, the evaluators of this model vision only the observable effect attained in the change program (Bhola 1979). Hence, the evaluator must search for all outcomes (Modaus, Scriven and Stufflebeam, 1983:46).

In the process of implementation of this model, the Goal-Free Evaluation is conducted by someone who is external to the program and who intentionally avoids learning about the goals of the program. This evaluator neither meets with the program staff for discussion of the goals of the program nor study the documents for the same purpose. He rather focuses on matching the actual results with the need of the program (Lynch, 1996).

#### **2.4.7. Art Criticism Model**

In this model, an expert in the field is asked to evaluate and give feedback about the program under study. Here " The educational critic operates in the same manner and tradition as the art of literary critic. A major assumption is that the evaluator has become skilled by his or her training and experience to judge the important aspects of a program" (Jarvis and Adams: 1979:31).

Other similar kind of evaluation is also called jet-in-jet-out (JIJOE) evaluation. "Some eminent 'expert' in applied linguistics, syllabus design, methodology or related aspect of language is approached by the organization like the British Council" (Alderson and Beretta: 1992:25), to accomplish the task of evaluation in this model.

#### **2.4.8. Accreditation**

This evaluation model is usually carried out by a local staff that usually collects and analyzes evaluative data prepared in a form of checklist and that have been filled in a form of self-study. (Jervis and Adams, 1979).

#### **2.4.9. Summary of Models**

Educational evaluators have implemented diversified models of evaluation at different times. What have been discussed so far, however, are only few of them. Despite the differences among the models and their categorization as one or the other, all these models have given fruitful benefits in their attempts to assess the efficiency and effectiveness of educational programs. Appearance of one model

after the other does not imply the importance of the latter over the former. This seems why Alderson and Beretta (1992:13) assert that the Objective Model, the oldest, "has a tremendous influence on evaluation," since its appearance. Therefore, whoever attempts to make program evaluation should bear in mind the following about choosing a model to peruse:

The reader should, however, be aware of concluding--- that there is 'One Best Way' of conducting an evaluation. There is not. Much depends upon the purpose of the evaluation, the nature of the program or project being evaluated, the individuals involved--their personalities and their interrelationship and on the time scales and resources involved (Alderson and Beretta 1992:274).

Accordingly, the diversification of evaluation models is not an obstacle to the task of program evaluations. These varieties of models are rather facilitators for they offer different options that suit different needs. Other scholars also share the same view. For instance, Harlen has said the following in Skilbeck (1984:133-34):

There is no self-evident guideline for relevant information and methods concerning a particular evaluation. There are always many different ways in which an evaluation for a particular purpose could be conducted. None is more correct than another; each will depend on the values and commitment of those involved in carrying out the evaluation.

In light of this fact, this writer utilized two models of evaluation: the 'Objective' and the 'Illuminative' models in his attempt of the evaluation of the ELT performance of the subject teacher training institute towards the achievements of its general objectives. It is believed that the combination of these models will make this evaluative research comprehensive and multi-dimensional. Since the other models are not opted for this study, they will not be discussed under this sub-topic. The Objective Model is selected as an alternative to assess to what extent the trainees

have attained the objectives of the one-year ELT program. The adequacy of the language proficiency of the trainees that is required to teach the first cycle of the primary schools (Grades 1-4) will be evaluated by this model.

In the process of realization of this model, a test will be designed to evaluate the degree of realization of the behavioral objectives stated in the training materials. The validity and reliability of the test will also be taken care of so as to facilitate proper measurement of these objectives. After the test has been conducted, the performance data will be collected to compare these data with the behaviorally stated objectives thereby to reach to a conclusion. Thus, this model will help to assess the overall product of the program in bringing about the required change. Because this evaluation is about the end product, it is summative evaluation that attempts to assess the output of the program.

Furthermore, the Illuminative Model will assist this writer to assess the ELT process of the institute under study. The adequacy of the input that the trainees are executed to get from the program and also whether or not the program brings about the required professional ability will be evaluated by this model. Since this model offers opportunities to gather information from varied sources by using different methods, it facilitates the assessment of the realization of the innovatory program and the process of its operation. This possibility of gathering data from multiple perspectives, i.e., from those who are directly concerned, through different methods such as observation, questionnaire and interview, makes this model more suitable for this study than the other models.

In this process evaluation, observation is used as an instrument to assess the adequacy of the training program in providing the required input and bringing about the desired professional ability. The observations of the innovation in action and their impact will help the writer to get insight into the events in the training as they actually happen and thereby to give a clear account of the program. Besides, questionnaire is also utilized as a tool to get feedback from those who are involved in the process, particularly the trainers. These multiple sources of data collection facilitate conditions that realize triangulation of methods that strengthens the evaluation findings. Unlike the Objective Model, which assesses the end product, this model evaluates the program on progress. Thus, it is formative evaluation.

To summarize, merging of these two models, therefore, enables the writer to conduct formative and summative evaluations, which give clear and overall picture of the program. It also combines the quantitative and qualitative research methods so as to make the assessment of the training institute complete and comprehensive. In spite of the difficulty that this process encounters, mixing these two methods is recommended as follows:

Given the difficulty of implementing even one of these designs well enough to gain useful information for program evaluation purposes, why would anyone choose to attempt both of them?--- for many if not most evaluations, the resource available will not make it possible to attempt such a mixed design.--- However, I heartily encourage you to attempt the use of both positivistic and naturalistic evaluation whenever the context permits (Lynch 1996:160).

## 2.5. Area Specification of this Evaluative Study

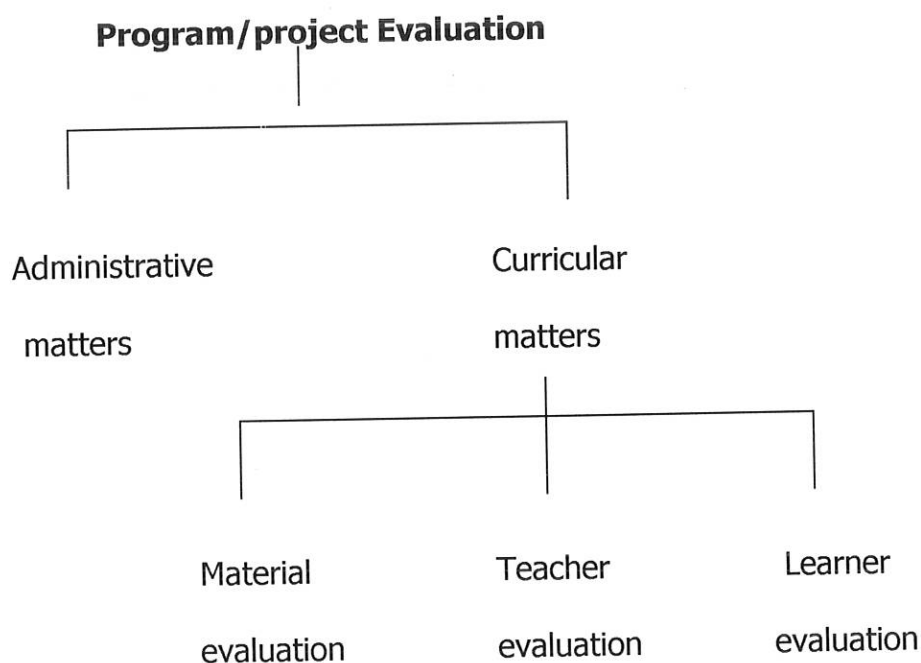
Different writers highlight that evaluations have varied options of procedures to pursue and areas of emphasis to capture. The purposes and intentions of the evaluation determine the focal points of assessments. One of these writers, Tomlinson (1998:218), gives his recommendation of general research questions of comprehensive program evaluation by defining macro-evaluation in the following way:

Macro-evaluation can be defined as evaluation that seeks to answer one or both of the following questions:

1. To what extent was the program/project effective and efficient in meeting its goal?
2. In what ways can the program/ project be improved?

To clarify this process, Ellis in Tomlinson (1998:218) gives the following diagram:

*Figure 1: Tomlinson's (1998) Program Evaluation Chart*



Source: Tomlinson (1998)

Though Tomlinson (1998) recommends the evaluation of teachers, this writer has decided to exclude the teacher from treating him/her as a subject of the study. He prefers the focus to be on "What the teacher does rather than what the teacher is" (Richards and Nunan: 1990:5). The teaching–learning process through which the interaction of the trainers with the materials is evaluated and the facilitating role of the teacher is observed, as input for the process is believed to be more valuable for this study. The same is true for administrative matters at the moment. Hence, in spite of the relation between Tomlinson's (1998) proposal of general research questions and that of this study, the attempt of prioritizing and selecting the research questions of this study have made this writer to opt for a more relevant option.

Other researchers view the process of program evaluation as a process that incorporates the assessment of different aspects such as the interventions, the monitoring of the program and its effectiveness and efficiency. These researchers, Rossi and Freeman (1989:44), express this view as follows:

In the sense that we are using the term, evaluation encompasses several related sets of evaluation research: (1) analysis related to the conceptualizations and design of interventions; (2) monitoring of program implementation; and (3) assessment of program effectiveness and efficiency. Although it is not always possible to do so fully, the evaluations of social programs may need to include all three classes of activities. Evaluations that do are termed comprehensive evaluations.

Accordingly, this evaluative research will also be a comprehensive evaluation. The innovative ideas of the program intervention indicated in the syllabus and the training manuals will be surveyed. Besides, evaluation of the teaching–learning

process of the training program with all its diversified activities and also the assessment of the effectiveness of the program through the test designed to evaluate the performance of the trainees will make this attempt of multi-dimensional study a comprehensive evaluation.

## **2.6 Teacher Training Models**

This sub-unit discusses some of the models of teacher training.

### **2.6.1 Understanding the Recommended Model**

Wallace (1991) acknowledges that the training models of teacher training are divided into three: the Craft Model, the Applied Science Model and the Reflective Model. One of these models, the Reflective Model, is explicitly stated to be the training model selected for teacher training institutes. English Syllabus for Teacher Training Institutes (1995:1) asserts this fact as follows:

Trainees learn to teach by teaching. The trainees will not learn to teach English simply by receiving information about ELT methodology. They must practice using it. The syllabus therefore specifies both 'received knowledge—knowledge gained by learning about the methodology and language from experts— and 'experiential' knowledge—knowledge the trainees gain by practicing teaching skills and then discussing and reflecting on their performance.

This syllabus, therefore, states that the training program is different from the other two models of training: the Craft Model and the Applied Science Model. In the Craft Model, as Wallace (1991:6) expresses:

The wisdom of the profession resides in an experienced professional practitioner: some one who is an expert in the practice of the craft. The young trainee learns by imitating the

expert's techniques, and by following the expert's instruction and advice---. By this process expertise in the craft is passed from generation to generation.

This model is based on other ways of training, which is meant for 'trades and skills'. The application of this model in teaching is by following 'master' teachers and guidelines in course books and syllabuses. Thus, since the Craft Model denies the social construction of knowledge and appears to be a model to be copied from and imitated throughout, its exclusion is believed to be rational.

Moreover, the suggestion of the syllabus, the Reflective Model, is also distinct from the Applied Science Model. The Applied Science Model, as to Wallace (1991:9), is as follows:

In its extreme form, this model is essentially one-way. The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas. ---Indeed, almost by definition, as the professional science develops it brings about changes in the practice element. However, these changes can be established only by those experts in the knowledge or experimental base, and not by the 'practitioners' themselves.

The difference of the recommended model from the Applied Science Model is that the latter "down grades the value of classroom teacher's expertise derived from experience" (Wallace 1991:6). The knowledge that is constructed by the interactions of the learners with the materials, the teacher and with each other has not been given due consideration. Thus, since it is a transmission approach to teaching and learning, it sees " Pupils as fixed entities and uncritical recipients of knowledge --- and teach knowledge about subject matter and pedagogy without connection to practice" (Tatto, 1997:219). It is basically 'top-down' in nature.

Wallace (1991:56) explains the reflective cycle as "continuing process of reflection on 'received knowledge' and 'experiential knowledge' in the context of professional action (practice)."

As observed, the recommended model is completely different from the following:

The models of teachers education programs in many training institutions tend to be one-directional: trainees come to receive wisdom from the lips of 'experts' then take their handed-down knowledge and skills home for implementation (Walters, 1993:13).

Hence, the essential principle behind the training program accepts the significant role of the trainee in contributing his/her own share in the process of the professional development. And this is peculiar to the Reflective Model. The Reflective Model, as to Wallace (1991:50):

Emphasizes the fact that people seldom enter into professional training situations with blank minds and/or neutral attitudes. This is especially true of the profession of teaching, where the trainees have been exposed to the practice of the profession either willingly or unwillingly, during their most impressionable years.

Thus, it is a 'constructivist' approach in which "Knowledge is constructed by a community of learners and the teacher is a facilitator in the learning process (Tatto, 1997:219). This seems why Hailom (1993:256) asserts "For the preparation of effective EFL teachers at the pre-service level, --- a reflective methodology [model]- -- is appropriate."

## 2.6.2 How does this Model Function?

The Reflective Model functions with the interaction of the received and experiential knowledge that is realized through reflections in practice. These mutually interactive and supportive aspects of knowledge have their own sources. "The experiential knowledge referred to is mainly the experiential knowledge of professional action (practical experience)" (Wallace, 1991:52). Thus, it is the result of practice that the trainees gain from the opportunities they are offered to teach in different circumstances. The practice teaching experience, as one instance of this, according to Richards and Nunan (1990:101) is as follows:

The practice teaching experience is the central component. It is through the process of teaching a class of foreign language learners and receiving feedback that the student teacher has a chance to apply knowledge and skills gained elsewhere or to develop strategies for handling the different dimensions of a language lesson.

In the typical practice teaching program, as stated by Thomas in Cunnings (1997:174),

Students spend several weeks in a classroom, guided by tutors in the training institutions and the cooperating teachers. The guidance mostly consists of discussion prior to teaching, occasional observation by tutor or cooperating teacher of the student teaching, and a post teaching discussion when the tutor or the cooperating teacher comments on the student's performance.

Furthermore, through the micro-teaching — "Presenting structured mini-lessons using specific strategies and techniques" Richards and Nunan (1990:14)—the trainee improves "skills in posing questions for class, responding to pupils answers, clarifying issues, encouraging pupils to offer more than one-word answers and

promoting pupil's self-assessment and self-directing learning" Thomas, (1997:74). This aspect of experiential knowledge, micro-teaching, is the simplest form of teaching in which trainee "teaches a group of learners for a short period of time, for example, fifteen minutes covering a specific topic or skill" (Rea-Dickins and Germaine, 1992:28).

Besides "Peer teaching is also another alternative method of developing experiential knowledge of the trainee teachers in training. Here trainees teach a lesson to their colleagues. Tutor and learner observers look out for specific points in the teaching practice "(Rea-Dickins and Germaine, 1992:38). Apart from gaining practical knowledge of teaching, the feedback the trainee gets from the observers contributes a lot to the development of the future career. In short, through these practice opportunities the student teacher can develop all the necessary knowledge and skill that are required for effective professional competence.

In this process, the received knowledge –" facts, data, theories, etc. which are neither by necessity nor by convention associated with the study of a particular profession" (Wallace 1991:5) –that the trainees get from different sources such as from the trainer in a form of lecture, their own additional readings and /or peers in a form of feedback of evaluations will be developed through interaction and reflection in the process of experiential knowledge. In regard to providing the trainees with adequate received knowledge of different aspects and the importance of command of English, Cullen (1994:162) says the following:

Although there is no doubt that these components [ELT skills training and language awareness] should form an important

part of any ELT training program, the fact remains that for a substantial number of non-native English teachers, especially those in primary and secondary schools, the overwhelming desire is to improve their command of language itself.

Furthermore, important component of this model, reflection—"deliberating on experience, and that of mirroring experience--- is viewed as the input for development while also---- as the output of development" as to Pennington (1992) quoted by Farrell (1998:12), is realized through the feedback the trainees offer after evaluation of oneself or their colleagues. This reflection emanates from their knowledge of different origins including previous learning experiences. It is believed that "The practical experience of the intending teacher be reflective is important--- because the teacher needs to learn how to adapt to different contexts" (Pearson, 1989:144). In this process, therefore, "It would seem advisable for trainees powers of reflection to be facilitated and developed through the training process "Wallace (1991:165), to realize the desired professional competence.

Hailom (1993:249) has also quoted the following from Shulman (1988) to indicate the contribution of reflection before and after practice teaching to the overall professional development of a teacher as an educator:

Teachers will become better educators when they can begin to have explicit answer to the questions "How do I know what I know" How do I know the reasons for what I do? Why do I ask my students to perform or think in a particular ways? The capacity to answer such questions not only lies at the heart of what we mean by becoming skilled as a teacher; it also requires a combining of reflection on particular experience and reflection on theoretical understanding.

Thus, the recommended model is a recent phenomenon in which the trainee contributes for his own professional development through reflection. The relation

and potential integration of the experiential and awareness-raising practices are expressed as follows:

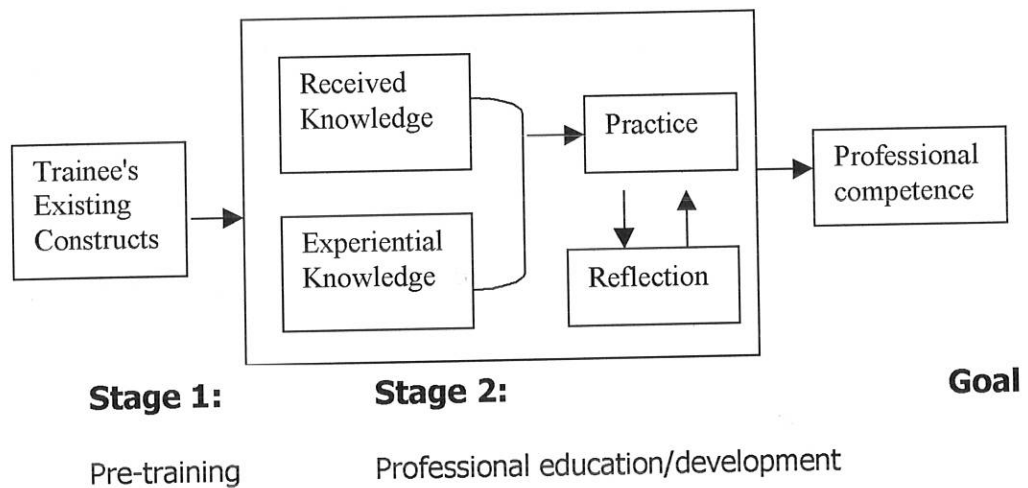
Experiential and awareness-raising practices do not need to be separated; they can be combined in a single activity. This occurs, for instance, when teaching practice is used not only to develop the trainees' practical classroom know-how, but also to develop understanding of particular issues through reflection and evaluation (Ellis, 1986:92).

To sum up, the Reflective Model is activated by the background knowledge and develops on the received knowledge acquired as inputs of the program in addition to the practice opportunities offered by the experiential learning. Hence, it is supposed to alter the existing belief, even if the experience is contrary to the principles of the model, and brings about attitudinal change and professional development that actualize the desired objective. Effective contribution of the trainees towards the development of their own and their colleagues' professional development foster and guarantee effective performance of the new undertaking. By so doing, they benefit from the complementary process of training and development which Head and Pauline (1997:9) expresses as follows:

It is more useful to see training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns knowledge of the topic to be taught, and the methodology of teaching it--- Teacher development is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher.

The following diagram of Wallace (1991:49) shows the process of the functioning of the Reflective Model. Thereby it shows the claim of the syllabus and its procedure.

**Figure 2:** Wallace's (1991) Reflective Practice Model of Professional Development



## 2.7 Survey of the ELT Materials of the Program

The teacher training institutes utilize a syllabus and two course books, the Methodology and the Language Practice manuals, designed to train English language teachers for 1<sup>st</sup> cycle primary schools. These materials will be surveyed as follow:

### 2.7.1 The English Syllabus of TTIs

A syllabus "is primarily a plan of what is to be achieved through teaching and learning" (Breen, 1987:82) and "provides a framework within which the actual process of learning must take place (Brumfit, 1984:23). Accordingly, this syllabus is the fundamental resource of the program for the fact that it indicates the nature and direction of the course as process and product oriented as follows:

How the trainees learn is as important as what they learn. The trainees will only fully understand and accept the methodological content of the course exemplified by the course activities and their instructor at all times. The syllabus

therefore specifies both products—what the trainees should learn and process—how they should learn it (English Syllabus for TTIs ,1995:1).

Furthermore, the syllabus has also enumerated the following eight objectives of the program that assert the desired development of the cognitive, affective and psychomotor domains of the trainees:

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 teachers' guides;
2. a sufficient knowledge of ELT 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 where necessary, adapt the Grade 1-4 textual materials, and
8. the ability to evaluate their own teaching performance, and where necessary, make appropriate improvements (Ibid., 1995:1-2).

To realize these objectives, the syllabus discusses in its course outline that the course is divided into two sections: Section A—ELT Methodology and Section B—English Proficiency. It is also stated that the ELT Methodology section, which is supposed to comprise 60% of the total course, contains twenty different modules, which need a minimum of three periods each. Furthermore, this section of the syllabus clearly asserts that each module will have components vital for professional competence; namely, Methodological Input and Discussion, Practical Exercise and Activities and Micro-teaching.

In the discussion of the components of each module, the methodological input is realized through the procedures that enable the trainees to contribute in the process of making of competent professional teachers by bringing their own background knowledge and experience into the classroom. This fact is stated as follows:

The input component should begin with a problem-solving or brain-storming activity. This will enable the instructor to provide learner-centered input, which interacts with and builds on what the trainees already know.

The input component should also contain the following elements:

1. Demonstration of techniques by the instructor,
2. Discussion of procedures and techniques,
3. Discussion of reading material, and
4. Supplementary reading material (English Syllabus for TTIs, 1995:4).

Besides, the other component of the modules, Practice Activities, is aimed at developing diversified skills of the trainees that the profession of teaching highly demands from them. These include evaluating lessons and materials, producing and using teaching materials through the activities of evaluating audio/video recordings of lessons, analyzing lesson transcripts, exercising the practice of methodological issues, discussing the activities in Grades 1-4 textbooks and teacher's guides and preparing materials that could be utilized in Grades 1-4 (English Syllabus for TTIs, 1995).

The final component of modules, Micro-Teaching, is also suggested to aim at developing:

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The final component of modules, Micro-Teaching, is also suggested to aim at developing:

The trainees' confidence and competence by giving them opportunities to practice techniques in a structured way. It also aims to develop their ability to evaluate and improve their own and their colleagues performance. --- develops general classroom skills, including:

Use of appropriate English

Questioning techniques;

Giving feedback;

Correction techniques;

Maximizing student participation;

Avoiding differential treatment by gender, and

Use of the black board (The English Syllabus for TTIs, 1995).

Thus, practice—an important component of the training model of the program—plays fundamental role for the professional development of the would-be teachers in the micro-teaching. It also develops the ability of evaluation and critical reflection thereby enhances the skill of giving and taking feedback and other important skills. The importance of the development of these classroom skills should be emphasized for the fact that it is also expressed by Wajnryb (1992:43) as follows:

While the general aim of the classroom is to minimize teacher talking time (TTI) so as to encourage student talking time (STT), meta-language [teacher's explanations, responses to questions, instructions, giving of praise, correction, collection of homework, etc.] itself is an important source of learning because it is genuinely communicative.

The other part of the course outline, section B, aims at developing the trainees' English proficiency. The four components of this section; namely, Grades 1-4 Structures and Vocabulary, Grades 1-4 Skills, Pronunciation Practice and Instructional English are discussed with their detailed specific topics. The general period allotment for each section is also suggested to be 22, 6, 6, and 10 periods, respectively.

Under the topic of Course Activities, the syllabus asserts that diversified activities should be undertaken in order to develop the knowledge and skills that are needed to teach English in Grades 1-4 adequately. These activities are: predicting; identifying and solving problems; brainstorming; discussion and analysis of techniques, materials, teacher's performance, recordings and transcripts of lessons and students' output; evaluation of techniques, course materials, students, lesson plans, other trainee's teaching and their own learning; preparation of materials such as examples and explanations, exercises, adaptation of textbook materials, lesson plans, tests and teaching aids; micro-teaching and peer-teaching (English Syllabus for TTIs, 1995:7).

The other topic of the syllabus, Evaluation, indicates that assessment of the trainees should be diagnostic and formative. It also suggests that the instruments of assessment should be valid and diversified so as to address the varied demands of the course, i.e., professional expertise required to be developed. Accordingly, "Mid-semester and end-of-semester tests, an oral test, written assignments, reading assignments, a materials portfolio, peer-teaching and teaching practice" are instruments recommended to assess the performance of the trainees " (English Syllabus for TTIs, 1995:8).

The last topic of the syllabus, the Methodology Modules, discusses the twenty methodology modules intended for the program with the four components of each module; namely, objectives, topics, activities and evaluation. Brief presentation of the methodology modules, will be discussed in the next sub-topic.

To sum up, this condensed and comprehensive syllabus, which fulfills most of Ur's (1996) recommendations of a good syllabus: a comprehensive list of content and process items, simple to difficult sequence, explicit objectives and preferably time schedule as well as methodology clearly and briefly indicates the entire course of the program in line with the recommended training.

### **2.7.2 Practical English Teaching: A Training Course for Teacher**

#### **Training Institutes — Methodology**

"The Methodology section aims to equip the trainees with the skills and techniques necessary to teach English effectively in Grades 1-4" (English Syllabus for TTIs, 1995:3). To this end, it presents different issues considered to be important for the awareness-raising activities desirable for the required professional development. The organization of each module demands exposure of trainees to different activities that invite them to reflect their views by capitalizing on their existing construct. This realizes their contribution of input towards the professional development of each other.

By so doing, the approach of the course book seems to be in accordance with "The use of tasks in language teacher training and development--- where participants are encouraged to value their own experience, beliefs, opinions and knowledge, and to reflect these and evaluate them in light of new input" (Parrott, 1993:2). For further discussion, the contents of this Course book are categorized under the following four sub-topics: teaching the language skills, teaching structure and vocabulary, orienting some techniques of teaching and evaluations and lesson planning.

**2.7.2.1 Teaching language skills:** This sub–topic attempts to present different methods of teaching reading, writing, speaking and listening as presented in the methodology book.

**a) Teaching reading:** Effective ways of teaching reading: words, sentences and paragraphs are independently treated as a unit. The general aim of a reading program mentioned by Nuttal, i.e., “to enable students to read without help unfamiliar texts, at appropriate speed, silently and with adequate understanding”, has been quoted as an activity to be discussed whether or not suitable to the needs of Ethiopian students. And this will help the trainees to reach a consensus and define their goal beforehand so as to identify and implement the what, why and how of effective reading.

Furthermore, apart from notes on several reasons for teaching reading and the meaning of reading: the material introduces two main techniques of teaching word reading: the Phonetic and the Look–Say methods. Then it quotes Wendy Scott, “The Phonetic Method is not to be recommended to children who are already reading their own language using the Roman alphabet, and it should not be taught to pupils who are learning to read their own language using phonetics”, (English Syllabus for TTIs, 1995:15), to indicate that the teaching of words follow the ‘Look–Say Method’; i.e., the word attack skill.

In addition, the unit that discusses about teaching reading phrases and sentences also capitalizes on the previous discussion. It presents diversified reading exercises such as Read and Match with Picture, Read and Answer and Read and Draw so as

to facilitate comprehension. It also introduces another option of teaching reading techniques, using shashboard, with its advantages of making the lesson objective.

Further, the unit that discusses about reading paragraphs delivers contextualized paragraphs and also gives short outline of notes on effective procedures of teaching reading that is suggested to be rearranged properly in groups. Brief notes are also given on steps of teaching reading. What is suggested about reading as "Merely reading aloud without understanding does not count reading" Williams (1984:3), has been endeavored to be realized. Unlike the procedure that allows reading aloud without understanding the meaning, this manual recommends that reading has to be a purposeful activity.

In short, the unit states that reading is for meaning. And also effective teaching of reading words is suggested to be through contextualization. Word attack skill and use of flash-card are also suggested for effective realization of the specific objectives. The importance of contextualizing a reading text and also efficient procedures of teaching reading are discussed in regard to this skill.

**b) Teaching Writing:** Teaching writing begins with the teaching of handwriting. In addition to the short notes on the ways of holding the pen correctly, the steps of teaching handwriting are also stated with the proper vocabularies needed for the activities. These ideas assist the professional development of the trainees by providing them the knowledge of developing the skills of writing beginning from Grade 1. To facilitate understanding, letters are contextualized in the words that the learners are supposed to know.

The other unit on writing, *Copying Exercises*, also begins the unit with brainstorming activity of evaluation of Donn Byrne's paragraph on copying exercise. It further discusses the importance and methods of making the exercise to be copied meaningful. Different ways of teaching contextualized copying activities such as Copy, Listen and Number, Copy and Draw and Copy and Match are discussed from Grades 1-2. Similarly Copying under the Correct Heading, Substitution Table and Copying the Correct Sentences are also asserted from Grades 3-4 textbooks.

The third unit of teaching writing, *Developing Writing Skills*, begins with activity that elicits situations in which people write. It also reinforces the idea of beginning writing in the early stages after brainstorming session. Besides, it states different grade level objectives of developing composition skills and writing correct spelling. Different spelling games such as Hangman are also recommended as teaching techniques. Various exercises are also extracted from the textbooks so as to facilitate effective utilization of the materials in the future. To sum up, ways of contextualizing the writing tasks and techniques that are presented in the book, are in accordance with Celce-Murcia (1991:236), "The first steps in reading and writing-- refer to letter recognition, letter discrimination, word recognition, basic rule of spelling, punctuation and capitalization, as well as recognition of whole sentences and paragraphs."

**c) Teaching Speaking:** In addition to the different activities and tasks presented throughout the course book in order to facilitate the development of the speaking skills, some difficult sounds of English that the trainees need to revise are

also given to be practiced in context and in minimal pairs so as to develop the required accuracy level side-by-side with the fluency of the trainees. The course book also recommends some procedures of teaching pronunciation. It seems that Celce–Murcia's(1991:140) recommendation, "To apply the most useful and the useable of the old techniques along with some new and innovative exercises", is implemented.

Furthermore, though some units such as Pair Work, the Language Games and Picture Cards are primarily presented to teach some techniques of teaching, they also possess different activities that foster ways of teaching speaking. Besides, the Chorus Work and Drill Unit can serve the same purpose through its contextualized tasks. To conclude, the reading and writing activities, the language games and drills as well as the pronunciation unit serve the needs of developing the speaking skills effectively. This writer believes that the book also reflects Byrne (1986:12): "If we are looking for sources of talk whether guided or free, it is apparent that many of these will come from reading and writing activities; for the fact that many of the speaking tasks emanate from other skill areas."

**d) Teaching Listening:** This is dominantly presented in Radio Lesson Unit. As supplementary lessons to reinforce the on-going teaching–learning of English, the radio programs contribute a lot to develop the listening ability if they are handled and utilized properly. Hence, the course book clearly acknowledges this fact and presents the benefits of the program. The role of the students and the teachers and the procedures that must be followed, before, while–and after–the

transmission, are also briefly given so that the teachers exploit the most out of the program.

Furthermore, though the radio lesson is the focal point for the teaching of this skill, the other units also have activities and tasks that enhance the development of the listening skill. In all the pair and group works, it is natural that one listens while the other speaks. The integration of the importance and ways of teaching the listening skills in the manual has created more opportunity for the training of methods of teaching this skill.

### **2.7.2.2 Teaching Structure and Vocabulary**

Ways of teaching structure and vocabulary that are presented in the methodology manual will be presented independently as follows:

**a) Teaching Structure:** Three different units have been designed regarding teaching structure. After some elicitation activities on the ways of presenting new structure, Unit Four explains meaningful presentation of the same task with notes. Oral contextualization of the structure through sentences, pictures, objects and actions are also recommended. Hence, it is in accordance with "different ways of [contextualizing structure] through texts, activities or situations" (Byrne, 1986:22).

The next unit discusses about the importance of practicing the new structure through chorus work and drills. Though the argumentative views on language drills are presented to call upon trainees' reflection of their background knowledge, the unit asserts that contextualized drills are effective and meaningful so as to promote effective understanding and utilization. Therefore, though some people disregard

repetition by considering it as mechanical habit formation, the course book favors and encourages contextualized and meaningful repetition. In all the cases, different tasks that enable the trainees bring their background knowledge to class have been designed to be realized through brainstorming.

Moreover, Unit 6 briefs the importance of practice of the new grammatical structure and recommends some techniques to encourage contextualized practice. 'Giving Cues' is one of the suggested techniques. The entire recommendations of the methods and procedures of teaching structure are in accordance with Harmer (1991:59): "A more effective—and less frightening—way of presenting form is to let the students see and /or hear the new language, drawing their attention in a number of different ways to the grammatical elements of which it is made."

**b) Methods of Teaching Vocabulary:** The Teaching Vocabulary unit provides some techniques of teaching vocabulary with its suggested procedures. Some of the recommended techniques are using realia, visual aids, miming, explanation, guessing from contexts and translation that has to be utilized conditionally. Since these techniques contextualize the words to be learned and are effective techniques of teaching vocabulary, incorporating them in the methodology manual is appropriate for the level. As usual, the vocabulary teaching lesson also begins with brainstorming activities. It also asks the trainees to evaluate some methods of teaching vocabulary to increase their performance thereby developing their skill.

### **2.7.2.3 Orienting Some Techniques of Teaching**

This sub-topic introduces some techniques of teaching that are introduced in this course book. Some of them, Pair Work, Language Games and Pictures are independently treated despite their practical utilization in different units. The pedagogical benefits of these techniques and procedures are also discussed as awareness-raising input in their respective units. The caution needed to be taken particularly while conducting language games is also stated. Regarding pictures, probable reasons why teachers refrain from using drawings and pictures such as "teachers do not have time to prepare so many pictures, students at the back cannot see, using pictures involves wastage of time ---" (Practical English Teaching—Methodology, 1995:85) are also mentioned to be commented upon by trainees. With justifications, the value of using pictures is strongly and properly emphasized.

To sum up, since these three techniques are widely utilized in Grades 1-4 textbooks, independent treatment of the techniques as vital components of the program is part of providing profound received knowledge which contributes to the fulfillment of the training program. Through these techniques, language elements will be contextualized and be learned spontaneously without focusing on the rules in the process of doing the tasks and activities. Thus, their effective utilization entails teaching the language communicatively.

#### 2.7.2.4 Evaluations and Lesson Planning

Evaluations and Lesson Planning, as important components of the training program, will be treated independently below.

**a) Evaluations:** The value and method of evaluating the performance and achievements of the learners is discussed in Unit 18, Evaluation. In an attempt to orient the trainees with basic concepts in testing, qualities that a good achievement test should take care of such as validity, practicality and motivating the students are dealt with in simple and clear terms. Under the topic of Monthly Tests, trainees are made aware of the importance of assessing all skills and the role that tests play as a means of feedback both for the teacher and the learners. The recommendation of utilizing the achievement tests for the diagnostic purpose indicates that "Formative tests should be diagnostic rather than merely evaluative. It is not enough to know that the learner is making a mediocre score on a test---. We need to know the nature of his or her difficulty" (Pratt, 1994:247).

Moreover, the unit also explains the value of informal assessment, a means to conduct continuous assessment and provide a sample format of 'the student achievement chart' that helps to assess the degree of achievement of each specific objective in order to minimize the difficulty of implementing this concept. It encourages day-to-day follow up rather than complete reliance on tests. It also emphasizes the importance of clarifying objectives to learners before the commencement of the lesson so as to facilitate their realization as well as evaluation. Therefore, incorporating the importance of the formal and informal

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evaluation methods which "exist as a continuum rather than being categorically distinct" (Nunan and Lamb, 1996:232), in the Methodology course book as fundamental component of the training program contributes a lot towards the required professional development.

**b) Lesson Planning:** Unit 18, Lesson Plan, thoroughly discusses the merit of lesson plans and that they are unavoidable. Writers such as Lewis and Edge, who believe that lesson plans are essential, have also been quoted. Weekly and daily lesson plans are treated as sub-topics. Scott's recommendation of variety and changes of activity as a means to facilitate maximum enjoyment and the most learning and also Harmer's idea of mixing techniques, activities and materials in a balanced way are also referred to so as to reinforce the objectives of this unit.

Besides, some components of a good lesson plan and also essential principles to be considered while planning are recommended. Practical activities have also been designed to facilitate the realization of the desired objective of the unit. It is evident that the material holds up the following view:

The exercise of planning carefully and exploring approaches and options in planning is valuable. There is a sense in which the 'unplanned lesson' does not exist—teachers cannot but carry with them into the classroom assumptions about what is and is not feasible and appropriate. By focusing very specifically on conscious planning, they may modify these assumptions and so affect the content and organization of so-called 'unplanned lessons' (Parrott, 1993:115).

Thus, it seems that as a received knowledge of the course, lesson planning has got due emphasis that it deserves.

### **2.7.3 Practical English Teaching: A Training Course for Teacher Training Institute—Language Practice**

This section of the course covers 40% of the program. The Language Practice section of 'Practical English Teaching, 1995:(v) expresses that the course contains the following:

Exercise and activities to help [trainees] practice the English which [they] will use when they are teaching Grade 1-4 students. [Trainees] practice Grade 1-4 vocabulary and the pronunciation and spelling of words.--- [They] also practice the most important grammatical items in the syllabus and the language skills which [trainees] develop in the students.

Moreover, this section incorporates 'Classroom English'—the language the trainees use when they teach in English. The objective of the course, as stated in the introduction, is as follows:

By the end of the course you will be fluent in the English which you will teach and which you will use to teach. You will also be confident that you can teach the new Grade 1-4 English course using only English.--- The course emphasizes spoken English--- one of your most important aims as a grade 1-4 teacher is to motivate your students by making English lesson enjoyable. We hope this course makes learning how to do this motivating and enjoyable as well (Ibid.).

To this end, out of the thirteen units presented in the course book, twelve of them are selected from Grades 1-4 English textbooks. These topics are some of the sub-skills that the Grades 1-4 learners are expected to acquire/learn. They are: Talking about Yourself; What is Happening; Talking about the Body; Talking about Clothes; What We Have; What We Do Regularly; Talking about Time; Talking about Food; Talking about People; Talking about Things; Talking about Animals and Talking about the Past which are presented form Units 1-12, respectively. In all the cases,

different tasks and activities are selected and presented from Grades 1-4 English textbooks so as to prepare the trainees for the effective realization of these sub-skills when they embark upon their actual career.

In addition, different grammatical knowledge that the learners are expected to acquire are also distributed within the topics so as to be mastered by the would-be teachers. For instance, while units one and six discuss about the present tense, unit two teaches the present continuous tense. Similarly, unit twelve is about the past tense. Ways of indicating possessions are also treated in Unit 5.

Although all units teach the development of the four macro skills integratively and promote fluency, some of them emphasize advancing one over the other. For instance, teaching pronunciation in units three, four, five, six and seven indicate the focus on the accuracy of the speaking skill. Similarly, teaching spelling in units two, seven and eight aim at developing the accuracy of the writing skill. However, this does not imply that the other skills do not get due treatment for the fact that each chapter incorporates activities and tasks that are designed to develop all the skills integratively.

Further, the book also revises important vocabulary items to be learned in Grades 1-4 textbooks. Units three, four, five, eight, ten and eleven are examples of considerations given to reinforcing the vocabulary ability of the trainees by revising what they are expected to teach and also increase their knowledge of teaching vocabulary contextually. All the words and grammatical items expected to be

taught are presented in different contexts so as to facilitate mastery of their meanings and functions.

The last unit, the only unit outside Grades 1-4 textbooks, Classroom English, is designed to enable the trainee to conduct the teaching-learning process effectively in English. Different language elements that enhance the linguistic knowledge of the trainee and thereby advance his/her communicative fluency are presented since "English teachers are expected to emphasize the communicative use of English in the classroom" (Ibid., 1995:48).

To summarize, the syllabus, the Methodology and the Language Practice manuals of the training program deliver inputs that are desirable for the professional development of the would-be teachers. These materials consist of effective language teaching methods and advance the development of skills that are desirable for the language teaching profession. These are processed in a form of received knowledge and mastered through the reflective practices of the experiential teaching of the program. Hence, the program is likely to produce adequate teachers since "Competent teaching is a compound of three elements: subject matter knowledge, systematic knowledge of teaching, and reflective practical experience" Pearson (12989:133), that the trainees have exposure to.

## **Chapter Three**

### **Design and Methodology**

As already said, the purpose of this study is to conduct a program evaluation of teacher training institutes with reference to Assela Teacher Training Institute. Accordingly, the data sampling procedures, the sources of data, different instruments utilized for the study and processes of refining them, the procedures in which information had been obtained and the methods of the analysis of the study are also presented in this chapter.

#### **3.1 The Sampling Procedures**

Assela Teacher Training Institute is one of the four TTIs found in Oromia Regional State. It trains teachers for first cycle of the primary schools, Grades 1-4. This TTI was established in 1995 and has graduated about 4000 teachers since it commenced its program. As this institution began its training with new teaching staff selected from different schools after the implementation of the New Education and Training Policy, it has been utilizing training materials that are designed in line with this policy. Therefore, the influence of the previous materials is hardly expected neither on the trainers nor the training process.

Furthermore, even though Assela TTI has significant years of experience, a lot of research has not been conducted on this institute. As far as the knowledge of this writer is concerned, the only study made on this TTI is about spelling error of the trainees, which was done before two years. Thus, since it is one of the least

studied TTIs, considering it as a subject of this study is believed to be a worthy undertaking.

In addition, the distance of the TTI is also a factor that helped its selection as a subject. Assela TTI is 175 km. away from Addis Ababa. However, it is felt that the evaluation can be accomplished with reasonable amount of financial expenditure and time consumption. In short, the condition in which the TTI started functioning, its progress since then, its limited exposure to research and its location are felt to make the TTI the right consideration for this study.

In the TTI, the writer chose six samples randomly out of the twelve sections of the TTI and observed them all. Though the evaluator randomly selected the even numbered sections (sections 2, 4, 6, 8, 10 and 12), the overlap of classes of the trainers of ELT forced him to change his samples to sections 2, 4, 5, 7, 9 and 12. Moreover, the 230 trainees, who were subjects of the test designed for this study, were also selected 40 each from these sections.

As regards the micro-teaching, the 12 student-teachers who had been observed while teaching in their sections assessed in their routine classroom activity while performing the tasks that were designed for the purpose of the training. On the contrary, the 10 student teachers that were assessed in the teaching practice had been sampled randomly from one of the six observed sections. They are student teachers with roll numbers of five and multiples of five. All the actual teaching practices were conducted in Grades 1-4 of Silingo Primary School, about 1 km. away from the TTI.

### **3.2 Sources of Data**

Data utilized in this evaluation were collected from two main sources: the teacher trainers and the trainees. Apart from the feedback obtained from these sources, the classroom interactions of the trainees with the materials, the trainers, and with each other were also used as a source of data for the evaluation of the training process. Similarly, classroom performance of the student-teachers in their sections during micro-teaching and also in actual classrooms of Grades 1-4 were also other alternatives from which information had been extracted.

### **3.3 Data Collection Instruments**

After the research tools of this study— the Test, the Classroom Observation checklist and the Teacher Educator's Questionnaire—had been designed with due concern and maximum care, they were distributed to few colleagues of the same professional status for further improvement. Thus, some modifications were made on the instruments in line with the constructive feedback obtained.

Besides, since refining the research tools and keeping the efficiency of the instruments up to the requirement of the study through pilot study are found to be essential, this writer has conducted his pilot study at Kotobe College of Teacher Education (KCTE). The institution trains about 150 would-be teachers of first cycle primary schools (Grades 1-4), in addition to its regular diploma level training of teaches.

The selection of Kotobe College of Teacher Education as a subject for the pilot study had adequate rationale. The certificate program of KCTE and Assela TTI use

the same training materials, English syllabus for TTIs and Practical English Teaching volumes 1 and 2. Besides, both institutions use results of Ethiopian Schools Leaving Certificate Examination (ESLCE) as one of the major criteria to select candidates for their certificate program. In considering this criterion, the requirement of the regular students and private candidates are similar in both places. So also is that of the girls who are expected to score a minimum of 2.2. The requirement of the private candidates goes up to 3.0. The male regular students need to score a minimum of 2.4 in both training institutions so as to join this program.

However, the similarities of both institutions are not in all aspects. Their major difference is the medium of instruction. In KCTE, the medium is Amharic for the trainees of the certificate program while that of Assela TTI is Afan Oromo. Moreover, since KCTE trains teachers for more advanced level than the TTI, the quality of instructors and other facilities are expected to be better than the TTIs at KCTE. Nevertheless, financial limitation of this study forced the writer to refrain from the possibility of considering a more identical institute for the pilot study.

Despite these variations, this writer believed that the pilot study could be conducted at KCTE. The similarity of the training manuals and educational background of the trainees outweigh the difference. Furthermore, the distinction of the medium of instruction cannot affect the teaching-learning process of English since the language is equally alien to these mediums of instruction. Therefore, the following research tools—the test, the teacher educator's questionnaire and the observation checklist—were piloted on the candidates and trainers of the certificate program of KCTE.

### **3.3.1 Test**

Since trainees of teacher training institutes are expected to have "Sufficient mastery of English to enable them to teach in English and provide a good model of English for learners" (English Language syllabus of TTI, 1995:2), it is essential that they have adequate language proficiency to teach English in Grades 1-4 effectively. In the process of this evaluative study, therefore, designing a test that assesses the adequacy of this proficiency was of a paramount importance.

Thus, the writer used a test as a major tool for the study to evaluate the adequacy of the English language performance of the trainees. The discussion is presented under the sub-topics of test identification, content specification of the syllabus of the Language Practice Manual and that of Grades 1-4 syllabi. Besides, the description and analysis of the test is given under this sub-topic.

#### **3.3.1.1 Test Identification**

The one-year program of teacher training institutes trains would-be teachers who are supposed to teach all subjects in the first cycle of primary schools, Grades 1-4. Candidates for the program are those who have completed Grade 12. Thus, they are expected to have general language ability since they have attended the four-year secondary education, 9-12, through English as a medium of instruction. English had also been given to them as a subject from Grades 3-12. Though their English language performance on ESLCE is not credited independently for their selection in this program, it is believed that they were, at least, candidates for the English examination of the ESLCE. Besides, despite their differences of first

language background, all the trainees of the program had been studying English as a foreign language for 9 years.

As English is one of the components of this training program and also one of the subjects that all trainees are expected to teach, regardless of their performance or desire, it has some training materials which all trainees are equally taught. These materials are English syllabus for TTIs and Practical English Teaching volumes 1 and 2, Methodology and Language Practice respectively. While the syllabus briefly discusses the process as well as the product components of the entire program, the first part of Practical English Teaching teaches some methodological issues while the second treats language practice exercises.

These materials were designed to reinforce the general language proficiency of the trainees and also orient them to some recent teaching methods and procedures for the fact that all the trainees are the would-be teachers of the English language who are expected to teach effectively and efficiently in Grades 1-4. Since the trainees are supposed to have general language ability and knowledge of Grades 1-4 English, the Language Practice Manual incorporates part but not all of the expectation. The components of the manual and what is expected from the trainees is expressed as follows:

During the Language Practice course you will practice Grade 1-4 vocabulary and the pronunciation and spelling of words. You will also practice the most important grammatical items in the syllabus and the Language skills, which you must develop in the students.

By the end of the course you will be fluent in the English which you will teach and which you will use to teach (Practical English Teaching— Language Practice, 1995:V).

Therefore, the test designed for this purpose is a proficiency test that attempts to evaluate the required professional ability of the trainees in teaching English in Grades 1-4 adequately after their completion of the program. Since proficiency tests are used to "Predict language proficiency needed to perform a certain task or follow a certain educational program---- or employment and also measures skills rather than attainment" (Dejene, 1994:10), this test tries to assess the adequacy of the English language proficiency of the trainees to undertake the responsibility of teaching English in Grades 1-4. Thus, since the syllabus is the part of the whole that tries to revise some basic and important skills that the trainees are supposed to know before they joined the program as a required general language proficiency and that they are also expected to teach in Grades 1-4 effectively, its contents should be specified so as to design the test in line with the language proficiency in the syllabus by incorporating the skills that are needed to teach English at the level. This, content specification is as follows:

### **3.3.1.2 Content Specification of the Syllabus of Language Practice Manual**

- |                                      |   |
|--------------------------------------|---|
| 1. The structures                    | 3.3 Explaining and conducting activities: |
| 1.1 Definite and indefinite articles | 3.31 Oral, reading and writing activities |
| 1.2 Countable and uncountable nouns  | 3.32 Blackboard/chalkboard activities     |



trainees are anticipated to have general language proficiency in their general secondary education, these contents should also be included in the table of specification in the process of designing the test. Therefore, the following are some of the skills, needed to have general language proficiency few of which are also attempted in the test and that the trainees are expected to teach in Grades 1-4 textbooks:

- |   |   |
|---|---|
| 1. Using social expressions                           | 7. Talking about their family                         |
| 2. Identifying people, Animals and objects            | 8. Asking and Saying what people can do and cannot do |
| 3. Describing colors                                  | 9. Asking and saying what people like and dislike     |
| 4. Asking and saying what people have and do not have | 10. Describing Scene                                  |
| 5. Talking about the number of objects                | 11. Telling the time                                  |
| 6. Asking and saying where people and things are      |   |

To sum up, although the training program claims to have candidates who have general proficiency and mainly focuses on methodological input, it also revises some of the basic language skills so as to reinforce what the trainees are expected to implement in Grades 1-4. The trainees are supposed to have mastered all these skills on their completion of the one-year program. Since it is assumed that the program promotes their competency towards the mastery of these skills so as to strengthen the required professional ability that the trainees are expected to possess, the test attempts to evaluate the adequacy of the language proficiency of the would-be English language teachers in teaching English in grades 1-4. It is

believed that "A poor or rusty command of English undermines the teacher's confidence - - - affects - - - self-esteem and professional status, and makes it difficult - - - to follow - - - straight forward teaching procedures such as asking questions on a text" (Cullen, 1994:165). Hence, evaluating the proficiency level of the trainees by using a test of diversified formats that assesses the adequacy of the trainees is important.

### **3.3.2 Observation Checklist**

The second instrument, the observation checklist, was divided into three parts. The first tried to assess the teaching-learning process through which the trainees obtain direct input and also which exposed them to different interactions. The second section of the checklist focused on observing the micro-teaching sessions and the last part targeted at the teaching practice. In all cases, the checklist utilized rating scale to quantify the efforts and indicate the degree of performance. The rating scale was guided by specific behaviors that are used as indicators of the performance type and level.

### **3.3.3 Teacher Educator's Questionnaire**

The last tool of this study, the teacher educator's questionnaire, was distributed to the teacher trainers. The questionnaire was divided into three parts. The first asked about the educational and professional background of the teacher trainers. This was to identify whether or not the trainer is up- to the requirement of the standard needed for the institute. The second part of the questionnaire sought information about the observed classes. This section was also distributed to the

trainers for every class that had been observed. The intention was to see whether something special or unique had taken place in the process. Although "Each school, each classroom, is seen as unique by dint of its qualities, meanings and challenges" (Parker, 1997:31), utilizing the same materials that provide the same activities was believed to result in a lot in common.

The last part of the questionnaire, the third, attempted to assess the general evaluation of the ELT program of the institute as perceived by the trainer. The questionnaire not only gave the trainer a chance to comment on the materials but also enabled him to indicate the problems of the entire program and give recommendations that may improve the quality of the training.

### **3.4 Data Collection Procedures**

Apart from the invigilation of the test in which six trainers of the institute had participated, the other data were collected by the writer. Though inclusion of more professionals in the observations would have been preferable, financial constraints of the research had deprived the writer of the right to use this option.

However, in attempts to make the observation more reliable, the writer tried to maximize the frequency of his observations. Except one teacher-trainer, whose classes were assessed for three periods, the classes of the other three trainers were observed for, at least, five periods from the two sample sections each. Moreover, the 10 student teachers were observed for two consecutive periods each while they were teaching two lessons in the same section in one of the Grades 1-4.

### **3.5 Data Organization and Analysis**

Since the process of data collection yielded a large number of varied data, the writer utilized different mechanisms of organizing them. In managing the test correction, the subjective and the write short-answer parts of the examination of the entire 230 testees were corrected by the writer so as to maintain marker reliability. The entire values of the indicators of the test: mean, mode, variance, range, standard deviation, reliability index and item analysis of the test were computed using computer.

Since these indicators were obtained from the performance of the trainees on the test, they all gave necessary information that could indicate some clue about the English language performance of the trainees. The evaluation of the adequacy of the performance of the trainees, however, mainly depended on the mean. As the mean was derived from the entire performance of the testees and compared the trainees among themselves, it was considered as a minimum requirement to teach English in Grades 1-4 adequately. Thus, trainees who score above the mean value were evaluated to be adequate for the level while others were not.

On the other hand, the assistant researchers, who had been oriented about the use of the answer key, corrected the multiple choice and true or false items of all test papers. Moreover, the assistant researchers, who were also given controlled practical task of tallying, tallied the observation checklists.

The observation checklist utilized rating scale. In marking this scale, when the behavior that had been stated in the checklist did not appear at all in the classroom,

the observer marked "No". But whenever the behavior was observed, he ranked it between 1-5. In the valuation of behaviors, five stood for more than adequate, four stood for adequate, three stood for almost adequate, two stood for below adequate and one stood for very much below adequate, means hardly yes.

The distinction between four and five was that the latter went to the extreme and affected the program negatively in terms of inefficient time utilization or creating monotony that could demotivate the trainees. In the entire ranking process, the observer tried to list some specific behaviors, as indicators, in detail for the judgement of the ranks between 1-5. The intention was to reduce subjectivity and maintain uniformity of grading among the classes.

The teacher educator's questionnaire, however, was entirely tallied and structured by the writer. Since the questionnaire was open-ended, it was felt that the writer could handle it with more care than the assistant researchers. To summarize, since the research instruments used in this study were quantitative and qualitative methods of data collection, the analysis also followed the same path.

# Chapter Four

## Presentation and Interpretation of Data

The data obtained from the pilot and the major study is presented and discussed in this chapter.

### 4.1 Description and Analysis of the Test Conducted for the Pilot Study

Attempts made to maintain the validity, procedures pursued during piloting so as to keep reliability and item analysis that helped effective selection of items for the final test that was conducted for the program evaluation is discussed with some endeavors made in the processes of preparing, piloting and finalizing the instrument under this sub-section.

#### 4.1.1 Validity

To increase the efficiency of the test in measuring what it has to measure, the following considerations have been made.

##### 4.1.1.1 Content Validity

The major emphasis of the test is to assess the proficiency level of the trainees in teaching Grades 1-4 adequately. In this process "Some test specialists suggest that a variety of item types be useful in each examination in order to diversify the tasks presented to the trainee" (Eble and Frisbie 1991:126). Hence, the test has incorporated diversified formats. These varied formats address different English language skills that are expected to be mastered by the trainees for the fact that

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these skills are also wanted to be attained by Grades 1-4 students. In short, the test has tried to ensure the representatives of the skills that the trainees teach in Grades 1-4. The syllabi of Grades 1-4 and the TTI manuals were utilized as major sources of information in this process.

In addition to the 10 carefully selected cloze or gap-filling (Alderson, Clapham and Wall, 1995) items of a paragraph that tries to evaluate the proficiency of the trainees in understanding and maintaining relation between meaningful elements of sentences, the test had three short passages of one paragraph each that assesses skimming, scanning and note-making skills of the trainees. Evaluating the vocabulary skills of the trainees were also attempted through finding meanings of the words and expressing them according to their contexts.

Moreover, communicative and grammatical knowledge of Grades 1-4; namely, expressing possessions, social expressions, subject and verb agreement, quantifiers, simple present and past, and present and past continuous tenses were included in the test. Assessing the writing skills of the trainees was also targeted at through writing grammatically correct sentences in describing a given picture and also choosing the correct punctuation marks from the given alternatives. To sum up, multiple choice, true-false, giving short answers and the selected cloze formats, which incorporate all the relevant skills of the requirement of Grades 1-4 English teachers, were utilized to assess the proficiency level of the trainees that is desired to teach English in Grades 1-4 adequately. The diversification of these formats enabled the test to address the overall goal of the study.

#### **4.1.1.2 Face Validity**

The response of the testees after the test had been conducted, during the formal and informal plenary discussions, ascertains that the test is valid. They said, "The test is not difficult. It is not simple, either. It is a good test." The positive comments given by some teachers about the validity of the test also indicate that the test has good face validity. Other teachers, however, expressed, "Although the test has good representation of contents of Grades 1-4 and is appropriate to measure the desired proficiency, poor English language background of the trainees will make it difficult." Thus, it could be concluded that the test was acceptable in its face value.

#### **4.1.2 Reliability**

Since the test evaluates the language proficiency of the trainees that is required to teach first cycle of the primary schools, maintaining the reliability of the test and computing its reliability index were indispensable steps in the study. In the efforts made to maintain the reliability, this test had undergone repeated modifications and changes. In the first attempt, the writer designed a 40-item test and piloted it. The reliability index of this test was 0.60. Since this result was felt to be unsatisfactory, re-testing was necessary.

Thus, ten selective cloze items of a paragraph that had been piloted for General Seminar II were selected and included for the retest. Besides, items of high and low difficulty indices, which were above and below the requirement, were also rejected and additional ten items were included in the 50-item test conducted on other

subjects for the re-test. The reliability index of this test increased to 0.77. With an effort to make the test more reliable, 40 items of reasonable difficulty and discrimination indices were selected for the final test. The computed reliability index of this 40-item final test was 0.79. Therefore, since this test proved to be more reliable than the preceding ones, was selected as one of the instruments for the evaluation of the program.

Furthermore, the writer took care of marker reliability by correcting the short answers and cloze parts of the test himself. Besides the multiple choice and true or false items were also corrected under strict supervision of the writer depending on the answer key prepared beforehand.

### 4.1.3 Item Analysis

The test that had been administered as a tool for the program evaluation of the TTI had the following difficulty and discrimination indices when it was piloted. These findings of the pilot study have helped the researcher in selection and revision of items for the final test.

#### 4.1.3.1 Difficulty Index

The difficulty indices of the items of the pilot test are the following:

**Table 1: Difficulty Index (P value) of the Pilot Test**

<i>P values</i>	<i>0.07-0.28</i>		<i>0.38</i>		<i>0.42-0.78</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Number of Items and their %	8	20	3	7	29	73

Wiersma and Jurs (1990:146) say "try to have several items with difficulty indices around .50 and almost all items in the .50 to .80 range". Accordingly, 73% of these items were outrightly considered. Besides, some items of the other 27% were also included in the test after some revisions. Few, however, were rejected due to the coupling of their poor difficulty indices with their discrimination indices.

#### 4.1.3.2 Discrimination Index

The test had items of good discrimination index, which were selected for the final study as they were given, that can clearly mark the distinction between the low and high achievers. Few items, however, were also either revised or rejected. The following table shows the discrimination indices of these items:

**Table 2: Discrimination Index (D value) of the Pilot Test.**

<b>D values</b>	<b>0-0.14</b>		<b>0.29</b>		<b>&gt;0.43</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Number of Items and their %	9	22.5	9	22.5	22	55

As items of discrimination indices of .40 and greater are very good items (Wiersma and Jurs, 1990), 55% of the items were totally selected for the final test. Besides, although 22.5% of the items had difficulty index of 0.29 when they were selected, most of these items yielded discrimination indices of very good items,  $>.4$ , when they were initially piloted before the retest.

The majority of the remaining 22.5%, however, were either revised or totally rejected after looking at their difficulty indices. Very few items of this category were not improved for the fact that they were items from the reading comprehension, the

cloze procedure and/or true or false. The basic reason is "When item writers manipulate item content to adjust perceived difficulty, they are in effect creating a mismatch between item content and the domain definitions" (Eble and Frisbie, 1991:131), which in turn affects validity. Hence, maintaining validity was also the major concern.

Furthermore, the other instruments —the classroom observation checklist and the teacher educator's questionnaire—were also piloted during the pilot study conducted at KCTE. In these process, a lot of improvements were made to get instruments of the required quality.

#### 4.2 Background of the Respondents of the Main Study

Indicating the educational level, experience and sex of the respondents of this study is important so as to offer the general picture of the stakeholders of the program. Regarding the trainees, however, only their sex is indicated because of their similar educational background, 12+1.

**Table 3: The Teacher- Trainers Qualification and Experience**

<i>Sex</i>	<i>Qualification</i>	<i>Area of specialization</i>	<i>Experience</i>		<i>Year of graduation</i>	<i>Training after graduation</i>
			<i>As a Teacher</i>	<i>As a T. Trainer</i>		
F	B.A	- Humanities-Literature and Art - Further Adult Education - TEFL	12	2	1984	- Further Adult Education - TEFL
M	B.A	English Language and Literature	14	2	1984	- No
M	B.A	English Language and Literature	9	7	1984	- Short-term training scholarship (UK) - Many workshops in Ethiopia
M	B.A	English Language and Literature: English for Teaching.	10	3	1999	- Many workshops in Ethiopia

Table 3 indicates that 100% of the ELT trainers of the TTI have the desired qualification to teach in the institute since the minimum requirement for the level is B.A. Though one of the trainers indicates different areas of specialization that seem less relevant to the required professional background, she also states that Teaching English, as a Foreign Language (TEFL), too, is the area in which she had training. All trainees, but one, have exposure to different workshops as on-job training. Thus, it is believed that at least 75% of the trainers have exposure to new concepts and ideas that are reflected in the materials.

**Table 4: Respondents or Observed Trainees of the Study**

Respondent or observed Trainees for	Sex	
	Male	Female
Test	127	103
Micro-teaching	10	2
Teaching practice	4	6
<b>Total</b>	<b>141</b>	<b>111</b>
<b>Grand Total</b>	<b>252</b>	

It is observed from Table 4 that both sexes are sample subjects from whom information had been obtained in all the instruments. Besides, it is felt that the feedback from both sexes is so significant that it can yield reliable information that can be generalized independently in terms of one sex or in aggregation.

#### **4.3 Results of the Test Conducted for the Major Study**

Since one of the major instruments that were utilized for the purpose of this study was a test, the feedback obtained from this tool is presented. The information obtained regarding the achievements of the test are indicated among the male and the female groups and in aggregation. The values of some indicators, the

performance of the trainees and item analysis of the test are also presented in this sub-topic.

#### **4.3.1 Some Measures of Central Tendency and Variations of the Test and Trainees' Achievements**

The values of some indicators such as mean, mode, standard deviation, range, and reliability index of the test, and the achievements of the trainees in relation to the average and the mean will be discussed as follows:

***Table 5: Measures of Central Tendency and Variation of the Test***

Factors	Indicators and their values					
	Mean	Mode	Variance	Standard Deviation	Range	Reliability Index
Score of the male	46.3%	53%	218.4	14.8	70%	0.97
Score of the female	31.1%	25%	161.2	12.7	62%	0.96
Total score	39.5%	53%	248.8	15.8	80%	0.97

It is observed from Table 5 that there is a significant difference on the performance of the test between the male and the female trainees. While the value of the mean and the mode are 31.1% and 25% respectively for the female candidates, they are 46.3% and 53% for the male. The variance is also less, 161.2, for female candidates than that of the male, 218.4.

The reliability index of the test increased to 0.97 for the male and the total score from its original 0.79 when it was piloted in the retest. Thus, since "Good vocabulary, structure and reading tests are usually in the .90 to .99 range" (Hughes, 1989), the obtained result for both sexes independently or in aggregation

confirms that the test is reliable and qualitatively adequate to maintain consistency in measuring the desired proficiency of the target subjects. This almost perfect reliability index could be attributed to the repeated modifications made by the researcher in line with the findings of the pilot testing and also Teshome's quotation of Kline's (1986) idea—"I recommend that the reliability studies of tests should be carried out on samples of not less than 200 although larger samples are desirable---" (Teshome, 1995:70) —which made this writer to consider 230 subjects for the study.

#### **4.3.2 Achievements of the Trainees of the Test Conducted for the Major Study—above the Average- ( $\geq 50\%$ )**

The achievements of the trainees in relation to the average value is discussed below.

***Table 6: The Average Value and the Performance***

Male Score		Female Score		Total score	
Number	%	Number	%	Number	%
61	48	12	12	73	32

As indicated in Table 6, 48% of the male, 12% of the female candidates and totally only 32% of the entire candidates scored above the average value, 50%. By implication, 68% of the students scored below the average. However, since the arithmetic average is not a good indicator of the performance of the trainees, looking at the mean value is important.

### 4.3.3 The Achievements of the Final Test in Relation to its Mean Value

The attainment of the trainees in relation to the overall performance of the mean of the test is as follows:

**Table 7: The Performance of the Test in Relation to the Mean**

<i>Factors</i>	<i>Value</i>					
	<i>Male</i>		<i>Female</i>		<i>Both Sexes</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Above the mean value for male	66	52	13	13	79	34
Above the mean value for female	105	83	44	43	149	65
Above the mean of the total score	89	70	30	29	119	52

Table 7 indicates that the male candidates did better on the test than the female. While 52% of the male testees scored > 46.3%, the mean value for male subjects, it is only 13% of the female who scored more than this value. Similarly, while 83% of the male subjects scored >31.1%, the mean value for female testees, only 43% of the female candidates scored more than this value. Likewise, while 70% of the male candidates scored above 39.5%, the mean value for both sexes, only 30% of the female scored above this value.

Accordingly, it is inferred from Table 7 that 44% of the male, 87% of the female and 66% of the total testees scored below the mean value achieved by the male subjects. Similarly, 17% of the male, 57% of the female and 35% of the total subjects scored below the mean value achieved by the female candidates. In the mixed total result of both sexes, 30% of the male, 71% of the female and totally 48% of all subjects of the study scored below the mean of the aggregated total score. Although the wide gap between the male and the female candidates invites another research, the achievements of the study indicated that the English language

performance of 48% of the trainees, nearly half of the candidates, was below the mean value. Since this mean value was obtained from the performance of the entire subjects of the study on the test designed to evaluate the program, it could be taken as the minimum required standard to teach English in Grades1—4 adequately. Thus, the proficiency of these trainees, 48%, is below the requirement.

#### 4.3.4 Item Analysis of the Final Test

The difficulty and the discrimination indices of the major test were evaluated in terms of the recommendations of Wiersma and Jurs (1990). However, since the criteria for selection and rejection of items are discussed under Table 1 and Table 2 in relation to the pilot test, the following section presents only a short summary of the findings.

##### Difficulty Index (P value)

The difficulty indices of the items are categorized as follows:

**Table 8: Difficulty Indices of the Items of the Main Test**

Value	< 0.19		0.2—0.29		0.3—0.39		0.4 — 0.7	
Items	Number	%	Number	%	Number	%	Number	%
	8	20	1	2	8	20	23	58

It is observed from the Table 8 that there are differences of values between difficulty indices of the pilot test (see Table 1) and the final test.

##### Discrimination Index

The discrimination indices of the items were as follows:

**Table 9: Discrimination Indices of the Items**

Items of < 0 indices		0 — .19 Poor items		0.2 — 0.29 Marginal items		0.3 — 0.39 Reasonably good		>.4 Very good items	
Number	%	Number	%	Number	%	Number	%	Number	%
2	5	9	22,5	5	12.5	6	15	18	45

Similar to the difficulty indices, the discrimination indices of the items indicated, (see Table 2) change of values. Items of negative discrimination indices were not observed during piloting. If the items were to be revised, however, these items of negative discrimination indices would have been rejected.

To sum up, the entire attempt of the test was to evaluate the English language proficiency of the trainees required for teaching English in Grades 1-4 adequately. In spite of good reliability and validity of the test, the performance of many trainees, 48%, was below the mean. Hence, since this value is considered as the minimum requirement of the professional competence desired to teach English in Grades 1-4 adequately, nearly half of the trainees do not have the required ability to teach English at this level. Since "Non native teachers of English are not only teachers but also learners of the language--- [and] have to achieve relative degree of proficiency in order to be confident teachers in their practices" (Hailom, 1993:257), this teacher training program lags behind its expectation of producing professionally adequate teachers of English for Grades 1-4.

#### **4.4 Observation of the Teaching-Learning Process**

This process is the focal point of the training around which the entire activity of the program revolves. The input the trainees get, reflections of their experiences and new knowledge as well as their evaluations are realized in this process. These issues are discussed below under the classroom interaction. Besides, the feedback

obtained from the micro-teaching and the teaching practice is also presented in this section. Thus, all the observed aspects will also be viewed.

#### 4.4.1 The Classroom Interaction

This sub-topic of the classroom interaction discusses about activities and actions in the classroom, processing of the tasks and reflections on them and also reflection of trainees and the trainer. From now on wards in this chapter the entire checklist was utilized depending on the indicators of the behaviors of each observation point that is attached as Appendix 4.

##### 4.3.1.1 Activities and Actions in the Classrooms

The following table discusses some activities and the performance of the trainees.

**Table 10: The Teaching-Learning Process and Engagement of Trainees in the Classrooms**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Do trainers give definitions of the new concepts and ideas on each task before the trainees process and come to generalization?	12	80									3	20
Are instructions about processing the tasks given before the pair or group works?							3	20	12	80		
Are the tasks monitored when pair/group works are performed?							4	27	11	73		
Is time given for individual work before processing the modules in pairs or groups?	2	13			4	27	3	20	6	40		

As indicated in the above Table, definitions were not given by the trainers before modules or new concepts or definitions were processed by the trainees in the 80%

of the observations. Unlike the 20% in which trainers were giving definitions before the trainees reflect their understanding through brainstorming or elicitation on activities, this substantially significant opportunity facilitated discussions in which some of the trainees were active participants. In this process of interaction, they related their background knowledge to these concepts. In addition, the instructions given and the monitoring of the tasks were 80% and 73% adequate, respectively. It seems that learning took place by the trainees since the trainers set definite goals for trainees. They were also trying to help the slow learners and promoting the activities that the groups tried. However in about 40% of the cases, the trainees were offered with less or no time for individual effort before they joined the group works. This was likely to minimize their contributions in the groups, in which the majority were passive listeners, in addition to retarding their chance of grasping ideas.

#### **4.4.1.2 Processing of Tasks and Reflections on Them**

Though task processing is an internal mental activity that is difficult to detect, the term refers to the situation created by the trainers so as to facilitate the attempt of the trainees in reflecting for or against ideas and their exchange of information. Here, whole class processing refers to the time and opportunity given to the trainees so as to promote their reflection.

**Table 11: Processing of and Reflection on Tasks**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Are the pair or group work outputs processed at the whole class level?					1	7	2	13	12	80		
Are the tasks in the manuals performed in the way the manuals demand?					2	13	4	27	9	60		
Do the trainees complete their task by the time the trainers expect them to complete?					10	67	3	20	2	13		

Although processing of the tasks at whole class level and the performance of the tasks were accomplished 80% and 60% respectively in the way they were intended, the time consumption of 67% of the tasks was below adequate. The trainees took too much time than what the trainer had anticipated. Thus, they were given much time or interrupted before they completed the tasks. The repercussion of this condition on the entire training program is also deducible. It made trainees to use time unwisely or urged them to skip to the next topic before the realization of the desired objectives. Thus, this had its own adverse effect on the desired professional development.

#### **4.4.1.3 Reflection of Trainees and the Trainer**

Whole class level reflection creates favorable condition that enables the trainees provide feedback. Thus, it facilitates learning from each other. It also helps the trainer identify areas of weaknesses and strengths in order to determine the nature and extent of his reinforcement.

**Table 12: Reflection of the Trainees and the Trainer**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Do the trainees reflect on tasks when the outputs are processed?					5	33	3	20	7	47		
Are the group reports/works dominated?									4	27	11	73
Does the trainer reflect on tasks when the outputs are processed?							3	20	12	80		

In this regard, the table clearly depicts that in about 47% of the observations of tasks, many trainees gave feedback on important and pertinent points without unnecessary repetition. Similarly, in the other 20% also, despite the decrease of the number of participants few trainees gave feedback of similar quality. In both conditions, the major sources of information were the trainees. In the other 33%, however, the feedback was below adequate in terms of quality and quantity of respondents. In this process, very few groups reflected. The reflections were also mere repetition of ideas with some irrelevant points. Thus, less reflection of these trainees minimize the input expected to be obtained from the peers which in turn affects the entire program.

Moreover, in about 73% of the observations the active participants in group works also dominated the reporting process. Many group members were observed to be passive listeners. It was only in 27% of the observations of the reporting in which those who were very active in the process of doing the task gave the chance to others and responsibilities were shared. Thus, the majority of the trainees were less active in the monitoring of their own learning that was likely to contribute to their professional development. Regarding reflections of the trainers, however, 80% of

the observation indicated that adequate reflections were given. In the other 20%, although the reflections of the trainers were almost adequate, slight increase of the reinforcing process was desirable.

#### 4.4.2 Observation of the Micro-teaching

Since micro-teaching is stated to be one of the important components of the program through which trainees develop their experiential knowledge that enables them overcome their professional obligation adequately, its observation is discussed in this sub-section. The teaching act, the teaching skills and the processing of information, evaluation and reflections of the micro-teaching are also presented.

##### 4.4.2.1 Teaching Act of the Micro-teaching

The actual performance of the student teachers will be discussed as follows:

**Table 13: Teaching Act while Micro-teaching**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Do the trainees participate in peer/micro-teaching?									12	100		
Do the trainees plan their lesson in micro-teaching.	12	100										
Does the student teacher make preparations for peer/micro-teaching?					1	8	3	25	8	67		
Does the student teacher monitor or facilitate classroom activities during peer/micro teaching?					6	50	3	25	3	25		
Does the student-teacher maintain discipline while conducting peer/micro-teaching?									12	100		
Does the student teacher evaluate the learners?					6	50	3	25	3	25		

In addition to the participation of all trainees in the micro-teaching, the 67% and the 25% adequate and almost adequate preparations respectively indicate that the efforts made by the trainees were encouraging. Teaching aids to be utilized and exercises to be done in classes were prepared. However, the facilitating role of the teacher was observed to be 50% below adequate. The student teachers stood in a fixed place, near the chalkboard, and present their lessons to the class. They didn't attempt either to identify or help the slow learners which was one of the objectives of the program—"the ability to cater for individual differences" (English Language Syllabus, 1995:2).

The classroom discipline, however, was maintained adequately. This management of discipline did not seem to be due to the ability of the trainees to capture the attention of the learners by diversifying their activities but mainly due to the age of the conscious and matured learners. Regarding the evaluations of the learners, the attempt the trainees made to assess whether or not their lesson was followed or the activities were done was below adequate in half the observations. This implies that their ability to evaluate and improve their own performance, what the micro-teaching intends to bring about, promoted less.

#### **4.4.2.2 Teaching Skills During Micro-teaching**

Like all the other teachings, micro-teaching needs the teaching skills that help successful presentation of the lessons. Some of these skills have the following assessment in the process of their realization:

**Table 14: Different Teaching Skills**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the student teacher use different teaching skills such as:												
a) Use of appropriate English					8	66	2	17	2	17		
b) Questioning Techniques					5	42	6	50	1	8		
c) Giving feedback?					2	17	8	66	2	17		

One of the most needed teaching skills but observed to be below adequate, 66%, was the use of appropriate English. Presentation of lessons, giving clear explanations and correct use of the language while facilitating the teaching-learning process are all components of this part. Besides, although 50% of the questioning techniques were said to be almost adequate, 42% of this skill was below the desired ability. The questions lacked variety, they were not re-phrased even when re-phrasing was needed and did not demand critical thinking. Thus, the realization of this skill was not as much as it ought to have been in the micro-teaching. The satisfactory skill however, was the skill of giving feedback, 66%. The trainees were at least giving oral corrections. Although 17% of this skill was below adequate, the other 17% was adequate for the fact that the student teachers who were doing the tasks as learners were encouraged to correct each other's work and the facilitators reinforced the ideas that were suggested as answers.

### 4.4.2.3 Information Processing, Evaluations and Reflections

The degree to which tasks were processed at whole class level, evaluations conducted in the process and the reflections of ideas of those who were involved in the process are presented in the following table:

**Table 15: Processing, Evaluation and Reflection during Micro Teaching.**

Observation points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Are the tasks/activities processed at whole class level during peer/micro-teaching?			3	25	6	50	3	25				
Are trainees given chance to evaluate the peer/micro-teaching?					3	25	9	75				
Do the trainees reflect on the peer/micro-teaching?			8	66			2	17	2	17		
Does the trainer evaluate the peer/micro-teaching?									12	100		
Does the trainer reflect on the peer/micro-teaching?									12	100		

Even if all the tasks were processed at whole class level, 50% of the processing was below satisfactory. Trainees presented activities in a form of class work and skipped to the next topic without further discussion by accepting answers only from those who volunteered to respond by raising their hands. Besides, although the trainees were given almost adequate chances, 75% of the time, despite the time constraints, the degree of adequate and almost adequate reflections were 34% (17% each). Only very few trainees commented on the teachings of their colleagues. In 66% of the observations, the student teachers hardly got any feedback from their colleagues. Therefore, not only the trainees missed the chances of obtaining adequate input from their peers as a result of the inadequate

reflections but also the desired professional development of the passive learners was likely to be retarded.

On the other hand, all trainers evaluated and reflected on the micro-teaching. Thus, the trainees had ample chance of obtaining input that reinforced their efforts in a form of feedback from the trainers.

### 4.4.3 Observation of the Teaching Practice

The teaching practice, one of the aspects of experiential learning, is discussed in the following section. The actual teaching learning process, the teaching skills, and the evaluations and reflections about the teaching practice are presented below.

#### 4.4.3.1 The Actual Teaching-Learning Process

The act of teaching involves different skills, few of which are planning, lesson preparation, presentation, facilitating classroom interaction and maintaining discipline. Thus, the following table indicates the assessment of their degree of realization:

**Table 16: Planning and the Teaching-Learning Process**

Observation Points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the student teacher plan his lesson for teaching?					10	50	4	20	6	30		
Does the student teacher prepare his lessons?					6	30	8	40	6	30		
Does the student teacher maintain discipline during teaching practice?					2	10	11	50	8	40		
Does the student teacher facilitate classroom activities during teaching practice?					9	45	10	50	1	5		

As indicated in the above table, although all the trainees involved in all the above activities, 50% of their planning, 30% of the preparations and 45% of the facilitating role of the student teacher were not adequate. In these cases, the lesson plans either lacked specificity of objectives or pre-planned activities. In rare cases, although the exact classroom activities were pre-planned, the time assumed to be taken by the activities was not indicated. Besides, in these inadequate lesson preparations, the student teachers entered into the classrooms without their own additional input into the textbooks. Similarly, the facilitating role of these trainee-teachers was also inefficient for the fact that they simply 'threw' what they had to the students from their position near the chalkboard rather than initiating and coordinating discussions. Most of the general classroom skills, therefore, were not yet adequately mastered in the program. The ability of the student teachers to maintain discipline, however, was promising.

#### 4.4.3.2 Teaching Skills During Teaching Practice

Similar to that of the micro-teaching, use of appropriate English, questioning techniques and giving feedback are some of the most common skills that are discussed in the following table:

**Table 17: Different Teaching Skills during Teaching Practice**

Observation Points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the student-teacher use different teaching skills during teaching practice such as												
a) Use of appropriate English.					10	50	6	30	4	20		
b) Questioning techniques, and					8	40	7	35	5	25		
c) Giving feedback?							14	70	6	30		

As the table indicates, 50% of the performance of appropriate English and 40% of the questioning techniques were below satisfactory. Thus a lot of trainees lag behind in the realization of these skills. The feedback the student teachers gave, however, was almost adequate or adequate for the fact that the student teaches offered at least oral corrections themselves and also encouraged the students to correct for each other. Though rarely, they also attempted to check the exercise books of the learners.

#### **4.4.3.3 Evaluations and Reflections in and about the Teaching Practice**

Evaluation and reflections in the teaching learning process are seen in the following table.

**Table 18: Evaluations and Reflections in and about the Teaching Practice**

Observation Points	No		If yes, how much?									
			1		2		3		4		5	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the student-teacher evaluate his/her learners in the teaching-learning process of the practice?					4	20	10	50	6	30		
Do other trainees evaluate the teaching-learning process conducted by their colleagues?	20	100										
Does the cooperative teacher evaluate the teaching practice?	20	100										
Do trainees observe classes of cooperative /experienced teachers?									20	100		
Does the trainer evaluate the teaching practice?					20	100						
Does the trainer give feedback to the trainee.	20	100										

It is observed from the table that 80% of the trainees evaluated their learners almost adequately or adequately in the teaching-learning process of the teaching

practice. However, neither the cooperative teacher nor the fellow trainees assessed the teaching practice of their fellow trainees. Though all the trainees had the chance to observe classes of the cooperative or other experienced teacher for one week, they themselves were not observed by these senior teachers. Thus, the implication is that these trainees missed feedback that helps their professional development.

Regarding the assessments of the teaching practice by the trainers, all of the evaluations of the trainers were below satisfactory for the fact that they were meant only for grading. The trainees were assessed in the teaching practice only to get approval of whether or not they can teach for the purpose of graduation. In addition, although all trainees are expected to teach English, most of the trainees were not observed either while teaching English or by ELT trainers. They were assessed by other trainer while teaching another subject. Thus, exact relevance of the feedback, if at all there is, that they obtain from the assessment of the teaching practice by the trainer of other subject to the required professional development of teaching English is dubious.

#### **4.5 Feedback of the Questionnaire—Trainers' Evaluations of the Program**

One alternative to a better program evaluation is to get as much feedback as possible from the implementers of the program. Hence, this section presents the assessment of the trainers about different aspects within the program and their perception of the entire ELT program of the institute. Their assessments of

relevance of modules, level of activities and tasks, participation of trainees and kinds of activities, trainers perceptions of the entire program and also problems identified by trainers and their recommendations are discussed in this section.

#### 4.5.1 Relevance of Modules

The trainers suggested the following in regard to the relevance of the training modules to the program.

**Table 19: Relevance of Training Modules to the Program and Adequacy of Time.**

	Response	Frequency
From your experience, do you think that all the modules are relevant to the need of preparation of would be primary school teachers? (Mark ✓ for your response.)	Yes	4
	No	0
Can you cover all the recommended modules within the one year training program? (Mark ✓ for your response).	Yes	-
	No	4

As shown in the table, all teacher trainers replied that all modules are relevant. Thus, no one responded to the other parts of the questionnaire, stating the irrelevant modules and what they had done with those that they said are irrelevant. Regarding covering all the modules within the training time, however, all trainers replied that they could not complete. The impact of this on the training program or the required professional competence, therefore, is likely to be adverse. Trainees may miss theoretical input that in turn affects the experiential learning as a result of not covering some of the modules. This in turn retards the development of the required professional competence.

#### 4.5.2 Level of Tasks and Activities

Trainer's evaluations of the tasks and activities are as follows:

**Table 20: Appropriateness of Tasks to the Level**

	<b>Response</b>	<b>Frequency</b>
Do you think the tasks and activities are beyond the level of the trainees? (Mark ✓ for your response) Yes_____ No____	Yes	1
	No	3

All with an exception of one trainer of the ELT program of the institute agree that the tasks are not beyond the level of the trainees. Since one respondent stated that the tasks and activities are beyond the level of the trainees, she also responded to the second and third part of this questionnaire. In her response to what she had done to these activities, she stated that she prioritized topics and taught at the appropriate level. Moreover, she also expressed the reason for the inappropriateness of the tasks as "The difficulty that the students [trainees] have in grasping concepts due to lack of vocabulary and communication skills". Three of the trainers, however, agree that the tasks and activities are appropriate to the level.

#### 4.5.3 Participation of Trainees and Kinds of Activities

The participation of the trainees and the kind of activities the trainees are engaged in are the following.

**Table 21: Participation of Trainees in Activities**

	<i>Response</i>	<i>Frequency</i>
Do trainees participate in different class activities? (Mark ✓ for your response) Yes _____ No _____	Yes	4
	No	

Since all trainers conformed that the trainees participate in different classroom activities, they enumerated the following as the activities that the trainees were engaged in.

**Table 22: Kinds of activities Trainees are engaged in**

<b>Activities</b>	<b>Frequency</b>
Pair work	4
Group work	4
Peer Teaching	4
Micro-teaching	4
Project work	3
Discussions	2
Others	1

As the table reveals, the trainees were involved in some of the practical activities that we explicitly stated in the syllabus or the manuals. Thus, they had the opportunity to get exposure to diverse experiential learning that create condition for more reflection that in turn develops received knowledge. However, the trainers did not state the other activities that were recommended in the syllabus. Nor were they observed in classes. All of the trainers also stated that the observed classes were representatives of the classes they regularly teach in terms of procedures and/or methods of teaching. Hence, a lot of activities that could help the professional development of the trainees were not exercised.

#### **4.5.4 Trainers' Perception of the Entire Program**

The trainers' evaluations of the program in its entirety is as follows:

**Table 23: Perception about adequacy of the program**

Activities	Response	Frequency
Do you believe that the program can produce teachers who can teach Grades 1-4 adequately? (Mark ✓ to show your response). Yes _____ No _____	Yes	1
	No	3

Although one respondent said that the program can produce the required, professionally adequate teachers, three of them said that it is not able to produce the desired professional competence. Thus, the latter group expressed their reasons for the inadequacy of the program in obtaining professionally competent teachers of English for Grades 1-4. Some of their reasons are: shortness of the duration of the training, low existing knowledge of the trainees, lack of depth and substance in the curriculum, lack of motivation to excel due to the absence of differentiation of grades of diploma, not child-friendly age of trainees and less input from library. Since these factors are also stated as problems of the training process, they are discussed in the following section.

#### **4.5.5 Problems Identified by Trainers and Their Recommended Solutions**

In order to make the assessment complete, the trainers were also asked to express what problems they perceived and what recommendation they suggest regarding the one-year ELT training of the institute. Accordingly, poor entry qualification or language performance of the trainees, inadequacy of practical teaching, less input of language skills and methodology, making students attend without their choice, lack of grading of the diploma, lack of culture of program evaluation, not constant up-grading and use of effective resource, lack of effective promotion policy and

shortage of materials, time and well chosen trainers were stated as some of the problems.

Similarly, the trainers also recommended remedy to these problems. Increasing duration of the training, restructuring the course from beginning to end and make some improvements, inclusion of language courses—language skills and methodology, improving the selection and promotion policy of the trainees and making the course longer—more practical teaching and observation are also recommended as solutions to these problems.

It seems that the trainers had a point when they stated poor entry qualification or language performance as a major problem and recommended more duration of training. The achievements of the test and the results of the classroom observations of the teaching act indicated that the English language proficiency of many trainees was below the required standard. Thus, they felt that more time and input is desirable. Other researcher also suggested that "Two years of formal training and one year of attachment is needed before somebody becomes a certified teacher in the first cycle" (Hailom, 2000:11). Therefore, their demand for more time is justifiable because the training process does not bring about the following change:

Time and development are interwoven as a major issue of discussion. It makes little sense to argue that teacher education must take a particular amount of time: The point is not how long initial preparation should take, but whether initial preparation ensures that candidates develop the knowledge and skill essential to practice and to continue to learn from experience (Kaplan and Edelfelt, 1996:26).

Furthermore, their recommendation of the improvement of the selection and the promotion policy is constructive for the fact that "We must reconceptualize the admission process to seek out and select students' predisposition congruent with the belief of the program" (Jacobowitz, 1994:46). In addition, the following idea invites the investigation of the promotion policy of the institute in which all trainees equally graduate and be certified at the same time.

Some time is necessary to provide for development [building understanding] and integration [process of integrating cognitive, affective and performance mode]. More time may be needed for some candidates and less for others; decisions must be made relative to candidates prior learning and already developed abilities (Kaplan and Edelfelt, 1996:27).

Since some of the major recommendations of the trainers reinforce the idea of the advancement of the required professional competence, they are valuable. Thus, they are worth consideration.

# Chapter Five

## Conclusions and Recommendations

This chapter discusses the conclusion of the study and recommends some solutions possible to the findings that are identified as problems.

### 5.1. Conclusions

Conducting educational evaluations regularly increases the efficiency of education by identifying areas of weaknesses and indicating directions of corrective measures to be taken on time. These evaluations can be conducted in two aspects: micro evaluations— conducted in some aspect or area of the program and macro evaluations— which assess the overall outcome, or effect of a program in its entirety. Though the micro evaluations are widely known in our context, the macro evaluations are not. Thus, this paper tries to contribute to the development of program evaluation, particularly in ELT, by conducting macro evaluation. It attempted to evaluate the ELT program of TTIs with reference to Assela TTI.

The ELT program of the TTIs is one of the components of the one-year training program of Grades 1-4 teachers that uses two Practical English Teaching manuals, volumes 1 and 2, which are designed in line with a syllabus prepared for this purpose. These materials are designed by ICDR and implemented since 1995. Different researches have been conducted in relation to these materials. However, the overall evaluations of output or effect or even the impact of these materials on the trainees in relation to the context in which they are realized are not tried to be

assessed since the implementation of these materials. Thus, attempting this task was the endeavor of this evaluative research.

Though the initial intention of the research was broad, limiting its objectives so that they meet the time and resource available was essential. Hence, the objectives of this study were selected systematically according to their priority of importance. Despite the elimination of some of the pre-planned specific objectives of this study, it is believed that these evaluative questions, will give clear and definite answers that exhibit the nature of the program.

To this end, the Objective and Illuminative evaluation models have been selected from the various options. The discussion of the similarity and difference of the undertaken teacher training model with the other models has indicated that right decision has been made towards preparing professionally adequate teachers that can cope up with diversified needs in the classroom. Survey of the training materials also revealed that the training program encompasses training of methodology and language practice that are mastered through practice and reflection opportunities offered to trainees. In all cases, radical and promising changes have been introduced in the training program.

For the success of this evaluation, pilot study had been conducted on the trainees of the same program but in a college of a higher level. The trainees on which this pilot study had been conducted have the same educational background and also use the same materials with the subjects of the major study. Besides, though the selected institution is of a higher level, it also has special program designed to train

teachers of this level. Therefore, it was believed that the trainees, the trainers and the special program of the institution could be subjects of the pilot study. Thus, all the instruments were refined in this study.

In the major study, different instruments that were in the pilot study were utilized to obtain reliable data from diversified sources so as to conduct as proper and comprehensive evaluation as possible. Different information was extracted from the subjects of the study by using the instruments — the test, the classroom observation checklist and the teacher educator's— that were mainly designed to assess the degree of the realizations of the expectations of the program.

In this test of reliability index of 0.97, that is designed to assess the language proficiency of the would-be teachers of Grades 1-4, the obtained result indicated that the level of the English language proficiency of 30% of the male and about 70% of the female subjects, i.e., 48% of the total examinees, were below the mean value that can be considered as satisfactory. Similarly, 66% of the micro-teaching and 50% of the teaching practice observations of the appropriateness of the use of English in the teaching-learning process were below adequate.

Moreover, 100% of the responses of the trainers indicated that the existing English language performance of the trainees is low. Therefore, all the triangulated instruments of the study revealed that the language proficiency of nearly half of the trainees is below the required competency to teach English in Grades 1-4.

The classroom observation had also targeted at assessing to what extent the training program is in line with the requirements of the program. As clearly stated in

the syllabus, the program assumes the Reflective Model of training. In this model, the trainees are expected to develop the required professional competence through practice and reflection that results not only from the input that they get during the training sessions in a form of theory and practical activities but also which emanates from their own background knowledge.

In this program, the process also facilitated the condition in which the trainees get the necessary input from the trainer as well as the other trainees. Since in 80% of the observations trainers did not give definitions of new concepts and ideas before the students express their understandings in a form of brainstorming or elicitation activities, the situation encouraged trainees to reflect their ideas depending on their background knowledge. Moreover, 93% of the observation in which the outputs of the group works were processed at whole class level adequately and almost adequately indicated that the condition facilitated giving feedback as input of the process through reflections of the trainees and the trainer.

In addition, the activities were performed in the way the manuals demand in 87% of the observations. Also 100% of the feedback of the questionnaire indicated that the trainees were engaged in different activities recommended in the syllabus and the manuals. Some of them are pair or group work and peer or micro-teaching. These are believed to facilitate interaction.

The peer and/or group work, which were constantly referred to in the manuals, created favorable conditions for realization of some of the activities mentioned as important components of each module in the syllabus: Predicting, identifying and

solving problems, brainstorming, discussions and evaluations. Realizations of these activities in these procedures facilitated conditions for the interactions of the trainees with the materials and with each other. Favorable conditions through which the necessary inputs were attempted by the trainers and /or other trainees were also observed.

However, the other activities such as discussion and analysis of techniques, materials, teacher's performance, recordings and transcripts of lessons and students' outputs; evaluations of techniques, course materials and lesson plans as well as preparation of materials such as adaptation of textbook materials and tests were neither observed in class nor stated as activities that were undertaken in the training sessions in the responses of the trainers to the questionnaire. Lack of these activities hindered the realizations of the objectives of the program such as evaluating and adapting textual materials. In short, losing these opportunities made the trainees miss the input that was expected to be obtained from the training process which was likely to help the development of the required professional competence.

Even though realizations of some of these activities—the peer and/or group works evaluations of micro-teachings and classroom interactions were facilitated to promote adequate input, the trainees did not obtain as much input as desired from all sources. In all observed classes, all of the trainers offered adequate or almost adequate reflections on the tasks and delivered the required input. In 33% of the observations of the reflections of the trainees in the peer/ group works, however, the feedback of the trainees was below adequate. The number of groups that

reflected on the activities were very few. The reflections were also repetitions of ideas. Since passivity dominated the groups, attaining the required input from the peers was hardly realized in these observations.

In this process, although 67% of the observations of the reflections of the group members was adequate or almost adequate, 73% of the group reports were dominated by those who were active in the group works. Hence, a lot of trainees seem either to benefit or contribute little. The fact that some of the trainees were more of passive listeners than active participants in the process made the program not only lack the expected input by minimizing their reflection but also likely to retard the learning of these trainees. The development of the skills of reflections, important component of the training model through which the trainees provide their input, is also not promoted.

Besides, 40% of the time in which the trainees were given little or no time for individual work before processing the modules in pairs or groups was also likely to contribute to this condition. To sum up, despite the adequate input that the trainees got from the trainers and few of the trainees, there were substantial number of trainees who were not active participants in the reflection process. Thus, attracting these trainees into the reflection process will make the program complete by developing the skills of reflection that facilitate the development of giving feedback. It also helps the trainees to obtain more and more input that helps their professional development from their peers.

Moreover, micro-teaching, one of the proposed components of each module, is recommended as a means to develop diversified sub-skills of teaching. As the syllabus states, confidence, ability to evaluate self and others and also the classroom skills are advanced through micro-teaching. Similarly, it has been expressed that peer teaching and teaching practice are also alternative methods of promoting experiential knowledge that develop these skills. In short, the peer or micro-teaching and the teaching practice create favorable condition to implement the recommended methodological and language practice inputs. They also help as a raw data to facilitate or realize reflection and actualize getting feedback on the extent of success or failure of their realization. As elements of the core component of the training model, experiential learning, they facilitate the development of the required professional knowledge.

The assessment of the development of the required professional knowledge of these experiential learning, however, indicated that the facilitating role of the teacher was 50% and 45% below adequate in micro-teaching and teaching practice respectively. Although the act of planning was adequate and nearly adequate, 70%, in teaching practice, 100% of the lessons of the micro-teaching were not planned at all. Hence, incorporating the act of planning in the micro-teaching is likely to enhance the development of the skill of planning which is major component of the program and the profession.

Besides, in 42% of the micro-teaching and 40% of the teaching practice the questioning techniques of the trainees were below adequate. In these attempts, students were asked to repeat what the teacher said directly. The questions did not

demand critical thinking. They also lacked variety or rephrasing even when they were not attempted. Although the trainees were given chances to evaluate the micro-teaching in 75% of the observations, reflections of the trainees were hardly conducted in 66% of the observations. In the majority of the observations, the trainees did not reflect their ideas. Thus, they did not develop the skills of giving feedback and also the tact and knowledge of involving in or maintaining discussions. Missing these skills victimized the requirement of the profession by minimizing their interaction and utilization of the language. In short, the advancement of their professional development that was expected from the program lagged behind.

Although the trainees evaluate the teaching learning process of their teachings adequately and almost adequately in the micro-teaching and the teaching practice, 50% and 80% respectively, they were neither evaluated by their fellow trainees nor by the cooperative teacher during teaching practice. Thus, they missed the feedback that promotes their professional competence from both sources. Besides, although the trainees observed the classes of the experienced teachers for one week before they embark on the actual teaching practice, the trainees were not given the chance to discuss about the findings of their observations with these senior teachers. Thus, they lost one alternative of the various options of developing the skills of giving feedback and assessing the adequacy of one's evaluation that helps progress of their professional competence.

The trainer also did not give feedback of his observation of the teaching practice to the trainee because in most cases the observation was conducted only once for the

purpose of grading. Evaluating the teaching practice for the purpose of professional development of the trainees is not realized. As a consequence of all these conditions, therefore, the effectiveness of the micro-teaching or the teaching practice was reduced. Since these aspects of the experiential learning were not only outputs of a certain phase but also inputs of the ELT program, the implication of their inadequacy on the training program of English is also deducible. They made the training program unable to give the input that was expected to be attained and thereby retarded the development of the desired professional ability to conduct the teaching-learning process adequately.

## **5.2 Recommendations**

Depending on the above findings of the study, the following recommendations are suggested as a means to obtain professionally efficient teachers that can teach English in Grades 1-4 adequately.

- i) Since the English language performance of the trainees is below the satisfactory standard, inclusion of additional the language courses that raise that proficiency level of the trainees in the training of the ELT program is believed to up-grade the English language ability of the trainees to the required proficiency level.
- ii) Achievements of the trainees of the test conducted for the major study and observations of the training process indicated that there is a wide gap of English language performance among the trainees. Besides, neither the English language performance of the trainees nor their previous

achievements in the language were considered as the selection criteria of the candidates of the program. Since English is a foreign language that needs additional effort in our context, considering the English language performance of the trainees and their previous achievements as a selection criteria for the candidates of the would -be English language teachers of the program is important. These considerations are likely to lessen the difficulty and shorten the period of obtaining professionally competent English teachers.

- iii) The fact that the trainees were given little or no time for processing information individually before joining the groups so as to elicit their experience, the feedback of the trainers that asserted that they were not able to complete the modules within the recommended time and the observed slow pace and poor performance of many trainees necessitates increasing the duration of the training.
- iv) The trainees should be given more practice opportunities and methodological input that enable them develop the necessary skills of teaching such as use of appropriate English, questioning techniques, giving feedback, error correction and facilitating role of the teacher up to the requirement. Furthermore, since the theoretical input of the Methodology Manual of the training does not incorporate these components as aspects of the received knowledge of the program, they should be included in the modules.

- v) Encouraging and creating activities as well as contexts in which the trainees can reflect more is important. Such activities include : 'read and report', 'look and speak', 'write a summary and present to class', 'discussion and analysis of materials', 'identifying and solving problems' and others which were recommended in the syllabus but were not realized.
- vi) Assessment of the trainees from diversified perspectives revealed that there is a wide gap of English language performance among the trainees. The proficiency of nearly half of the trainees is below the requirement. The range of their achievements also indicates a wide gap. Thus, organizing tutorial classes, which make trainees help each other is likely to minimize this problem by ensuring better performance, is important.
- vii) Rare situations indicate that the trainees were given definition before they process the information. Similarly, evaluations of the teaching practice by the cooperative teacher and by other trainees were hardly conducted. Besides the purpose and frequency of evaluations of the teaching practice by the trainer were so inadequate that the trainer does not give feedback that facilitates the professional development of the trainees by reinforcing the strong and identifying the weak points of the student teacher. Hence, trainees, trainers and other concerned bodies should be given orientation on the role and value of evaluation, reflection and other up-to-date concepts in teacher development.

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## Appendices

### Appendix 1

#### Test Designed to Evaluate English Language Teaching Program of Teacher Training Institutes

April, 2001

Time allowed: 1hr

**Part 1: Choose the most appropriate answer from the given alternatives.**

**Circle the letter of your choice.**

1. One of the following sentences is not correct. Which one?

- A. Is this his? No, it is mine.
- B. Is that mine? No, it is hers.
- C. Is this mine? No, it is ours.
- D. It this their? No, it is your.

2. Choose the incorrect sentence.

- A. Jane and Anne are coming to the meeting.
- B. Are Jane and Ann coming to the meeting?
- C. Are Jane or Ann coming the meeting?
- D. Is Jane or Ann coming to the meeting?

3. He drank \_\_\_\_ milk but he didn't eat \_\_\_\_ bread.

- A. any, some
- B. many, much
- C. much, many
- D. some, any

4. Choose the phrase that best completes the blank space.

Tola: How are you Chala?

Chala: I'm fine thank you. \_\_\_\_\_

Tola: I'm fine.

- A. What about you?                      C. How are you?  
B. Are you fine?                          D. How do you do?

5. Which one best fits the blank space?

Hawi: Sorry for my being late, Lense.

Lense: It's alright. I've been waiting for you for the last 30 minutes.

Hawi: I didn't find a taxi. Would you like a cup of tea?

Lense: \_\_\_\_\_

Waiter: What shall I bring you please?

Lense : Tea.

Hawi: Tea, for me too.

- A. No, I don't.                              C. I'd love to.  
B. I like coffee.                            D. All of the above

6. Which of the following is wrong?

- A. Dr. Catherine gives a course.  
B. He asked what is his name.  
C. He asked what his name is.  
D. Please be on time.

7. I was wearing my clothes when he \_\_\_\_\_ the quarrel.

- A. begin                      B. begun                      C. began                      D. begins

8. The correct punctuation mark for "He mixed everything up. What a

mess \_\_\_\_\_ "is

- A. .                      B. !                      C. ,                      D. ?

9. Were they really \_\_\_\_\_ the truth?

- A. speak      B. spoke      C. spoken      D. speaking

10. Do you believe that he daily \_\_\_\_\_ beef?

- A. ate      B. eat      C. eaten      D. eats

11. Did you \_\_\_\_\_ the dormitory life?

- A. enjoyed      B. enjoy      C. enjoying      D. have enjoyed

12. Men and women \_\_\_\_\_ a lot in common.

- A. share      B. shares      C. sharing      D. none of the above

## Part II Skimming and Note- Making

Read these two short passages about sport and money. The passages discuss one issue. Both passages have different questions. Read and answer the questions that follow. Questions for passage 1 need short answers. That of passage 2 are True or False.

### Passage 1

Professional sport is played for money—lots of money. One team tries to beat the other—as in football, or one person tries to beat another in a tennis match. Why do they really want to win? Not just to show they are better, stronger and fitter, but usually to make a lot of money. The losers often get little or nothing for playing the same game. They work as hard and play as long. Is this fair? Wouldn't it be better to have professional sport where winners and losers make the same money?

In other words, where winning or losing the game itself is more important than the money you make, where it is only a competition of fitness and skill and not about money.

**Give short answers for Questions 13 —15.**

13. What are the two main reasons why professional teams try to win matches?

Answer: \_\_\_\_\_ and \_\_\_\_\_

14. Does the writer think the winners should get more money than the losers?

Answer: \_\_\_\_\_.

15. What does the writer want those who compete with each other to get?

Answer: \_\_\_\_\_.

**Passage 2**

I think the writer of the first passage is wrong. Of course, I play tennis to win—to show that I am stronger or fitter than my opponent. But the money is important to me too. It makes me play just a bit better—and I'm sure it makes my opponent play better too. If we are going to get the same money at the end of the match, then why play? I'm sure most professional sports people agree with me. The thought of winning money pushes me all the way.

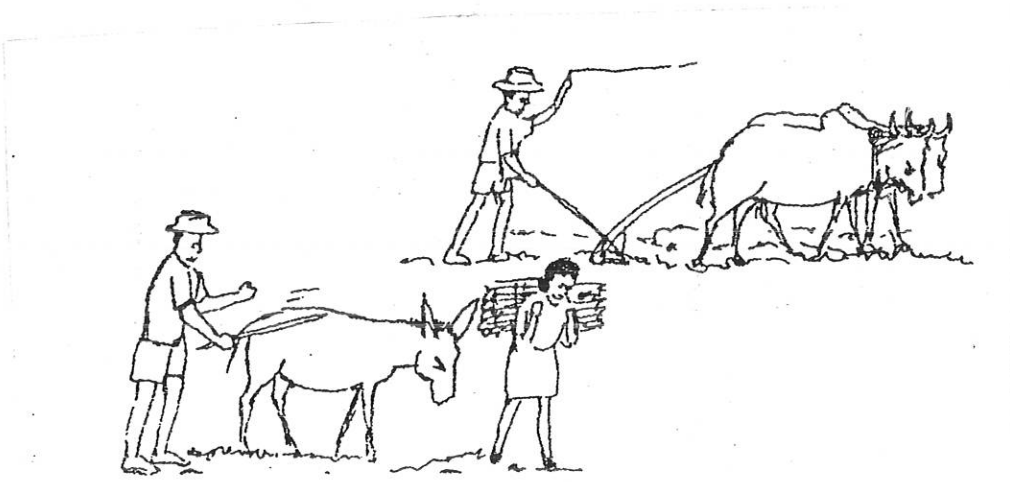
Are the following statements 'True' Or 'False'? Tick the boxes to show the correct answer.

- 16. This writer wants to win to show he/she is stronger.
- 17. The thought of winning money makes this writer stop playing.
- 18. This writer wants to get the same money as his/her opponent.

True	False

### Part III. Describing

Look at the pictures and write three grammatically correct sentences by describing the scene for questions (19-21). Remember that the action is taking place at the moment.



19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. What time does this clock tell? Chose from the given alternatives.



A. eight past half

B. half to nine

C. half past eight

D. eight and half

## Part IV Scanning and Vocabulary Questions

**Read the following passage and take short notes. Each point has equal value.**

I live in a small village called Henfield. There are about 500 people here. I love it because it is quiet. Life is easy, too. You never have to queue in shops. The village is clean—people look after it and don't throw their rubbish in the streets. The air is clean too because there's not much heavy traffic. It's much more friendly here than in the city. Everyone knows everyone and if someone has a problem there are always people who can help.

There aren't many things I dislike about Henfield. One thing is that there isn't much to do in the evening—cinemas or theatres are not available. The other problem is that people gossip—you know in small places people always talk about each other and everyone knows what everyone is doing. But I still prefer village life to life in a big city.

**Answer the questions (23—30) according to the passage**

a) What are the things that the writer likes in addition to the quite and easy life?

Write three sentences by using the words that exactly describe his/her liking.

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

b) What is the thing that the writer doesn't like in addition to lack of cinemas or theatres? Use the words that exactly describe his/her liking.

26. \_\_\_\_\_

c) The following words are from the passage. Write their opposites according to the passage.

27. quiet \_\_\_\_\_

28. friendly \_\_\_\_\_

d) The following words are from the passage. Write their meanings.

29. available \_\_\_\_\_

30. prefer \_\_\_\_\_

## Part VI. Fill in the Blank

**Fill any word that correctly completes the passage in the blank spaces.**

Two kinds of tests are discussed in this paragraph: objective and subjective examinations. Objective tests are those that can be graded objectively. Multiple-choice and true-false are examples of this type. \_\_\_\_\_<sup>31</sup> tests are those which the teacher has more freedom in deciding \_\_\_\_\_<sup>32</sup> is right or wrong. Essay tests are the most common example \_\_\_\_\_<sup>33</sup> subjective tests. In order to do your best on objective tests, \_\_\_\_\_<sup>34</sup> should carefully budget your time, answer \_\_\_\_\_<sup>35</sup> at a steady pace, skip and come back to difficult \_\_\_\_\_<sup>36</sup>, read the stem very carefully, \_\_\_\_\_<sup>37</sup> look for some clues in the items. When taking an essay-type \_\_\_\_\_<sup>38</sup>, plan on outlining the answer \_\_\_\_\_<sup>39</sup> writing. Make sure that you \_\_\_\_\_<sup>40</sup> something for every test question.

**Appendix 2**  
**Item Analysis of the Test in Category of Questions**

No	Category of the question		Item Number	Difficulty Index	Discrimination Index			
1	Grammar		1	.66	.30			
			2	.67	.40			
			3	.65	.17			
			6	.62	.36			
			7	.34	-.05			
			8	.38	.38			
			9	.15	-.01			
			10	.51	.57			
			11	.43	.22			
			12	.50	.48			
			2	Social Expressions		4	.59	.29
						5	.27	.35
3	Telling the time		22	.32	.25			
4	Reading	Note- taking	13	.09	.17			
			14	.34	.29			
			15	.03	.05			
		Skimming	16	.30	.01			
			17	.68	.14			
			18	.49	.30			
		Scanning	23	.38	.58			
			24	.50	.49			
			25	.45	.55			
			26	.40	.71			
5	Writing: Description		19	.57	.53			
			20	.53	.55			
			21	.48	.56			
6	Vocabulary		27	.45	.44			
			28	.52	.57			
			29	.16	.26			
			30	.58	.66			
7	Cloze		31	.06	.16			
			32	.04	.08			
			33	.50	.60			
			34	.45	.75			
			35	.32	.40			
			36	.30	.40			
			37	.54	.60			
			38	.08	.14			
			39	.08	.10			
			40	.40	.35			

## Appendix 3

### Classroom Observation Checklist

#### General Information

Teacher's Name \_\_\_\_\_

Section observed \_\_\_\_\_

Class Size \_\_\_\_\_

Students in class

Male \_\_\_\_\_

Female \_\_\_\_\_

Date of observation \_\_\_\_\_

Day \_\_\_\_\_

Time: Starting \_\_\_\_\_ Finished \_\_\_\_\_

Lesson Topic \_\_\_\_\_

Materials used \_\_\_\_\_

( If the manuals, page N<sup>o</sup>s.) \_\_\_\_\_

#### Utilizing the Checklist

The observation checklist uses rating scale. If the stated behavior is not observed at all, then tick "no". But if it is observed, evaluate the extent of its implementation according to the given scale and tick (✓) in the space provided. The valuation of the scale is as follows:

5= More than adequate

4= Adequate

3= Almost adequate

2= Less than adequate

1= Almost or nearly no

No	Observed Behaviors	If yes, how much?					Remark
		No	1	2	3	4	
<b>A. Observation of the Classroom Activities</b>							
1	Do the trainers give definitions of the new concepts and ideas on each task before the trainees process and come to generalizations?						
2	Are instructions about processing the tasks given before the pair or group works?						
3	Are the tasks monitored when pair/group works are performed?						
4	Is time given for individual work before processing the modules in pairs or groups?						
5	Are the pair or group work outputs processed at the whole class level?						
6	Are the tasks in the manuals performed in the way the manuals demand?						
7	Do the trainees complete their task by the time the trainer expects them to complete?						
8	Do the trainees reflect on tasks when the outputs are processed?						
9	Are the group reports/works dominated?						
10	Does the trainer reflect on the tasks when the outputs are processed?						
<b>B. Micro-teaching Observation</b>							
1	Do the trainees participate in peer/micro-teaching?						
2	Do the trainees plan their lesson in micro-teaching?						
3	Does the student teacher make preparations for peer/micro-teaching?						
4	Does the student teacher monitor or facilitate classroom activities during peer/micro-teaching?						
5	Does the student-teacher maintain discipline while conducting peer/micro-teaching?						
6	Does the student teacher evaluate the learners?						
7	Does the student-teacher use different teaching skills such as: a) Use of appropriate English, b) Questioning techniques and c) Giving feedback during peer/micro-teaching?						
8	Are the tasks processed at whole class level during micro-teaching?						
9	Are the trainees given chance to evaluate the peer/micro-teaching?						
10	Do the <u>trainees</u> reflect on the peer/micro-teaching of their fellow student-teacher?						
11	Does the trainer evaluate the peer/micro-teaching?						
12	Does the trainer reflect on peer/micro-teaching?						

### C. Teaching Practice Observation

Name of The Student Teacher \_\_\_\_\_

Class Observed \_\_\_\_\_

Chapter of the Lesson \_\_\_\_\_

Topic of the Lesson \_\_\_\_\_

No		No	1	2	3	4	5	Remark
1	Does the student-teacher plan his lesson for teaching practice?							
2	Does the student teacher prepare his lessons?							
3	Does the student-teacher maintain discipline during teaching practice?							
4	Does the student-teacher facilitate classroom activities during teaching practice?							
5	Does the student-teacher use different teaching skills such as: a) use of appropriate English, b) questioning techniques & c) giving feedback during teaching practice?							
6	Does the student teacher evaluate his/her learners in the teaching-learning process of the practice?							
7	Do other trainees evaluate the teaching-learning process conducted by their colleagues?							
8	Does the cooperative teacher evaluate the teaching practice?							
9	Do trainees observe classes of cooperative/ experienced teachers?							
10	Does the trainer evaluate the student-teacher?							
11	Does the trainer give feedback to the trainee about the teaching practice?							

## *Appendix 4*

### **Indicators of Behaviours for the Ranking of Classroom**

#### **Observation Checklist**

##### **A. Observation of the Classroom Activities**

###### **1. Do the trainers give definitions of the new concepts and ideas on each task before the trainees process and come to generalizations?**

1= Very short; almost introduction of the ideas on the manuals were given and even the trainees hardly reflected on them.

2= Definitions or new concepts of the ideas on the manuals were not thoroughly discussed first by the trainees and then by the trainer.

3= Summary or short rules that were believed to cover the ideas in the manuals which were given or appeared after the trainees reflected their ideas.

4= Explanation that reinforced the efforts of the trainees and included the left out (an attempted) points (the ideas emanated from the manual and additional readings of the trainer.

5= Brief explanations were given with examples and notes before the trainees process them.

**2. Are instructions about processing the tasks given before the pair or group works?**

1= Simply "Do the next exercise!"

2= Objectives were not set clearly and students did not know their goals.

Procedures also lacked clarity.

3= Objectives were set clearly and students knew their goal but the procedure was not very clear to many students (the presentation lacked model or demonstration where it was needed).

4= Clearly stated objectives; trainees knew their goal and the procedure to pursue was given clearly ; i.e., model or demonstration where needed.

5= Clear objectives were set; trainees knew their goal; clearly stated procedure with unnecessary repetition that consumed more time.

**3. Are the tasks monitored when peer / group works are performed?**

1= The trainer stood at a fixed and tried to motivate or encourage, i.e., usually near the chalkboard.

2= The trainer tried to help only certain groups (the front or back benches only).

3= The trainer was going around the classroom and promoting activities. But his attempt of identifying the slow learners was less.

4= The trainer was trying to identify and helped the slow learners. He was promoting activities. He was also motivating the trainees by moving around the class.

5= The trainer tried to identify the slow learners but also attempted to help those who did not deserve help.

#### **4. Is time given for individual work before processing the modules in pairs /groups?**

- 1= The trainer switched off the individual work before even the trainees start processing.
- 2= Very few students completed the individual work and the trainer switched off the individual work.
- 3= Many trainees completed the individual work; these trainees remained active on their work when the trainer asked to shift to pair/group work.
- 4= Most of the trainees completed the task by the time the trainer expected them to finish before they joined pairs or groups. Thus, the trainer switched off the individual work. It seemed that no trainee was bored and most had made some effort.
- 5= The trainer gave much time and waited for too long until all the trainees finished their duty. As a result, many sat idle or engaged in other activities before they joined groups.

#### **5. Are the pair/group work outputs processed at the whole class level?**

- 1= The trainer raised the task for whole class discussion and skipped to the next point before the trainees reflected or whole class discussion was conducted.
- 2= The trainer raised the issue to obtain feedback but less time was given. He switched off the discussion without motivating the trainees to reflect.
- 3= The trainer gave enough time; the students were less motivated during discussion and few pairs/groups reflected.

4= The trainer gave enough time and motivated the trainees until many pairs/groups reflected.

5= The trainer gave more time than the task deserved for whole class discussion.

**6. Are the tasks in the manuals performed in the way the manuals demand?**

1= The trainers rarely followed the demands of the manual; the trainer followed his own way that was entirely different from the need of the manual.

2= The trainers sometimes followed their own way by giving explanations or changed the pair /group work into whole class discussion. (This a condition in which the passive listeners did not benefit a lot).

3= The trainees performed most of the elicitation, brainstorming, individual work or pair /group work activities in the way the manuals demand and also with some modifications when the situation demanded. But some of the tasks are neglected.

4= Brainstorming, elicitation pair /group work activities were done in the way the activities demanded but they were free to change or modifications. The manuals were done in the way the activities demanded but they were free to change or modifications. The manuals were used as a guide but not as the only reference.

5= Brainstorming, elicitation pair/group work activities were done in the way the manuals demanded; i.e., performed with one-to-one reference to the manuals or followed the manuals step-by-step by using them as reference.

**7. Do the trainees complete their task by the time the trainer expects them to complete?**

- 1= The trainer wanted to stop but most did not finish. He added more time and still significant change was not observed. He stopped the task before a few trainees complete.
- 2= The trainer wanted to stop but most of the trainees did no finish. He added more time and still many trainees did not finish. Hence, he stopped them before many completed.
- 3= The trainer wanted to stop doing the task but most trainees did not finish. Thus, he added more time and many of them completed.
- 4= The time on which most of the trainees completed their task and the time on which the trainer tried to commence the discussion was nearly in accordance.
- 5= Most trainees completed their task and sat idle.

**8. Do the trainees reflect on tasks when the outputs are processed?**

- 1= Very few individuals or pairs/groups gave feedback.
- 2= Few trainees individually, in pairs or groups gave feedback; the important points they raised were also few; much input was given by the trainer.
- 3= Significant number of trainees gave feedback individually in pairs or in groups Although there were no unnecessary repetitions, the important points lacked reinforcement.
- 4= Many trainees were motivated; they gave feedback individually, in pairs or groups. There was no unnecessary repetition but reinforcing the most important points.

5= Most of the trainees gave feedback either individually or in pairs/groups but with some unnecessary repetitions.

**9. Are the group works /reports dominated?**

1= The less active ones were not willing to report. (This is in case where they did not report even after they were given the chance).

2= The reports attempted but failed to express themselves. Others overtook the role.

3= The reporting process was done not only by the active participants. The many of the less active ones were also given chances. The reports sought help from the active participants in rare cases, however.

4= The reporting process was done by shared responsibility; the active participants remained silent and gave chances to most of the less active trainees. The reporters confidently relied on themselves regardless of their performance or adequacy of points.

5= Only those who were active in pair /group works also did the reporting.

**10. Does the trainer reflect on the tasks when the outputs are processed?**

1= The trainer reflected only what the trainers gave as feedback. (This is when their response did not cover the manual.)

2= The trainer did not complete reflecting the input that were designed to be given from the manuals.

3= Inputs from the manuals were given. There was no other input of additional readings.

4= Brief and clear input from the manuals and other sources were given; successful reinforcement of the important points were made. All points were important. It seemed that the trainer had identified what they lacked.

5= Brief and clear input from the manuals and other sources were given with some unnecessary repetitions at the end during the whole class discussion. There was flow of information as a consequence of not identifying what the trainees lack.

## **B. The Micro Teaching and the Teaching Practice**

### **1. Do the trainees participate in peer / micro teaching?**

1= Only few participated. (It might be the most or the least active trainees.)

2= A few trainees participated. (These might be the active trainees.)

3= Most of the trainees participated.

4= All trainees participated equally.

5= All trainees participated and only the 'best' were given chances again so as to show them as models.

### **2. Do the trainees plan their lessons in micro teaching?**

1= No clear objective, time assumed to be taken was not stated.

Inappropriate teaching aids and evaluation mechanisms are stated.

2= Objectives and tasks were stated. But the objectives lacked specificity and time was not suggested for the tasks. Although the teaching aids and the evaluation mechanisms were indicated, the adequacy or the appropriateness of the evaluation mechanisms were dubious.

3= All trainees planned their objectives and tasks but the time for each task was not available. Teaching aids and evaluation mechanisms were also planned but the procedure was not clear.

4= All trainees planned their objectives, tasks or activities, time assumed to be consumed by the activities, the procedures they wanted to be followed, the teaching aids to be utilized and evaluation mechanisms.

5= All trainees planned their lesson in much detail; There were some unnecessary details such as everything they intend to talk in class.

### **3. Does the student teacher make preparations for micro teaching?**

1= No teaching aids. The student teacher was entirely reading the text to present the lesson. The reading was inadequate or unprepared kind of reading.

2= Teaching aids were available but the student teacher was simply reading the textbooks in most cases. Either the lesson or the activities were not handled properly. There were no additional reading and adequate presentation of the lesson.

3= Teaching aids were prepared. Exercises to be done in class were taught over and effectively presented. However, the presentation lacked additional readings for it depended only on the manual.

4= Teaching aids were prepared. Activities to be done in class were thought over and effectively presented. The student-teacher also added some information, whether significant or not, from additional readings to what was stated on the manual.

5= Teaching aids and activities to be done in class were prepared.

Explanations were also adequately given when they were needed. But there were repetition or duplication of ideas on the lesson.

#### **4. Does the student teacher monitor or facilitate the classroom activities?**

1= The student teacher neither tried to help or identify the slow learners nor motivate the learners. He simply lectured his presentation without concern for the learners.

2= The student teacher stood at a fixed place and tried to motivate and instruct the learners. No attempt had been made to identify the slow learners.

3= The student teacher went around the classroom and promoted activities. But his/her attempt to identify the slow learners was less.

4= The Student teacher identified and helped the slow learners. He also promoted the activities and motivated the students by going around the classroom.

5= The student teacher identified and helped the slow learners. But he attempted to help those who did not deserve help.

#### **5. Does the student teacher maintain discipline while conducting micro teaching /practice teaching?**

1= Most are not attentive and the student teacher paid no attention to them.

2= Many disturbed or were not attentive. The student teacher paid no attention to them.

3= There was no loud noise that disturbed the other sections. The participation was properly handled. Even if the tasks were not diversified most students seem learned well. Very few (unnoticed or unconsidered) disturbances were there.

4= There was no loud noise that disturbed other classes. There was also good learning atmosphere in which the participation was properly handled. There was no distraction or disturbance. Varieties of different activities or not varied but appropriate activities captured the attention of most of the trainees.

5= Extreme silence in which teaching and learning was hardly observed.

## **6. Does the student teacher evaluate the learners?**

1= Questions were asked not to assess comprehension or adequacy of the trainees in obtaining the desired objective but to know whether or not the tasks were performed. When trainees failed to answer questions, the student teachers did not consider them as questions that deserve additional input or correct response.

2= Attempted to assess rarely; asked question but skipped to the next before checking comprehension. The comprehension of the given tasks or attainment of the objectives were not properly assessed.

3= Presented the lesson and assessed comprehension by using the same technique. Although the technique lacked variation, it was effective to assess comprehension of the lesson or attainment of the objectives.

4= Presented the lesson and assessed comprehension by using different techniques such as asking questions, explanations, or performing act.

There were no repetition of ideas but varied techniques.

5= Presented the lesson and assessed comprehension in different ways such as asking questions or explanations. But there was repetition of ideas.

## **7. Does the student teacher use different teaching skills such as**

### **a. Use of appropriate English**

1. Their native language dominated the entire lesson. In addition to all their weaknesses in constructing ideas in English, they did not succeed in communication with students.

2= Their presentations lacked variety and good organization of language. Their explanations or reinforcing were not clearly addressed. Not only agreement and tense but also their questions and statements were not properly constructed. Their language lacked fluency. They were more of fragments. However, they succeeded in communicating with the students.

3= Trainees presented their lessons in a good language. Their ideas were direct clear and relevant. They were fluent although they had some tolerable errors.

4= Trainees introduced and presented their lessons clearly. Their explanations were direct, clear and relevant. They spoke fluent English to facilitate activities. In short, they used English fluently in teaching the lesson and expressing activities around the lesson. Thus, their language can be a model.

5= Trainees presented their lessons clearly. Their explanations were direct, clear and relevant. Their English was fluent to conduct a lesson and facilitate activities. But there was too much detail and unnecessary repetition.

## **b. Questioning Techniques**

- 1= They did not ask varied questions and attempt rephrasing. They used only intuition and a single phrase.
- 2= They used very few variety of questions and they never tried rephrasing or restructuring when the questions were not attempted. The questions also do not develop critical thinking.
- 3= They used varied question forms and the questions were also believed to develop critical thinking. There were problems of restructuring or rephrasing when they were not attempted.
- 4= They used varied question forms. Questions were also restructured when they were not attempted. The questions also facilitate the development of critical thinking. Nor had they unnecessary repetitions.
- 5= Student teachers used varied question forms; i.e., Who questions, yes/no questions, hinting clues and asking approval or disapproval, etc. Questions were restructured when they were not attempted. But full of unnecessary repetitions.

**c. Giving feedback during peer/micro teaching and teaching practice**

1= They simply rushed to cover the topic and rare oral corrections that were devoid of encouragement.

2= They sometimes gave oral corrections. They skipped giving feedback when corrections or reinforcing were important. Efforts also lacked approval. Encouraging trainees/students so that they develop self confidence to respond what they felt was found to be less.

3= Gave oral corrections or approval for the attempts made by the trainees. They encouraged trainees/students by focusing on their strong points.

4= They encouraged to correct one another and respond. They also gave oral corrections and reinforced the responses of others. They also attempted to take responses positively and invited others to react so as to reinforce the ideas. They encouraged trainees by focusing on their strong points.

5= They encouraged to correct for each other or to respond. They also gave oral corrections and reinforced the responses of other trainees. They attempted to take response positively and invited others to react. They encouraged trainees focusing on what they got right. But there were unnecessary repetitions or emphasis.

**8. Are the tasks processed at whole class level during micro teaching or the teaching practice?**

- 1= The student teacher raised the task for whole class discussion and skipped to the next point before the trainees reflected or whole class discussion was conducted.
- 2= The student teacher raised the issue to obtain feedback but less time was given. He switched off the discussion without motivating the trainees/students to reflect. Only the volunteered gave answers.
- 3= The student teacher gave enough time but the less number of the trainees/students were motivated. Thus, few pairs/groups reflected.
- 4= The student teacher enough time and motivated the trainees or the students until many pairs/groups reflected. Thus, they did.
- 5= The student teacher gave more time that the task deserved for whole class discussion after the tasks were completed in pairs/groups.

**9. Are the trainees given chances to evaluate peer/micro teaching?**

- 1= Trainees were given very little time but no one responded.
- 2= Time was not adequate for discussion on the micro teaching one-by-one. Short and general suggestions was given severally without specifying the presenter almost at the end of the period. Only very few trainees reflected.
- 3= Discussions were conducted commonly almost around the end of the period after the micro teachings were completed. Names of the presenters were given. The time was enough to get some suggestions

from other trainees but very few reflected.

4= Discussion was conducted after every micro teaching. Student teachers gave time for reflections on the micro teaching after every presentation. A lot of trainees reflected without unnecessary repetition.

5= Discussion was conducted after every micro teaching. Student teachers gave time for reflections on the micro teaching. Too much time was allocated and the evaluators made unnecessary repetitions.

**10. Do the trainees reflect on the peer/micro teaching of their fellow student teacher?**

1= Almost all trainees are passive. They seem neither motivated nor even followed up the micro teaching. There was no feedback at all except one or two exceptional trainees.

2= Very few trainees reflected

3= A few trainees were motivated and eager to participate. They reflected on features of less importance.

4= A few trainees were motivated and eager to participate. They also reflected relevant, important and specific points on the salient teaching behaviors.

5= Many trainees reflected but some of the ideas were litter unnecessary or repetition.

**11. Does the trainer evaluate the peer/micro teaching?**

1= Few trainees were assessed.

2= A few trainees were assessed

3= Many trainees were assessed.

4= All of the trainees were assessed equally; i.e., all are given equal churches.

5= All trainees were assessed, with some variations.

**12. Does the trainer reflect on the peer/micro teaching?**

1= The reflection was mere encouragement that focused on the strong points without mentioning the weak sides.

2= The trainer reflected very few general points.

3= The trainer reflected on some strong and weak sides commonly in detail. But there was no specific example by citing instances by names.

4= The trainer reinforced ideas from peers. He gave clear and specific comments on strong and weak sides of the teachings by name of the presenters. The common points were summarized and there was no time wastage.

5= The trainer reinforced ideas of the trainees. He gave clear and specific comments one-by-one at the end of the period.

## Appendix 5

### Teacher Educator's Questionnaire

#### Dear Teacher Educator,

First of all, I would like to express my sincere gratitude for giving me your precious time to respond to this questionnaire. My intention is English language teaching (ELT) program evaluation of teacher training institutes. To this end, this questionnaire is one of my research tools that is hoped to gather reliable information that emanates from your long and rich experience. Your frank and sincere feedback helps the ELT program of the TTIs.

To obtain this information, the questionnaire is divided into three parts. The first asks your personal information. The second focuses only on the class I observed. Thus, your response to this section should be on the observed class. This part of the questionnaire will be issued after all observations. The third part of the questionnaire seeks general information about training program of this level that I expect you to respond from your previous experiences. In all the cases, your information will be confidential. I very much thank you again for your concern.

#### Part I: Personal Information

1.1 Qualification\_\_\_\_\_

1.2 Title of the college degree (specialization)\_\_\_\_\_

1.3 Experience

1.3.1 as a teacher \_\_\_\_\_

1.3.2 as a teacher trainer\_\_\_\_\_

1.4 Year of Graduation\_\_\_\_\_

1.5 Any training after graduation\_\_\_\_\_

**Part II. About the Observed Class**

2.1 Do you think that the procedure you followed or the method you implemented in teaching this lesson was the best representative or typical of the one you regularly use? (Mark ✓ for your response) Yes\_\_\_\_\_ No\_\_\_\_\_

2.2 If "No", please write down some important points that make this lesson different from the one you regularly

use. \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part III. About the General Program of ELT Training**

3.1 From your experience, do you think that all the modules are relevant to the need of the preparation of would be primary school teachers? (Mark ✓ for your response) Yes (\_\_\_\_\_) No (\_\_\_\_\_)

3.2 If no, write down the topic of the methodologies that you feel are not irrelevant. \_\_\_\_\_

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3.3 What have you done with those that you said are irrelevant?

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3.4 Can you cover all the recommended modules within the one-year training program? (Mark ✓ for your response) Yes \_\_\_\_\_ No \_\_\_\_\_

3.5 Do you think the tasks and activities are beyond the level of the trainees? (Mark ✓ for your response) Yes \_\_\_\_\_ No \_\_\_\_\_

3.6 If yes, what have you done with them?

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3.7 Why do you think they are beyond the level of the trainees?

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3.8 Do trainees participate in different class activities/ (Mark ✓ for you answer)

Yes \_\_\_\_\_ No \_\_\_\_\_

3.9 If yes, what kind of activities?

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3.10 If no, why?

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3.11. Do you believe that the program can produce teachers who can teach Grades 1-4 adequately? (Mark ✓ for you answer) Yes \_\_\_\_\_ No \_\_\_\_\_

3.12 If No, Why?

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3.13 What problems do you think has the one year ELT training program?

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3.14 What possible solutions do you recommend for problems you stated under number 3.13?

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## **Addis Ababa University School of Graduate Studies**

### **Declaration**

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

**Name : Melaku Wakuma**

**Signature** 

**Place : Addis Ababa**

**Date : June 5, 2001**

**Approved by Tashome Demissie  
Advisor**

  
**Signature**